

Education

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Dimension 1 Strategy of Upgrading Education

Iraqi Constitution:

Article (22) of the Constitution provides for the following:

First: Education is a crucial factor for progress. It is a right secured by the State. It is obligatory in the elementary stage. The state undertakes to fight illiteracy.

Second: All Iraqis have the right to free education at all stages.

Third: The State shall promote research for peaceful purposes to serve humanity. It shall care for proficiency, creativity, innovation, as well as all aspects of genius.

Fourth: Private education is secured and shall be regulated by law.

The National Development Strategy up to 2010:

To encourage private sector to play a key role in the education sector, where private primary and secondary schools can be established, and get private investment contributes to building medical technology. The main priorities are stated as follows:

- Physical rehabilitation and reconstruction of primary and secondary schools.
- Enhance basic training to attain the highest possible level of teaching and learning.
- Equip schools with supplies, tools and furniture.

Millennium Developmental Objectives:

Objective 1: Generalization of primary education.

Objective 2: Enabling children everywhere, males and females, to complete primary education.

Objective 3: Enhance gender equity and empowerment of women.

Objective 4: Eliminate differences between both sexes in respect of primary and secondary education. It is preferable this be achieved in 2005.

Strategies of the Ministry of Education and the Ministry of Higher Education and Research:

As far as education is concerned, the Iraqi Government shall place education as top priority. The reconstruction of education to attain more prosperous future requires us to positively face the constant challenges impeding the reform of education system and overcome these through the following strategies:

- How to make education system a model for democracy.
- How to instill positive values and reduce the spread of material values.
- How to minimize limitations of resources.
- How to increase expenditure on education, especially investment in the education infrastructure.
- How to empower the poor and the low-income segments so that they can enroll and maintain their children in schools.
- How to improve preparation of teachers and providing them with incentives.
- How to create balance between quantity and quality of education.
- How to improve school curricula in a way that would reduce unemployment among students.
- How to increase system capacity to retain students and eliminate dropout.
- How to overcome gaps in respect of gender and governorates.

As for higher education, the new education policy towards the reconstruction and rehabilitation of education is governed by the following objectives:

Credibility of higher education response to the national aspirations through its vision in terms of its role and status in the society, its relationship with workforce and its constant interactions with other types of education:

Quality: This factor has an extreme importance in determining teaching and learning process regarding the development of qualitative education in Iraq. This requires the provision of programs which upgrade mental abilities of students by widening and diversifying their knowledge,

Universality: In light of the universal movements and the current challenges, higher education ought to strike a balance between conflicting universal forces through:

- Technological modernization versus maintaining the local culture
- Universality versus commitment to local traditions and considerations.
- Local individual development versus social equity.
- Seeking knowledge on its merit versus provision of direct services to the society.
- Responding to the employment requirements versus reengineering of workforce.
- Provision of general and comprehensive training versus specialized training.

Second Dimension The Situation of Education System

Education system in Iraq is governmental. It is mostly for all stages of study. The State undertakes to provide and prepare teaching and education staff and other requirements. However, this percentage is greater in the higher education, where professional institutions take part in setting up a number of private colleges. Philosophy behind education in Iraq is enhanced by securing the principle of "education for all" through:

Rules and Principles:

- All citizens are entitled to free education at all stages.
- Primary education should remain obligatory to secure basic education. Obligatory education should expand to cover the intermediate stage.
- Education should be made available in all its streams and the principle of democratizing education should be achieved.
- Special attention should be given to the citizens of the rural and remote areas.
- Special attention should be given to special education in respect of slow learning.
- Efficiency of education should be increased so that it can undertake its tasks of building student's personalities in a balanced way.
- Student qualitative educational activities should be highlighted so that students can be educated so as to be proactive and creative.
- Work should continue to provide educational capacities and requirements, especially teaching and education staff, teaching facilities, labs, workshops, as well as school buildings.

- Study curricula should be developed to meet the social needs and catch up with new technologies and sciences through developing teaching and educational means, labs, and school libraries.
- Evaluation and testing methods should be developed to be consistent with the new developments in a way that would improve education process at all levels of study, upgrade scientific level and reduce time wasting.
- Efficiency of education staff should be increased, and education management should be developed so that it can be more effective in developing schools. Education and specialized supervision should also be developed.
- Information and communication systems should be developed and computers should be used in all fields of education and in schools.
- Cooperation and coordination should be boosted with ministries, public and professional organizations concerned on the one hand and with schools and community on the other hand, with parents in particular.
- The use of education means should be enhanced to increase effectiveness of education process, and in particular the used of operating and modernizing projects, as well as following up and development of education research to study problems of educational system and propose solutions to these problems. This includes the use of technology and its applications in education and documenting Arab-international interrelations in education.

Educational Structure

- a- **Kindergarten:** A two-year educational program for children with age rangers between 4-5 years.
- b- **General education:** Education in Iraq takes 12 years and is divided into two stages as follows:

Stage 1: It covers obligatory primary education which lasts for 6 years from year 1 to year 6. Most primary schools are unisex, either for boys or for girls. Students should pass comprehensive and standard tests before moving to the middle stage.

Stage 2: It covers secondary education at two levels:

Middle level: Duration of study in this level lasts for 3 years from first to third year. Schools in this stage are for either boys or girls. Students are required to pass a general ministerial test after the third class to move to the second level which is the preparatory study.

Preparatory level: Study, here, lasts for 3 years from the fourth to the sixth year in the preparatory level, which is called the general fourth class. As for the fifth and sixth secondary class, that is, the second and third preparatory classes, a student has to choose among the scientific, literary, vocational or teacher preparation streams. Vocational education consists of branches: industrial, agricultural, commercial, and household arts. The term of study is 3 years.

Teacher preparation: Middle school graduates are admitted to teachers' institute, where graduates can work as teachers in the primary schools. Teachers of primary schools can also be prepared in teachers' institutes which admit preparatory school graduates for 2 years of study and training. There are also education courses which open upon need for one year for graduates from preparatory schools. This period has been shortened during the past years to 3 months.

- c- **Third level: Higher Education**

It covers universities and public institutes of technology, which number amounts to 15 universities, in addition to Annahrain University. It also covers some private colleges-

13 colleges- with a financial, administrative and technical autonomy. With regard to the technological institute commission, it includes 9 colleges and 25 institutes.

Education System Analysis

Accessibility to education system by citizens within education age brackets

The index adopted to determine capacity of education system in relation to inhabitants within corresponding education age is an indicator of system capacity in terms of accommodating and developing inhabitants, in addition to creating quantitative objectives to increase capacity.

Figures of comparing ratios of students to the corresponding population for years 2001/2002 indicate that the highest rates was related to the primary stage, 85.6%, followed by the middles stage, 42.6%. It drops down gradually for other stages. During the school year 2004/2005 there was a discrepancy in development for each stage. Some stages had high rates (kindergarten, primary, preparatory, academic, higher education), whereas others had low rates (middle, vocational primary). This is an indication of increase in number of students on the one hand, and coverage of stages on the other.

- Analysis of Education System by stages

During the period 1998-2006, the number of students registered for education purposes has increased from (4.3) million to (5.8) million, with an annual growth rate of (4.2%), besides differences made in the growth pace by stage. However, the highest rate was achieved by the teacher preparation institutes, 16.1%.

As for the basic requirements in the education stages, instructors and schools in particular, it is noticed that the rate is high for all stages. For the number of instructors, there were varying growth rates. The highest growth rate was achieved by teacher preparation institutes, 8.1%, corresponding to the increase in the number of students in these institutes, in addition to satisfying the need for teachers in the primary education. As for the number of schools, it is noticeable that there is a growth in all education stages, especially in teacher preparation institutes, 15.2% for the period 89-2006.

Special Education:

Education, here, is delivered by way of classes to develop and increase efficiency of education process in primary schools, as well as to develop capacities of students with slow learning so that they can catch up with their peers in the same age ranger and same level of study in a way that would bring them up to the desired level.

Under the obligatory education law No. (118) of 1976, the Ministry of Education seek to open more classes for special education to be spread over the country and equipped with all supplies. The relevant statistics show that there has been some development in this field, with a growth rate of (14.4%) for the number of classes, (8.2%) for the number of students, (19.9%) for the number of schools and (9.9%) for the number of teachers for the years 98/99- 2003/2004.

Illiteracy and Adult Learning:

A comprehensive national campaign has been launched to eliminate illiteracy, starting in 1978 as a legal requirement. Under the Constitution, the State is committed to fight illiteracy since it is a problem hindering all types of progress, and since education is a human right. Therefore, law No. (92) of 1978 was enacted stating all stands and

principles on which the campaign was based. All illiterate citizens with age ranging between 15-45 years are required to study in the illiteracy centers. There is an additional plan to clean up the remaining illiterates which ended by 1986. Since then, no further campaigns have been made to follow up illiterates in the country during the 1990s, except for some minor activities such as schools of the youth, evening studies, and adult learning. This kept a certain percentage of the population at the education age outside the education system.

Relevant statistics show that the rate of illiterates within the age 15-45 years compared to population within the same age is 48.4% in 1977, 19.9% in 1987, 19.2% in 1993, and 18.8% in 1997. This reduction is an indication of the growing social demand to engage in learning on the one hand,

On the other hand, it is noticed that there is some improvement in the literacy rate within the age of 15 and more. It amounted to 57.3% in 1993 and went up to 78% in 1997.

Adult Learning:

Experience in the field of adult learning and parallel learning is a main source of human development, which became clear through a number of models such as youth schools, public schools and cultural programs. Nevertheless, this field is still in need for more support and planning which develop parallel learning so that it can serve its purposes, and contribute to achieving equitable education opportunities, securing integration with regular learning, and striking a balance between those two types of education.

Thus, it is clear that parallel education is the type which exists side by side and in line with regular education. It has varying functions depending on the size of regular education, its accessibility and levels. Types of parallel education vary depending on levels and stages of study as follows:

- Primary level which includes:

Schools of the youth: Primary stage in the country is obligatory for children with ages between (6-11) years. So, citizens who go to these schools are at the age of (10-15) years for those who failed to go to primary schools. These schools aim to develop learners' basic skills, raise social and national awareness, publicize human values and proper citizenship, enable them to pursue their higher studies and prepare for scientific learning. The term of study in this stage is 4 years with a curriculum characterized by theoretical and practical aspects. Relevant statistics show that there has been no considerable progress made during the period 98/99-2003/2004, especially in respect of supplies. The average growth rate of the registered students is (4.8%). The rate is low for the teaching staff at 6.2%, for schools at 10.6% and for people at 23.9%.

- Preparatory Level:

This level goes through several channels. Although being far away from the academic and vocational channels, these channels cast into one direction, that is, the parallel cases for any regular educational stages.

These channels represent training centers belonging to the State ministries, namely: Ministry of Industry and Mining, Ministry of Transport, Ministry of Health, and Ministry of Waqf and Religious Affairs.

There are other training channels undertaken by universities and planning and training centers belonging to some ministries, aiming to develop and knowledge of the participants and other who wish to develop themselves.

The relevant statistics show that the number of students admitted to these centers rose by 2.8%, the number of the present and graduated students dropped by 6.6% and 0.9%, the number of schools and centers rose by 55.7% and 6.9%, and the number of teaching and training staff dropped by 5.8% for the period 1988-2004.

It is clear from the statistics that although there is an increase in the number of the parallel educational units in terms of schools and centers, its role as a vocational activity was limited. This is probably attributable to the cutting of education expenditure, which directed these centers towards running training courses which need less cost. This applies in particular to the role of the vocational training centers which witnessed a rise in the period 1998-2000. however, since 2003, there has been a drop in its activities due to the closing down of the Military Industrial Commission and its training centers.

Evening Education:

This educational activity is a type of the parallel education which became common all over the world. As far as Iraq is concerned, this activity is distributed on the primary and secondary education levels, and teacher preparation. These stages are implemented according to the instructions applicable in the morning schools. These schools aim to provide educational opportunities for a wide range of learners, in addition to satisfying their wishes and aspirations by developing their capacities and improving their education in times not conflicting with their other tasks and jobs.

Evening schools admit those students who fail two consecutive years in a certain class of the morning schools. They are allowed to study a third year. This system has been introduced in primary education recently. In the year 2003/2004, the number of schools amounted to (45), the number of teaching staff to 631, and the number of students to 13859, 0.3% of the total number of students in this stage. As for secondary education, the number of students amounted to (42.7) thousands in 98/99, increased to (53.5) thousands in 99/2000 and (60.8) thousands in 2000/2001. in 2003/2004, the number of evening schools amounted to 242, the number of teaching staff to 1356, and the number of students to 66947, a rate of 4.0%. as regards teachers institutes, the number of students amounted to 19.6) thousands, (3.4) thousands, and (36.1) thousands for the period 98/99-2000/2001. in 2003/2004, the number of evening institutes amounted to 58, the number of teaching staff to 221, and the number of students to 23841, a rate of 39.4% of the total number of students in institutes and in vocational training. Since these numbers allow for a wide range of citizens who have their own professions or employees to study therein to get a vocational preparatory certificate, some of these schools were established by public organizations. Others were established by the Ministry of Education, but all are governed by the Ministry of Education by regulations and instructions, similar to morning vocational schools.

In 94/95, the number of these schools amounted to (7) consisting of 2536 students. In 98/99, no development took place in relation to the number of students. However, the number of students increased to (3000), then reduced to (654) in 2000/2001. The majority of teaching and training staff working in these schools are instructors, a rate of 60%. In 2003/2004, the number of schools amounted to 20, the number of students to 5853, and the number of workers to 157. this type of parallel education takes the shape of vocational training courses, with a duration ranging between 306 months in training centers belonging to private sector licensed by the Ministry of Education

within centralized instructions and controls governing its work and activities. It aims to widely raise awareness in vocational and technological training, covering different segments of society. During the period 1998-2001, there has been some development in this type of education in terms of the number of courses, trainees, and teaching and training staff, with a growth rate of (6.0%), (6.1%) and (3.5%), in addition to an increase in the number of units, at (3.3%), in 2004, the number of centers amounted to 64 and the number of courses 1151, most of which are developmental courses, a rate of 79%. As for trainees, the number amounted to 9677. in 2004, the number of trainees amounted to 3737, the number of courses to 241, for the total courses with duration ranging between less than a month and 6 months.

Islamic Education:

Statistics in respect of Islamic preparatory schools, which are considered one of the other education channels, show the following figures:

The number of Islamic schools amounted to 14 , among which 64.3% are for boys, 28.5% for girls, and 7.1% are mixed. Most of these schools are owned, at the rate of 71.4%, and the rest are rented. The average number of students in each section is 29, which is a good indication of the interest given to these schools though new.

Private Education:

Education system in Iraq is governmental. Public schools account for 99% of the students at the age of schooling, especially at the Governorates. Private and evening schools have not been allowed since the 1990s and no development had been made during that decade. Private educational sector in Iraq has not been competitive and capable of creating competition that would drive public sector to improve performance.

The number of private schools, for example, was not so high to have an impact on the educational and teaching domain. It amounted to only (159) in 2005/2006 (consisting of 136 kindergarten, 19 for elementary and 4 for secondary) against (16857) public schools for the same year. The number increased in 2006/2007 to (182), of which 142 are kindergartens, 33 for elementary and 29 for secondary) against (17913) public schools for the same year. This means that the growth is not encouraging at all. Furthermore, capacity has decreased. Thus, while the number of students amounted to (10217) in 2005/2006, it decreased to (8865\ in 2006/2007, which indicates the social image implanted into the mind of Iraqi families concerning trust in governmental education and skepticism in private education. We think this image has even an impact on institutional performance in relation to education and teaching. The same applies to Islamic schools, which, though small, compared to academic schools, have not witnesses a development in terms of size and education and job opportunities, as well as its formal relations with the Ministry of Waqf at the time of the former regime and in Waqf Divans during the current regime, which make it associated with the sectarian spirit that is socially rejected.

As far as higher education is concerned, although more open to private sector, compared to education, through opening and setting up many private colleges and universities in various specialties and Governorates, materiality in terms of the number of students admitted as opposed to the total number of students in colleges and universities remains small. Perhaps, obsession and social skepticism about the level of education in the private sector hinders the expansion of this sector. Table (2) shows that public universities and colleges accounts for the highest percentage. For example, after (351365) students were admitted (64.7% for boys and 35.3% for girls), where Baghdad University alone was able to accommodate 20.2% of them, which

also applies to those who were admitted to technological education, the number of students increased to (366736) with a relative improvement in distributions based on gender (61.5% for boys and 38.5% for girls). When development in student numbers in private colleges for 1998/1999-2005/2006 are compared, it is noticeable that the rate of students in private universities is 7.2%, the rate of teachers is 3.6% in 1998/1999. The rate of students rose to 8.3% and the rate of teachers dropped to 2.7% in 2005/2006.

**Progress made to achieve "Education for all Index" against the goal in
2005/2006**

Goal up to 2015	Progress up to 2005/2006
To expand and improve comprehensive care at early childhood.	Admission rate reached 50 per 1000 citizens in 2005/2006, with a limited growth rate of 0.9% in supplies for this stage (teachers and schools) for the period 98/99-2005/2006
To enable all students to have access to good and free obligatory primary education and continue education, with focus on girls.	Admission rate in the free obligatory primary education decreased from 90.2% in 98/99 to 88% in 2005/2006 for citizens at the age of 6. some decrease in the admission rate of girls, 50.2% to 49.7% in the same period.
To meet education needs for all youngsters and adults so that they can have equal benefits from education programs and acquire the necessary skills.	Education is available to all through general regular education (primary education, secondary education, higher education, schools for youth, special education classes, evening education, basic education, training).
To achieve 50% improvement in the adult illiteracy levels by 2015, and create equality in gender with focus on securing equal opportunities for girls.	There is a need for a comprehensive campaign to eliminate illiteracy in order to achieve this goal. There are still no equal opportunities to engage in regular education. The rate in elementary stage was 42% for males and 57% for females. The rate in secondary stage was 61% for males and 39% for females. The rate in higher education was 65% for males and 25% for females.
To improve all qualitative aspects of education and secure excellence for all in order to achieve measurable outcomes in reading, arithmetic abilities and basic skills.	There is some reduction in the rate of literacy for citizens at the age of 15-45 from 78% in 1997 to 73.6% in 2000.

Progress made to achieve the Millennium Development

Indicator	Base year	Rate	Current year	Rate
Rate of students in elementary education	1990	90.8%	2007	89.3%
Rate of students in classes from first elementary class to the fifth elementary class.	1990	75.6%	2007	80.2%
Rate of reading and writing literacy for age ranger 15-24 years.	1990	78.6%	2007	83.9%
Proportion of girls to boys in the elementary education stage.	1990	79.5%	2007	88.0%
Proportion of girls to boys in the secondary education stage.	1990	64.1%	2007	75.0%
Proportion of girls to boys in the university education stage.	1990	50.9%	2007	75.4%
Proportion of girls to boys in the higher education stage.	1990	25.3%	2007	62.0%
Proportion of girls to boys for those who are reading and writing literate within age ranger 15-24 years.	1990	75.6%	2007	91.4%

Females in the education system:

The number of female students in the education system in 98/99 amounted to approximately (1969) thousands, a rate of (38.5%) of the total number of students during that year. It increased to (2443) thousands in 2004/2005, a rate of (42.4%) compared to the total number of students in the country, a growth rate of (2.8%) for the period in question. In addition, there are varying growth rates in education stages, with decreasing rates for some stages. As growth rates were limited and decreasing for general and technological education stages, rates were better in vocational education, teachers preparation institutions and post graduate studies. This indicates that females are willing to engage in household arts in vocational education or teachers institutes, or pursue their higher education. In addition, the education policy adopted by the Ministry of Education stresses that all citizens should be accommodated in the education system regardless of their gender, as stated in the Obligatory Education Law, as well as the admission policy in middle education from elementary graduates, and admission policy in university and technological education from the academic preparatory graduates, and reasonable rates from vocational education graduates.

Spending on higher education in Iraq

During the years following the fall of the former regime, and as a corrective action of the education budget, some changes have taken place toward consecutive increments, especially in the education current budget in the four years, and then in the education investment budget. The education current budget in Iraq (except for Kurdistan Region) has increased as shown in the following table:

**Developments of Education Spending in Iraq (excluding Kurdistan Region)
For the years 2004 -2008**

Budget/year	2004	2005	2006	2007	2008
1- State's current budget	19026800	28431168	39052163	39062163	44190747
2- State's investment budget	1118300	7550000	9272000	12665305	15671227
3- Total	20145100	35981168	50963161	51727468	59861974
4- Education current budget (excluding Kurdistan Region)	605135	1367696	1589720	1928112	2470319
5- Rate	3.2%	4.8%	3.8%	4.9%	5.6%
6- Education investment budget (excluding Kurdistan Region)	27990	13483	22000	366000	150000
7- Rate (2/6)	2.5%	0.2%	0.24%	2.9%	0.96%
8- State's investment budget	-	368541		10061305	11671227
9- Higher education investment budget (excluding Kurdistan Region)				258971	200000
Rate (7/8)				2.6%	1.7%

Third dimension

Challenges facing the Education System

1- Education and its main challenge: Eliminating Illiteracy

Education faces a crucial challenge, that is, illiteracy. There has been progress made in this regard upon the implementation of the comprehensive national illiteracy campaign in 1978, which reduced illiteracy rate and increased reading and writing literacy. However, when figures are broken down based on geographical areas, we find out how figures vary between urban and rural areas, and the different Governorates. Therefore, illiteracy rate contributed to reducing the value of human development index.

2- School Buildings:

Infrastructure of the educational system was exposed to damages following destruction and theft which took place in 2003. Damages touched schools, management buildings, prints, stores, factories, test control and administration center, as well as the Headquarters of the Ministry of Education. There was also damages and complete loss of computers, equipment, education and administration database. One of the studies conducted by the Ministry of Education in cooperation with UNISEF regarding the amount of damage in the school buildings shows the following:

- About 1/6 of the Iraqi schools were stolen, burnt down or damaged (2751 schools).
- 2400 schools were stolen.
- 146 schools were damaged during military operations.
- 197 schools were burnt down.
- 138 schools were used as stores for munitions.
- 101 schools were used as stores for weapons

The greatest amount of damage was in Baghdad schools (21%).

Items stolen included (ceiling fans, lamps and other illumination supplies, furniture, seats, doors, windows, blackboards, cupboards, electric wires, telephones, frigs coolers and air conditioners).

One of UNESCO's studies conducted in cooperation with the Ministry of Education in respect of health conditions in schools shows that 32% of schools have drinkable water, half of the hygiene facilities have no hygienic requirements, 75% of schools have no containers for garbage. The situation is even worse in the schools of the middle and south areas, where no hygienic utilities are available in more than 80% of schools, 60%-80% of schools suffer from problems related to drainage system and garbage, more than 10000 of schools need restoration up to 2004. shortage in the number of school buildings had an impact on the application of the study plan and the cancellation of some classes and non-curricula activities. There was also a shortage in school supplies such as libraries, sport materials, labs teaching aids, computers and internet.

3- Availability of Education Opportunities:

Statistics related to education opportunities show that there is a 25% reduction in the number of students who join schools within the proper age, compared to the population at the age of (6-23) years in 2003/2004. the dropout rate increased by 8% in the elementary education and 9% in the secondary stage, depending on governorate, gender and environment. That is why illiteracy increased to around 28%

of the total population at the age of 10 and more. Illiteracy increased due to the misapplication of the Obligatory Education Law of the elementary stage, following up children performance and study in schools, poverty, bad economic situation of families and child labour.

4- Financing:

Education and its institutions do not receive enough financing to meet the requirements of the comprehensive reform, which should be on the top of the reconstruction campaign priorities. In addition, most allocations are spent as salaries, 94.4%, and the rest is spent on other things. So, there is a need to allocate more money for purposes of quality assurance on the one hand.

On the other hand, statistics of expenses allocated on education stages show that these allocations are biased to higher education in spite of the decrease in the number of students in this stage compared to the number of students in the other two stages, elementary and secondary. In addition, there are some signs of inefficiency of spending, besides giving more interest to higher education at the expense of the lower stages, urban at the expense of rural areas, and males at the expense of females. This discrimination was prominent at the time when services were provided to those categories. So, by looking at the amount of spending, we find out how improper direction of education services is reflected in the share of public spending. The share of general and vocational education is allocated more reasonably than higher education. This explains the more widely spread general education institutions than higher education, which is more popular in the cities. It covers population of high income, and sometimes accompanied by ineffective use and distribution of resources. In order to achieve the principle of "Education for All", money is allocated for this purpose. However, when we analyze the background, we find high illiteracy rates, high ratio of students compared to teachers, and centralization which characterized the regime and reflected on the lack of pro-action in the redistribution and use of resources.

5- Curriculum of Study:

The current curriculum does not keep pace with the ongoing scientific developments in the world. This affects the qualifying and preparation of students so that they can meet the requirements of living and labour market. In addition, there is a shortage in the relevant supplies such as libraries and laboratories used to supplement theoretical study by practice. There is also a shortage in the necessary teaching aids accompanying the curriculum in terms of quantity and quality. Educational TV is not used as a means to support educational process because it was damaged and destroyed. Furthermore, teaching methods are characterized by passive education, memorizing without understanding, failure to emphasize analysis, inference and application of knowledge, with the absence of technology used in education in relation to students, teaching staff, administration, or supervision.

6- Low qualifications of the teaching and administrative staff:

There is a weakness in the capacities of the teaching staff due to the lack of follow up of developments taking place in their fields and specialties because of shortage in or lack of opportunities of continuous training available to them. There is also a weakness in the role played by institutions of teachers preparation, weakness in its motive, and lack of publicity aiming at developing and updating their skills. All this was accompanied by the insufficient administrative and educational capacities in

fields of strategic planning that is based on exhaustive educational information system, accurate statistics, management of educational institutions, local administration, budget performance, follow up and evaluation techniques at the ministerial and district levels, job training and rehabilitation of all categories of workers, as well as preparation of plans for vocational growth accompanied by programs, implementation strategies and follow up.

7- Quality of Education:

Some deterioration took place in the quality of education due to a number of reasons, especially the low spending, shortage of supplies, deterioration of infrastructure, crowded classes, as well as adopting teaching methods concentrating on lectures, memorization, failure to emphasize on analysis, inferences, initiatives, creativity, and lack of motives and enthusiasm of teaching staff due to the low income and working outside the working hours.

8- Poor coordination between education and labour market:

There is a lack of consistency in the teaching and practical programs that depend on labour market needs and economic requirements, especially in the technological education programs. This was attributable to the shortage in teaching and training inputs, such as buildings, workshops, labs, equipment to assure quality of education and achieve the desired coordination.

9- Drop outs

This phenomenon became prominent due to a number of reasons, all of which are related to the inability of education system to be attractive enough to stop drop outs, and inability to give financial and morale support for the less privileged segments so that their children can continue study. Probably, this can be caused by the social and economic conditions in the country, besides the high cost assumed by families, whether direct or indirect, to spend on their children's education. This is an obstacle hindering education, especially the poor and females, who usually miss education opportunities. In addition, there is insufficient capacity of the system in this regard, represented by the inability to accommodate students to achieve the principle of "Education for All". There is also a low quality education facilities and materials, which had an impact on the internal and external sufficiency of the system.

10- Admission Policy in Higher Education:

This policy is based on the determination of the number of secondary education graduates who will be admitted to higher education institutions every year. This policy is governed by instructions of the central admission department based on the following rules:

- Admitting most, or all, of the secondary education graduates.
- Provision of equal opportunities for all applicants to higher education.
- Catch up with admission rates in respect of higher education applicable in other countries, by accepting the highest possible number of students at the expense of coping between admission policy and labour market.
- Create a relationship between distributing students in the secondary level over the different streams, scientific, literary, and vocational, and distribution of students over the higher education specialties.

11- Efficiency of the system

The system suffers from not giving enough interest to the individual differences, and discrimination between persons, and varying environments in designing curricula, which make education less feasible in terms of acquiring knowledge and provision of work opportunities and living, in addition to the low income of some people. All this make those keep their education below level.

12- Education Democracy:

The question of education democracy is a policy stressed by all governments in Iraq as a slogan. However, this commitment is not realized as procedural and practical steps. This is evident by looking at the outcomes. For example, there is no equal opportunities in education, which is clear in the differences between gender and environments, shortage in providing opportunities to access education, the low rates of education continuity, shortage in the vertical movement in the education system, shortage in the desired outcomes (return on education), whether at the individual or society level, and improvement of human capital in economic growth, or increasing individual's capacity to access better work and higher income, as well as graduating a great number of students without having corresponding work opportunities afterwards (unemployment), or when a graduates gets a job, the salary paid may be equivalent to the same salary given to non graduated person

13- Privatization of Education:

In light of the insufficient financial capacity, and in order to face the increasing social demand on university education, one of the solutions was to privatize university education by requesting students to pay a higher cost to have access to special kinds of education. Although education budget is high, the share of student in this budget spending remained low, which led to a low level of graduates, compared to public education and its limited number of specialties.

14- Using technology in Education:

It is clear that computer-based and internet based learning, and English language became these days a must in education. However, the number of schools equipped with the necessary devices and networks is small, in addition to lack of satellite TV channels. This is accompanied by negligence in the optimal use of these technologies in order to improve and enrich educational programs. As a result, these became a shortage in learning how to think, encourage innovation, and self education by using education technology.

15- Education and Building Human Capacities:

It is taken for granted that education is the key tool to build human capacity and have access to work, and acquire knowledge needed to develop individual and society. Thus, the main objective of education, in deed, is to reinforce those capacities which represent a driving power towards progress, in addition to taking advantage of society recourses. However, education policy in Iraq, as it is the case in all developing countries, is characterized by the lack of basis for capacity building which are based on educational rules aiming to prepare successive generations to deal with the changing national, regional and international situations, as well as stressing the national identity, and social, moral and cultural values.