

ALL IN SCHOOL كلنا في المدرسة

MIDDLE EAST AND NORTH AFRICA
OUT-OF-SCHOOL CHILDREN INITIATIVE

IRAQ

COUNTRY REPORT ON OUT-OF-SCHOOL CHILDREN



OCTOBER 2014

unite for
children

unicef 

ALL IN SCHOOL كلنا في المدرسة

MIDDLE EAST AND NORTH AFRICA
OUT-OF-SCHOOL CHILDREN INITIATIVE

IRAQ

COUNTRY REPORT ON OUT-OF-SCHOOL CHILDREN

OCTOBER 2014

unite for
children

unicef 

Preface

Countries around the world devote special attention to education, it being the cornerstone of all forms of progress and the yardstick by which a nation's superiority can be measured. Education is an investment in human resources, and its inevitable result is the development of those resources, as well as the multiplication of long-term economic returns. Not only are these returns manifested in increasing capital and labour, but they are also manifested in technological development, which is an inevitable result of training and educating people. On the contrary, school dropout, repetition and non-enrolment are the key issues that impair the efficiency of the educational system and cause all efforts expended on improving this system to come to naught. This results in a waste of time, effort and money invested for social development and economic growth, and to the spread of some undesirable social phenomena such as child labour and early marriage for girls. Due to the significance of the spread of children not enrolling in school and student drop out, UNICEF and UNESCO's Institute for Statistics launched a joint initiative in 2010 to end differences of opinion on the extent of the spread of these phenomena by applying a single accurate and transparent methodology. This allowed for making accurate estimates and aided in the forming of a sound basis for political interventions intended to alleviate the severity of the problem by knowing the numbers of those who are affected by the major causative factors (their numbers and locations, and the reasons for their non-attendance). The ultimate objective is that all children should be enrolled in school by 2015.

This report – which was prepared by the main team in the Republic of Iraq – provides insight regarding out-of-school children in Iraq as a whole (the centre and the Kurdistan region), identifies the reasons behind that phenomenon and gives a number of recommendations for reducing and eliminating it.

Dr. Mohammed Iqbal Omar al-Saydali

Minister of Education
in the Republic of Iraq

Dr. Pishtiwan Saqdi

Minister of Education
in the Kurdistan Region of Iraq

Dr. Philippe Heffinck

UNICEF representative in Iraq

Acknowledgements

To all supporting institutions and their employees who have contributed directly or indirectly in guidance and ongoing support; to all ministries, institutions, agencies and departments that have contributed to and participated in providing the requirements of this report; and to the Ministries of Education in the centre and the Kurdistan region, most notably:

Dr. Abbas Ali Abdul Redha	Director General of the Directorate General for Educational Research, Ministry of Education, Baghdad
Mr. Adel Abdul Rahim	Director General of the Directorate General for Public Education, Ministry of Education, Baghdad
Mr. Nayef Thamer Hussein	Director General of the Directorate General for Educational Planning, Ministry of Education, Baghdad
Mr. Yusuf Osman	Director General of the Directorate General for Educational Planning, the Ministry of Education in the Kurdistan region
Siham Mohamed Abdel Hamid	Ministry of Planning, Baghdad
Ali Makki Saleh	Ministry of Education, Baghdad
Safaa Rashid Abd Ali	Ministry of Education, Baghdad
Thaer Ahmed Abd	Ministry of Education, Baghdad
Kawa Omar	Ministry of Education, Kurdistan region
Bashidar Abdul Khaliq Khoshnaw	Ministry of Education, Kurdistan region
Dashti Omar Kadr	Ministry of Education, Kurdistan region

The Federal Ministry of Planning and in the Kurdistan region
The Federal Ministry of Social Affairs and in the Kurdistan region
Acknowledgement to all those who contributed to the success of the workshop Analysis of Out-of-School Children's Bottlenecks from the centre and the Kurdistan region.

Acknowledgement for the efforts made in the input and review to:

Dr. Ilham Jabbar Fares, national expert, the centre
Dr. Wasfi Kahwaji, national expert, the Kurdistan region

To the spirit of the late Mr. Adel Abdul Rahim, for all his contributions and support
Mr. Hamed Zaafrane, regional expert, Oxford Policy Management, UNESCO Institute for Statistics for technical support, specifically Sheena Bell and Talal El Hourani.

Understanding Children's Work (UCW) for technical support on data on child labour, specifically Lorenzo Guarcello.

UNICEF's Country Office in Iraq:

Dr. Ikem Chiejine	Chief of Education and Youth in Iraq
Mayasa Abdul Wahid Shanon	Education Specialist
Abdulkader Kakasur	Education Officer, Erbil

UNICEF MENARO Education Section

To everyone who has given their efforts in helping to complete these findings and present them so successfully we extend our appreciation and gratitude. We look towards a brighter future.

Contents

List of figures, maps and tables	vii
List of acronyms	xii
Executive summary	1
1 Introduction	9
1.1 Economic, social and political situation	9
1.2 Education sector in Iraq	12
1.3 The Five Dimensions of Exclusion Methodology	15
2 Profiles of excluded children	19
2.1 Data sources and analysis	19
2.2 Dimension 1: Pre-primary age out-of-school children	24
2.3 Dimension 2: Primary age out-of-school children	28
2.4 Dimension 3: Lower secondary age out-of-school children	33
2.5 Summary of Dimensions 1, 2 and 3	38
2.6 Dimensions 4 and 5	40
2.7 Summary of the Five Dimensions	45
2.8 Child labour	49
2.9 Children with special needs	51
3 Bottlenecks and policies/strategies	55
3.1 Methodology	55
3.2 Environment empowerment	57
3.3 Supply and demand	70
4 Recommendations and way forward	83
4.1 In the field of politics	83
4.2 In the field of awareness raising and participation	84
4.3 In the field of education and quality of services	85
4.4 To complement this report	86

Annexes

87

Annex 1	Population Statistics: Population estimates by age group, environment and gender, 2012 (Iraq)	88
Annex 2	Population Statistics: Population estimates by age group, environment and gender, 2012 (Iraq – centre)	90
Annex 3	Population Statistics: Population estimates by age group, environment and gender, 2012 (Kurdistan region)	92
Annex 4	Population Statistics: Estimates of the United Nations Population Division (2000-2015): Women	94
Annex 5	Population Statistics: Estimates of the United Nations Population Division (2000-2015): Men	95
Annex 6	Population Statistics: Estimates of the United Nations Population Division (2000-2015): Total (2000-2015)	96
Annex 7	School Statistics: Iraq – centre: Number of kindergartens that are members of the educational establishment and children enrolled (1990-2014)	97
Annex 8	School Statistics: Iraq – centre: Primary stage: Number of schools that are members of the educational establishment and students enrolled (1990-2014)	98
Annex 9	School Statistics: Iraq – centre: Secondary stage: Number of schools that are members of the educational establishment and students enrolled (1990-2014)	99

List of figures, maps and tables

Figures

Figure 1.1	Evolution of GDP growth and GDP per capita (2005-2013)	9
Figure 1.2	Evolution of the unemployment rate (2003-2012)	10
Figure 1.3	Structure of the educational system in Iraq	13
Figure 1.4	Evolution of the number of enrolled students (2005-2013)	15
Figure 1.5	Evolution of the number of schools (2005-2013)	15
Figure 1.6	Evolution of the number of teachers (2005-2013)	15
Figure 1.7	The Five Dimensions of Exclusion	16
Figure 2.1	Population pyramid of Iraq (2012)	21
Figure 2.2	Population pyramid for Iraq – centre (2012)	21
Figure 2.3	Population pyramid for the Kurdistan region (2012)	21
Figure 2.4	Distribution of students (2013) and the population according to available sources (2012): Girls	22
Figure 2.5	Distribution of students (2013) and the population according to available sources (2012): Boys	22
Figure 2.6	Iraq – centre: Distribution of the number of students (2013) and the population according to available sources and approved amendment (2012)	23
Figure 2.7	Kurdistan region: Distribution of the number of students (2013) and the population according to available sources and approved amendment (2012)	23
Figure 2.8	Iraq: Distribution of students (2013) and the population according to available sources and approved amendment (2012)	23
Figure 2.9	Pre-primary stage: Evolution of the number of enrolled students	25
Figure 2.10	Pre-primary stage: Evolution of the total of enrolment rate	25
Figure 2.11	Percentage of pre-primary age out-of-school children	26
Figure 2.12	Net percentage of the enrolment rate of pre-primary age children	27
Figure 2.13	Percentage of children enrolled in Grade 1 who were enrolled in pre-school education in the previous year (2011)	27
Figure 2.14	Primary stage: Evolution of the number of enrolled students	28
Figure 2.15	Primary stage: Evolution of the total enrolment rate	28
Figure 2.16	Primary education: Enrolment rates by age (2013)	29
Figure 2.17	Percentage of primary age out-of-school children (6-11 years)	30
Figure 2.18	Net modified percentage of enrolment of primary age children (2011)	30
Figure 2.19	Net modified percentage of enrolment of primary age children: Comparison between the results of MICS3 and MICS4	30
Figure 2.20	(Modified) Net enrolment rate (average) in primary school by governorate: Comparison between 2006 and 2011	32
Figure 2.21	Types of primary age out-of-school children	32
Figure 2.22	Distribution of dropout rates and the numbers of children who have dropped out in the primary stage by governorate, Iraq – centre (2012)	33

Figure 2.23	Lower secondary school stage: Evolution of the number of unenrolled students	33
Figure 2.24	Lower secondary school stage: Evolution of the total enrolment rate	34
Figure 2.25	Percentage of lower secondary age out-of-school children (12-14 years)	35
Figure 2.26	Lower secondary education: Enrolment rates by age (2013)	36
Figure 2.27	Modified net enrolment rate of lower secondary age children (2011)	36
Figure 2.28	Types of lower secondary age out-of-school children (12-14 years)	37
Figure 2.29	Distribution of dropout percentages and numbers of children who have dropped out in the lower secondary stage by governorate, Iraq – centre (2012)	37
Figure 2.30	Dimensions 1, 2 and 3: Girls (Iraq – centre)	38
Figure 2.31	Dimensions 1, 2 and 3: Girls (Kurdistan)	38
Figure 2.32	Dimensions 1, 2 and 3: Girls (Iraq)	39
Figure 2.33	Dimensions 1, 2 and 3: Boys (Iraq – centre)	39
Figure 2.34	Dimensions 1, 2 and 3: Boys (Kurdistan)	39
Figure 2.35	Dimensions 1, 2 and 3: Boys (Iraq)	39
Figure 2.36	Dimensions 1, 2 and 3: Total (Iraq – centre)	39
Figure 2.37	Dimensions 1, 2 and 3: Total (Kurdistan)	39
Figure 2.38	Dimensions 1, 2 and 3: Total (Iraq)	40
Figure 2.39	Dropout rates in the primary stage (2012)	40
Figure 2.40	Distribution of dropout rates by grade in the primary stage, by grade (2012)	41
Figure 2.41	Distribution of the number of students who have dropped out at the primary stage, by grade (2012)	41
Figure 2.42	Distribution of success rates in the sixth-year exam by governorate, Iraq – centre	42
Figure 2.43	Dimension 4: Primary stage: Number and percentage of students who have dropped out before the last grade, Iraq – centre (2012)	42
Figure 2.44	Dimension 4: Primary stage: Number and percentage of students who have dropped out before the last grade – Kurdistan (2012)	43
Figure 2.45	Dimension 4: Primary stage: Number and percentage of students who have dropped out before the last grade – Iraq (2012)	43
Figure 2.46	Dimension 5: Lower secondary stage: Number and percentage of students who have dropped out before the last grade, Iraq – centre (2012)	44
Figure 2.47	Dimension 5: Lower secondary stage: Number and percentage of students who have dropped out before the last grade – Kurdistan (2012)	44
Figure 2.48	Dimension 5: Lower secondary stage: Number and percentage of students who have dropped out before the last grade – Iraq (2012)	45
Figure 2.49	Results of the exams at the end of lower secondary stage, Iraq – centre (2012)	45
Figure 2.50	The Five Dimensions: Girls (Iraq – centre)	46
Figure 2.51	The Five Dimensions: Girls (Kurdistan)	46
Figure 2.52	The Five Dimensions: Boys (Iraq – centre)	46
Figure 2.53	The Five Dimensions: Boys (Kurdistan)	46
Figure 2.54	The Five Dimensions: Total of girls and boys (Iraq – centre)	46

Figure 2.55	The Five Dimensions: Total of girls and boys (Kurdistan)	46
Figure 2.56	The Five Dimensions: Girls (Iraq)	47
Figure 2.57	The Five Dimensions: Boys (Iraq)	47
Figure 2.58	The Five Dimensions: Total of girls and boys (Iraq)	47
Figure 2.59	The Five Dimensions by educational stage (Iraq – centre)	47
Figure 2.60	The Five Dimensions by educational stage (Kurdistan)	48
Figure 2.61	The Five Dimensions by educational stage (Iraq)	48
Figure 2.62	Distribution of children (5-17 years) between those who have dropped out and those enrolled (2013)	49
Figure 2.63	Child labour rate (5-14 years) in 2011	49
Figure 2.64	Child labour rate: Comparison between 2006 and 2011	50
Figure 2.65	Child labour rate and poverty (2011)	51
Figure 2.66	Disability rates among children aged 2-14 (2006)	54
Figure 3.1	Evolution of poverty rates between 2007 and 2012, by governorate	55
Figure 3.2	Distribution of school exclusion rates for girls according to the educational level of their mother	57
Figure 3.3	Positioning of governorates in terms of the proportion of illiteracy and school exclusion rates for primary age girls	58
Figure 3.4	Positioning of governorates in terms of illiteracy and school exclusion rates for lower secondary age girls	58
Figure 3.5	Evolution of the poverty rate between 2007 and 2012	59
Figure 3.6	Distribution of school exclusion rates by socio-economic category	59
Figure 3.7	Distribution of net enrolment rates by socio-economic category	60
Figure 3.8	Distribution of school exclusion rates in the lower secondary stage and the distribution of poverty, by governorate	60
Figure 3.9	Provincial distribution by early marriage rates and enrolment rates for girls from the age of 12-15 years	63
Figure 3.10	Provincial distribution by early marriage rates and the rates of enrolment of girls from the age of 15-19 years	63
Figure 3.11	Distribution of the unemployment rate by age group (2012)	64
Figure 3.12	Operational budget breakdown by level of education (expense rates for the years 2007 and 2008)	68
Figure 3.13	Distribution of children who have dropped out by reason for dropping out (2007)	70
Figure 3.14	Children aged 6-11 years who have dropped out: Distribution of the reasons of dropping out by supply and demand constraints	72
Figure 3.15	Children aged 12-14 years who have dropped out: Distribution of the reasons for dropping out by supply and demand constraints	72
Figure 3.16	Distribution of children who have dropped out aged 6-9 years by the reasons for dropping out (2012)	73
Figure 3.17	Distribution of children who have dropped out aged 10-14 years by the reasons for dropping out (2012)	73
Figure 3.18	Distribution of children aged 6-9 years old who have never attended school by reason for never enrolling (2012)	74
Figure 3.19	Distribution of children aged 10-14 years who have never attended school by reason for never enrolling (2012)	74

Figure 3.20	Repetition rates in the primary stage by governorate, grade and gender (2012)	76
Figure 3.21	Time taken to get to school by children aged 6-14 years (in minutes)	77
Figure 3.22	Evolution of the time taken to get to school by educational level between 2007 and 2012 (in minutes)	78
Figure 3.23	Distribution of students by the distance between school and their place of residence: Primary stage	78
Figure 3.24	Distribution of students by the distance between school and their place of residence: Lower secondary stage	78
Figure 3.25	Distribution of children who have dropped out by age group and reasons for dropping out (2007)	79
Figure 3.26	Distribution of children who have dropped out by governorate and reasons for dropping out (2007)	80

Maps

Map 1.1	Poverty rate by governorate (2012)	11
Map 1.2	Illiteracy rate by governorate (2012)	11
Map 2.1	Net enrolment rate in primary school: Total of girls and boys (2006)	31
Map 2.2	Net enrolment rate in primary school: Total of girls and boys (2011)	31
Map 2.3	Percentage of modified net enrolment at lower secondary school (2011)	36
Map 2.4	Child labour rate (5-14 years) by governorate (2011)	50
Map 2.5	Distribution of children with disabilities by governorate (2006)	53
Map 3.1	Distribution of percentages and numbers of out-of-school children (6-14 years) by governorate (2011)	56

Tables

Table 1.1	Summary of the Five Dimensions of Exclusion (2013)	2
Table 2.1	Estimation of population by age group 5-22 years, according to the approved amendment (2012)	24
Table 2.2	Statistical characteristics of the pre-primary stage (2013)	26
Table 2.3	Statistical characteristics of the primary stage (2013)	29
Table 2.4	Dimension 3: Statistical characteristics of the lower secondary stage (2013)	34
Table 2.5	Summary of statistical characteristics of Dimensions 1, 2 and 3 (2013)	38
Table 2.6	Modified net enrolment rates by age group (MICS4)	49
Table 2.7	Number of beneficiaries of disability institutes (2013)	51
Table 2.8	Schools that have classes for special education and the number of students who benefited (2013)	52
Table 2.9	Distribution of disability rates among children aged 2-14 years by disability type (2006)	54
Table 3.1	Evolution of early marriage rates between 2006 and 2011	62
Table 3.2	Approved federal budget of the Republic of Iraq of 2012 and the share of education	68
Table 3.3	Evolution of the operational budget assigned to education (2010-2012)	69

Table 3.4	Distribution of children aged 6-11 years who have dropped out by reason for dropping out (2007)	71
Table 3.5	Distribution of children aged 12-14 years who have dropped out by reason for dropping out (2007)	71
Table 3.6	Order of reasons for dropping out by focus groups	80

List of acronyms

IHSES1	Iraq Household Socio-Economic Survey 2007
IHSES2	Iraq Household Socio-Economic Survey 2012
MICS1	First round of the Multiple Indicator Cluster Survey 1996
MICS2	Second round of the Multiple Indicator Cluster Survey 2000
MICS3	Third round of the Multiple Indicator Cluster Survey 2006
MICS4	Fourth round of the Multiple Indicator Cluster Survey 2011
MoE	Ministry of Education
OPM	Office of Monthly Periodicals (UNESCO)
OOSC	Out-of-school children
OOSCI	Out-of-School Children Initiative
SPSS	IBM SPSS Statistics: Statistical Package for the Social Sciences
'Stata'	A syllabic abbreviation of the words 'statistics' and 'data'. It is a general-purpose statistical software package.

Executive summary

General context and the education sector

Iraq covers a total area of about 438,317 square kilometres, and its population is estimated to be approximately 34.2 million people (for the year 2012.) Iraq is exceptionally rich in oil. Its proven reserves, approximately 143 billion barrels, are among the highest in the world. The Iraqi economy has witnessed remarkable progress, with a growth rate exceeding 8.5 per cent over the past three years, which in turn contributed to the rise of GDP per capita from approximately US\$ 1,300 in 2005 to US\$ 6,700 in 2013.

Although some social indicators have improved, such as the unemployment rate, which decreased to 11 per cent from around 18 per cent in 2005, demographic pressures still exist along with economic disparities. In fact, people under 15 years of age represent more than 40 per cent of the total population, while poverty remains one of the paramount social concerns in Iraq, although the poverty rate has had a slight decline (18.9 per cent in 2012 compared to 22.9 per cent in 2007). However, this rate is still high on the national level and exceeds 40 per cent in some governorates.

As for the illiteracy rate, this exceeds 20 per cent in central Iraq; which is a high percentage, as is the case in the governorates of the Kurdistan region, which suffers from illiteracy as well. In the period preceding the 1991 events, Iraq had one of the best education systems in the region, as the illiteracy rate among the 15 to 45 year old age group had declined to less than 10 per cent. The period from 1970 to 1984 was called the “golden period” due to high enrolment rates, and spending on education reached 20 per cent of the total government budget. However, the remnants of successive wars since the late 1980s has led to a war-weakened infrastructure and impeded the delivery of social services; as a result, education has suffered a significant deterioration during the period from 1999 to 2003.

The education sector has witnessed striking development since 2004 under the supervision of the Ministries of Education of both the central government of Iraq and the Kurdistan regional government. The number of students enrolled at all levels of education reached 9.5 million in 2013, in 28,730 schools, and there were more than 550,000 teaching staff. These figures indicate a remarkable increase in the number of students compared to the academic year 2004-2005, where the number of students enrolled in all stages of education was 6.5 million, in 20,508 schools, with 343,614 teaching staff members.

Methodology and approach

This report identifies school exclusion in accordance with the methodology developed by the Global Out-of-School Children Initiative (OOSCI), which consists of the following Five Dimensions of Exclusion:

- **Dimension 1:** Pre-primary age children not in pre-primary or primary school
- **Dimension 2:** Primary age children not in primary or secondary school
- **Dimension 3:** Lower secondary school age children not in primary or secondary school
- **Dimension 4:** Primary school children at risk of dropping out (exclusion)
- **Dimension 5:** Lower secondary school children at risk of dropping out (exclusion)

The report has adopted an analysis of the administrative data collected by the Department of Education Statistics Bureau of the Ministries of Education of both the central government of Iraq and the Kurdistan regional government, as well as the data of the Ministry of Planning. The report also benefited from the data and results of sociological surveys carried out by the Central Bureau of Statistics of the Ministry of Planning in coordination with international organizations such as: the Iraq Household Socio-Economic Survey 2007 (IHSES1); the Iraq Household Socio-Economic Survey 2012 (IHSES2); and the Multiple Indicator Cluster Surveys of 2006 (MICS3) and 2011 (MICS4). It is noteworthy that this study provides a description and analysis of the non-enrolment phenomenon among children in Iraq as a whole; therefore, it provides a description and analysis of this in Iraq (the centre) and in Kurdistan (the region) separately. As a result, it is distinct from previous studies carried out in this context. Such a three dimensional approach has been adopted in various parts of the report in order to compare the data of the Kurdistan region with the data of the centre, as well as to ensure the provision of a comprehensive and unified picture of Iraq as a whole.

The Five Dimensions of Exclusion

The following table provides a summary of the most important results related to the Five Dimensions of Exclusion in 2013:

Table 1.1 Summary of the Five Dimensions of Exclusion (2013)

	Girls		Boys		Total	
	Number	%	Number	%	Number	%
Out-of-school children						
Dimension 1: Five-year-old children	376,790	75.4%	400,573	33.6%	777,363	75.7%
Iraq – centre	345,508	79.2%	366,146	79.3%	711,654	79.3%
Kurdistan region	31,282	49.4%	34,428	52.1%	65,710	50.7%
Dimension 2: Children aged between 6 and 11 years old (primary school)	323,095	11.3%	162,009	5.4%	485,104	8.3%
Iraq – centre	309,568	12.5%	151,081	5.7%	460,649	9.0%
Kurdistan region	13,527	3.7%	10,928	2.8%	24,455	3.2%
Dimension 3: Children aged between 12 and 14 years old (secondary school)	449,164	35.0%	202,192	16.4%	651,356	25.9%
Iraq – centre	423,984	38.3%	190,422	18.0%	614,406	28.4%
Kurdistan region	25,180	14.2%	11,770	6.7%	36,950	10.5%
Total number of out-of-school children	1,149,049	24.8%	764,775	16.0%	1,913,824	20.3%
Iraq – centre	1,079,059	26.8%	707,649	17.0%	1,786,708	21.8%
Kurdistan region	69,989	11.5%	57,126	9.1%	127,115	10.3%
Children at risk of dropping out						
Dimension 4: Children enrolled at the primary stage	447,902	15.7%	450,224	13.6%	898,126	14.6%
Iraq – centre	416,147	16.9%	399,556	13.8%	815,703	15.2%
Kurdistan region	31,755	8.3%	50,668	12.0%	82,423	10.2%
Dimension 5: Children enrolled at secondary school	55,198	7.0%	104,594	8.7%	159,792	8.0%
Iraq – centre	44,690	7.2%	92,843	9.4%	137,533	8.6%
Kurdistan region	10,508	6.0%	11,751	5.5%	22,259	5.7%
Total number of children at risk of dropping out	573,089	15.7%	611,944	13.6%	1,185,033	14.5%
Iraq – centre	530,826	17.2%	549,525	14.2%	1,080,351	15.5%
Kurdistan region	42,263	7.6%	62,419	9.8%	104,682	8.8%

Note: Due to the rounding of estimates, the sum of disaggregated numbers could be different from the total number (+1 or -1).

The results of the study show that the number of five-year-old out-of-school children – whether their stage is pre-primary or primary – has reached around 777,000 children, of whom 712,000 children reside in the governorates of Iraq (the centre), while less than 66,000 children reside in the governorates of the Kurdistan region. Hence, it is apparent that approximately three quarters of the children of the age of 5 years are out of school. This percentage is equivalent to 80 per cent of the number of Iraqi children, except for in the Kurdistan region where the number declines to less than 51 per cent. On the other hand, MICS4 results confirm the weakness of pre-primary enrolment levels, as only around 5 per cent of children who enrolled in the first grade of primary school in 2011 were enrolled in pre-primary education the previous year.

The results also show that there are approximately 485,000 children aged between 6 and 11 years old who are out of school and do not take part in official educational services. These children accounted for 8.3 per cent of all children within that age group. This dimension of school exclusion shows that there are gender-specific differences, as the exclusion rate among girls is approximately twice the rate of exclusion among boys. Moreover, the results also showed that the exclusion rate in Iraq (the centre) is more than double the rate of exclusion in the Kurdistan region. Those rates match the results of MICS4 carried out in 2011, with a decrease in the rates of exclusion between 2011 and 2013 by 1.3 percentage points.

The study estimates that the number of children aged between 12 and 14 who are out of school is more than 650,000 children, of whom 614,000 are in the governorates of Iraq (the centre) and around 37,000 are in the governorates of the Kurdistan region, while the number of girls represents nearly two thirds of the total numbers. The total net enrolment ratio in secondary schools is 74.1 per cent, with a significant difference among regions (71.6 per cent in Iraq (the centre) and 89.5 per cent in the Kurdistan region), and among girls (65.0 per cent) and boys (83.6 per cent). This means that more than a quarter of Iraq's children aged between 12 and 14 are not enrolled in school; this percentage represents 28.4 per cent of the total number of children in Iraq with the exception of the Kurdistan region, where the percentage declines to less than 11 per cent. This includes different rates of exclusion for girls and boys, with the exclusion rate among girls at 35 per cent, while it remains around 16.4 per cent among boys. It is noted that there is correspondence and consistency in these results, which were extracted depending on the administrative data and survey results (MICS4).

By identifying the Five Dimensions of Exclusion, we can deduce that:

- School exclusion in all dimensions is a significant phenomenon, especially in Iraq (the centre).
- Dimension 1 is the most important in both Iraq (the centre) and the Kurdistan region, as pre-school education, including pre-primary education, is not given priority.
- Dimension 2 remains a source of concern in Iraq (the centre), where a large percentage of primary age children are not enrolled at school, showing the difficulty of achieving the Millennium Development Goals (MDGs) in this area.
- The implementation of a basic obligatory educational system helped reduce the number of out-of-school children in Dimension 3 in the Kurdistan region.
- Dimension 4 represents a considerable source of school exclusion, as one out of every six students is at risk of dropping out of school before reaching the sixth grade of primary school.
- There are still qualitative differences in education for girls versus boys in the primary and secondary stages.

The phenomenon of child labour

Children having access to free and obligatory education of good quality until the minimum age for entry to employment is a critical factor in the struggle against the economic exploitation of children. The results of MICS4 show that more than 6 per cent of children aged between 5 and 14 are engaged in child labour, i.e., approximately 580,000 children. The phenomenon of child labour is associated with boys (7.3 per cent) more than with girls (5.4 per cent). It also clearly centred in the governorates of Iraq (the centre) (7.1 per cent compared to 2.2 per cent in Kurdistan). While the phenomenon of child labour is less pronounced among students enrolled in school, these children are not excluded, as the child labour rate among enrolled students is around 5.5 per cent compared with 9.5 per cent among their unenrolled peers. A comparison between the MICS of 2011 and 2006 shows that child labour has remarkably decreased, as the employment rate decreased from 10.5 per cent in 2006 to 6.4 per cent in 2011. In all cases, poverty remains one of the most important reasons for the phenomenon of child labour. The results show that the percentage of child labour among children belonging to the poorest households is up to 10.7 per cent, while it declines to 2.7 per cent among children belonging to the wealthiest households.

Educational care for children with disabilities is provided through institutes specializing in mental and physical disabilities as well as through the establishment of integrated classes for special education in mainstream schools. School statistics indicate that the number of schools equipped with classes for special education has reached around 1,660, and the number of children benefiting from special education classes has reached 17,000. Nevertheless, the proliferation of special education remains limited, as there are no classes for special education students in nearly 92 per cent of mainstream schools. The results of the MICS3 of 2006 show that nearly 15 per cent of children aged between 2 and 14 are suffering from at least one type of disability. The number of children aged between 5 and 14 years old who suffer from at least one type of disability, whether mild or severe, was around 1.2 million children in 2013. In comparison with the number of children covered by special education and institutes for the handicapped, which remains in the range of 13,000, we can plainly see the shortage of educational and school facilities for handicapped children, who undoubtedly represent an important segment of out-of-school children.

Barriers and policies

1 The enabling environment

Lack of awareness of the importance of education, and female education in particular:

In an environment characterized by a high illiteracy rate (20.5 per cent), awareness of the importance of education in general, and female education in particular, as a real factor in the development of individuals and society as a whole may decrease. The results of MICS4 show that a mother's educational level along with the poverty level represent the most important determinants in the enrolment of children – especially girls – at school. The primary age exclusion phenomenon includes more than a quarter of the number of girls who have illiterate mothers, and more than half of these girls when they reach the age of enrolment at intermediate school. The higher a mother's educational level becomes, the lower the exclusion rate, showing a remarkable decline.

Poverty and its social and economic impacts on low-income households:

Approximately one fifth of Iraq's population lives below the poverty line. The results of surveys and the conclusions of focus groups and consultative workshops that were prepared during the course of this study show the importance of social problems, especially the living conditions of households, and their role in determining the children's school situation. Poverty is considered one of the most important impediments to enrolling and staying in school. The results of MICS4 have shown that the phenomenon of exclusion is prevalent mainly among poor households. Children belonging to wealthy households are more likely to go to school and learn.

The exclusion rates of severely poor households are 10 times (at primary school) and 5 times (at secondary school) the rate of children from wealthy households. These statistics have been confirmed by the results of the Iraq Household Socioeconomic Survey of 2012. The results showed that the decline of enrolment rates at various levels of education is associated with the decline of living conditions of the household. The direct relation between enrolment rates and a household's living conditions becomes clearer in the intermediate (lower secondary) and preparatory (upper secondary) school stages, as rates of net enrolment reach up to 24.4 per cent and 9.5 per cent, respectively, among the severely poor segment of society compared with 60.9 per cent and 38.8 per cent among children from wealthy households.

Since 2009, Iraq has developed a comprehensive poverty reduction strategy that aims mainly to raise the monthly income of the poor, to improve their health level, to facilitate and improve their education, and to provide them with better housing and effective social protection. This strategy also aims to reduce inequality among poor women and men. Specifically, the strategy seeks to reduce the poor population from 7 million to 5 million people, and to reduce the illiteracy rate from 28 per cent to 14 per cent by increasing enrolment rates at the primary, intermediate and preparatory education levels.

In the education sector, Iraq's poverty reduction strategy comprises six main perspectives in addition to a number of objectives; among them the passage of laws and instructions for basic obligatory education, including amending the constitution to extend obligatory education to the intermediate stage and prioritizing the establishment of primary, intermediate, and preparatory schools in poor neighbourhoods. The strategy also aims to amend the laws and regulations regarding the social protection network in order to link it with the registration of children in households covered by social subsidies for basic education; to enhance educational efficiency in poor urban and rural areas; to take various measures to reduce the number of illiterate people; and to develop and apply curricula for linking vocational education with the labour market, especially in the agricultural and rural sectors.

Popular traditions regarding the role of women and the acceptance of early marriage for girls: Early marriage represents a significant obstacle preventing Iraqi girls from continuing their education, especially for girls at the intermediate stage. Data has shown that this phenomenon, although declining in the Kurdistan region, has worsened in Iraq (the centre), as the percentage of women who marry before the age of 15 increased from 5.2 per cent in 2006 to 5.6 per cent in 2011. In addition, the percentage of women who marry before the age of 18 increased from 10 per cent to 23.5 per cent. Those percentages are high in various areas, both rural and urban, but they decline remarkably as the mother's educational level rises. These results confirm the controversial relationship between the different generations and their views on the issue of female education.

2 Legislation and policies

The Iraqi constitution acknowledges education as a key factor in the progress of society, stating that education is a fundamental factor in the progress of society, and that free education in all of its stages is a right guaranteed by the state for all Iraqis. It also confirms that the state shall care for people with disabilities and special needs, ensure their basic rights are provided and their human needs met, and ensure their rehabilitation in order to reintegrate them into society.

In a joint project, the Ministries of Education and Higher Education in both Iraq (the centre) and the Kurdistan region have developed the Comprehensive National Strategy for Education and Higher Education for the period 2012-2022, which aims to reform and develop the education and higher education system based on the development needs and requirements of the Iraqi society, including Kurdish society. This strategy takes into account the specificity of national minorities, making them active participants in the production of knowledge with the optimal use of human, natural and financial resources

to ensure the achievement of overall development, a decent standard of living, equal opportunities and peace in Iraq.

The Comprehensive National Strategy for Education and Higher Education has several objectives, procedures and options for achieving its desired objectives. With regard to the development of opportunities available in pre-university education, the strategy intends to achieve net enrolment rates up to 30 per cent in kindergarten, 99 per cent in the primary stage, and 70 per cent in the intermediate stage (except for the Kurdistan region); and 99 per cent in the basic educational stage in the Kurdistan region. It also aims to raise the level of education so as to reduce repetition rates to 3 per cent in the primary and intermediate stages, and dropout rates to 1 per cent in the primary stage and 3 per cent in the intermediate stage. Among the options adopted by the strategy to achieve those objectives are:

- amending the constitution in order to make education obligatory in the intermediate (basic) stage;
- providing financial incentives for students, especially in rural areas and poor households;
- adopting community awareness programmes stressing the importance of enrolment in all stages of education; and
- providing an appropriate educational environment in order to attract students.

3 Supply and demand sides

The most important constraints of the supply side are the following:

- Double-shift schools as well as their limited number in rural areas.
- Unqualified teachers, and those who follow traditional teaching methods.
- Lack of an effective evaluation system for students, especially in the fifth grade.
- Lack of school equipment and teaching aids.

Besides the constraints relating to supply, the results of the surveys show that 73 per cent and 85 per cent of the factors identified in school non-enrolment are related to the issue of demand. It is clear that the lack of interest of individuals and households comes to the forefront of the reasons of school dropout, both at the primary education stage (48.7 per cent) and at the intermediate education stage (59.9 per cent) as a result of declining economic returns on investment in education, as well as the decline of the financial return of school certificates in an environment marked by rising unemployment among young people.

Key recommendations

Policies:

- Enforcing of the obligatory education law.
- Expanding the scope of the group covered by obligatory education to include the age group between 5 and 14 and in the governorates of Iraq.
- Focusing on developing and implementing a strategy for training teachers in kindergartens and public education.
- Developing a plan of school distribution among regions.
- Providing facilities for the private sector in order to open kindergarten classes and national schools.
- Applying the law stipulating monthly financial grants for primary school students and intermediate stage students in order to help them meet their basic needs to complete their studies.

- Increasing the expenditures allocated to the Ministry of Education from the state budget and developing techniques of financial programming and successful methods of budget implementation.
- Giving high priority to caring for children with special needs and providing them with special care.
- Promoting cooperation between the Ministry of Labour and Social Affairs and the Ministry of Education in the development of private institutes for people with special needs, increasing their number, equipping them with specialized teaching cadres, providing appropriate facilities for creating an enabling learning environment, and expanding their scope to include all governorates.
- Finding modern, working mechanisms that will reduce repetition in the primary stage with the inclusion of a school card as a reference for student performance evaluation, reconsidering the mechanism by which primary school students move to the intermediate stage, and taking all necessary educational measures to reduce the repetition percentage in the fifth grade.

Awareness and participation:

- Activating the role of boards of parents and giving them the powers required.
- Raising awareness among households, especially in rural, poor and remote areas, of the necessity and importance of education for both girls and boys.
- Developing a plan for communication and awareness, which may initially depend on the initiative of the specialized resources of the Ministry of Education in preparing educational programmes for households to enlighten them on the value of education and learning and explain the risks of their children dropping out.

Educational services and their quality:

- Emphasizing the practical side of the application of scientific subjects in daily life, adopting an educational curricula based on activities and technology, providing an effective learning environment, and encouraging critical thinking, as well as providing the requirements of these curricula including competent teachers, effective educational administration, and modern buildings, laboratories, and technology.
- Activating the role of social workers in primary and intermediate schools and giving them the necessary power to instruct, guide and follow the students, especially those who are at risk of dropping out.
- Encouraging cooperation between the schools and medical clinics affiliated with the Ministry of Health in providing periodic medical examinations of students and promoting health awareness.
- Providing enabling, therapeutic education for students who have learning difficulties.
- Giving rewards to outstanding students and teachers, and awarding scholarships to teachers to complete their studies inside and outside of Iraq.
- Developing teacher skills by organizing on-the-job training courses for them.
- Encouraging the appropriate use of various evaluation techniques according to their specific goals, and not limiting evaluation to the cognitive side only.
- Paying attention to vocational education and developing it according to international standards.

To complement this study, we propose the following recommendations:

- Conducting annual follow-up surveys of the implementation of this study's suggestions for the purpose of evaluating and measuring what has been achieved regarding increasing the number of enrolled children.
- Conducting a study evaluating the curricula followed in Iraq, including the objectives and content of scientific material, the teaching methods and the evaluation techniques, for the purpose of analysing the actual reasons behind student repetition, especially the students of the fifth grade. Some people believe the reason behind this repetition is related to the curriculum being followed. This study shall be conducted according to accepted international standards.
- The number of students at risk of dropping out in every governorate can be determined by finding an accurate scientific mechanism, through field research, to determine the characteristics.

1

Introduction

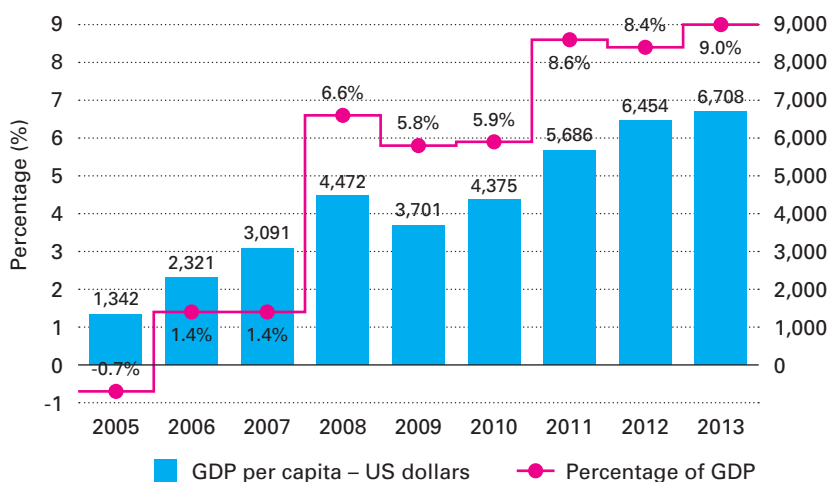
1.1 Economic, social and political situation

Iraq covers an area of approximately 438,317 km² and consists of 18 governorates, including the governorates of the Kurdistan region of Iraq. Iraq's population is estimated at about 34.2 million (2012), 69.2 per cent of whom live in urban areas. In spite of instability over the past decades, the demographic growth rate has remained relatively high and is currently estimated at 2.9 per cent, although slightly down from the 3.1 per cent recorded in the peak period of growth during the late 1970s and 1980s.

Iraq's economy has witnessed concrete developments influenced by various historical milestones and events that have unfolded in the country since the nationalization of oil in 1972, the first Gulf War (1980 to 1988), the second Gulf War (1991), the international economic sanction from 1991 to 2003 and the fall of the regime that had been founded in 1968.

Iraq is exceptionally rich in oil. Its proven reserves, approximately 143 billion barrels, are among the highest in the world (the fifth-largest in the world after Saudi Arabia, Venezuela, Canada and Iran). Over the last three years, the Iraqi economy has witnessed remarkable progress, with a growth rate exceeding 8.5 per cent, which in turn contributed to the rise of GDP per capita from approximately US\$1,300 in 2005 to \$6,700 in 2013 (see Figure 1.1).

Figure 1.1 Evolution of GDP growth and GDP per capita (2005-2013)



Source: The World Bank and International Monetary Fund (2013 estimates).

Economic growth has accelerated from 1.4 per cent in 2007, 5.9 per cent in 2010, up to 8.4 per cent in 2012. Average oil production hit 3 million barrels per day, the highest level that has been achieved in the last 30 years. In 2013, International Monetary Fund predicted the growth rate to increase to 9 per cent with rising oil production reaching about 3.3 million barrels per day and the recovery of activity in the non-oil sectors. Several indicators show an improved economic situation, as the inflation rate declined from 6 per cent in 2011 to 3.6 per cent in 2012, international reserves at the Central Bank of Iraq rose from US\$61 billion in 2011 to \$70 billion in 2012 (equivalent to nine months of imports), general financial reserves at the Development Fund for Iraq rose from \$16.5 billion to \$18 billion (8.5 per cent of GDP), and fiscal surpluses for the general budget recorded the equivalent of 4 per cent of GDP in 2012.

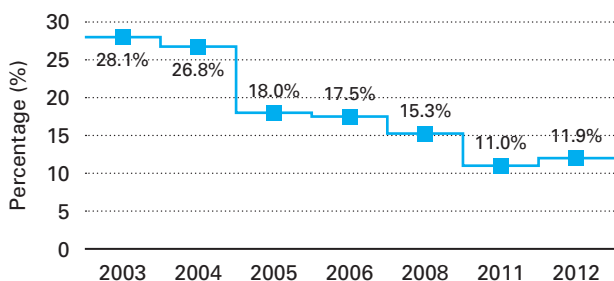
Despite the recorded development, the Iraqi economy still suffers from severe structural weaknesses, which lie mainly in:

- The dominance of the oil sector such that the non-oil sector represents only 46 per cent of the economy, while the oil sector comes to the forefront, accounting for 97 per cent of federal budget revenues and 92 per cent of Iraqi exports.
- The dominance of the public sector, which employs about half of the labour force, and the secondary role of the private sector in overall economic development activities, as its contribution to fixed capital formation does not exceed 6.4 per cent.
- The continuous deterioration of the investment environment and business climate such that Iraq is classified in the lowest group in the global Ease of Doing Business Index, which reduces the attractiveness of the country for direct foreign investment, especially in the non-oil sector.

Over the medium term, Iraq's macroeconomic outlook will continue to be driven by developments in the oil sector. Projections by the International Monetary Fund assume the implementation of sound macroeconomic policies and gradual progress on structural reform. Oil production is also projected to reach 5.7 million barrels per day by the year 2018. Growth will remain higher than 8 per cent over the medium term.

Although some social indicators have improved, such as the unemployment rate, which shrank to 11 per cent after it was 18 per cent in 2005, demographic pressures are still high with people under 15 years of age making up over 40 per cent of the total population. This means that the labour force suffers from shortages in basic skills as a result of years of war and sanctions, and levels of emigration have been enormous during the past decade. It is noteworthy that the unemployment rate in 2012 was at 7.9 per cent in the Kurdistan region compared with 15 per cent in Baghdad and 11.9 per cent in the rest of the governorates.

Figure 1.2 Evolution of unemployment rate (2003-2012)



Source: Central Bureau of Statistics.

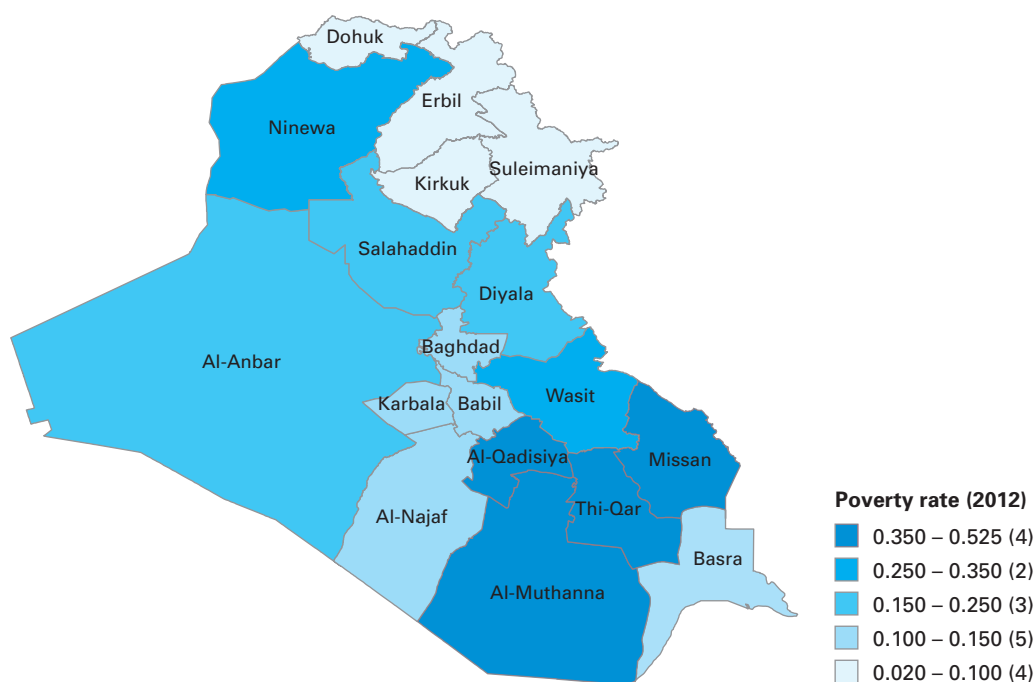
Poverty remains the most important social concern in Iraq. Studies conducted in 2007 showed¹ that three out of 10 Iraqis live in a state of deprivation. This means that the total number of disadvantaged people in Iraq – according to the Living Standard Index – is nearly 9 million people. The results of the analysis of the Living Standard Index

¹ Map of deprivation and living conditions in Iraq in 2011, Central Bureau of Statistics.

on the data from the household expenditure survey showed that about 30 per cent of individuals have a low standard of living, and nearly 4 per cent of them have a very low standard of living.

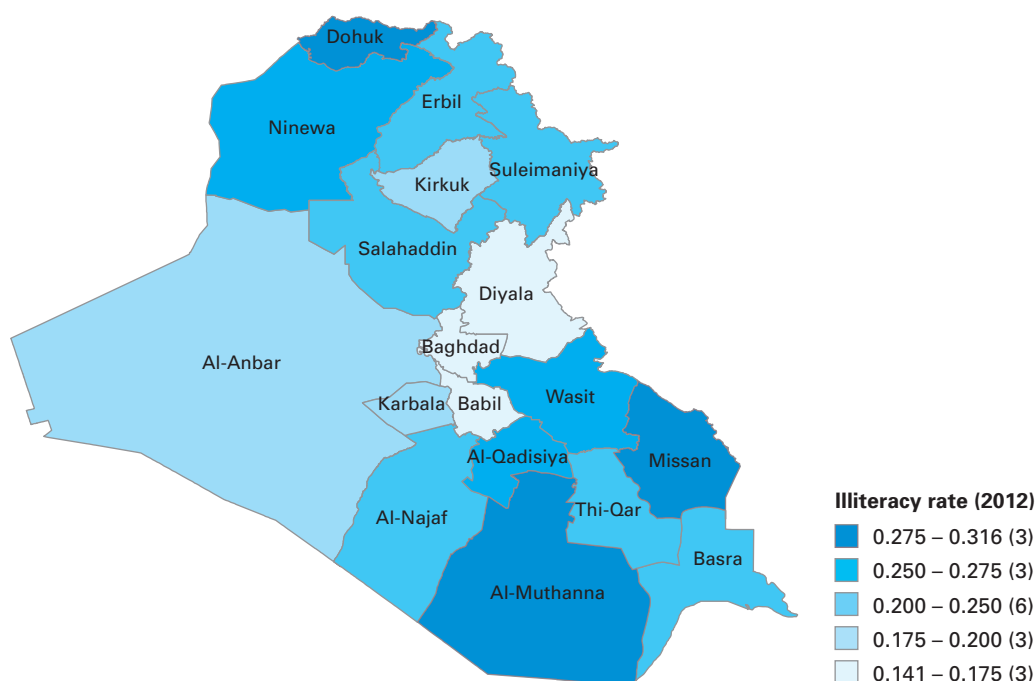
The results of the Iraq household socio-economic survey of 2012 show that the poverty rate, albeit slightly decreased (18.9 per cent compared to 22.9 per cent in 2007), remains high on the national level and exceeds 40 per cent in four governorates (Al-Qadisiya, Al-Muthanna, Thi-Qar, Missan). The illiteracy rate has exceeded 20 per cent and remains high in the governorates of the Kurdistan region. Where the poverty rate declined is shown in the following maps.

Map 1.1 Poverty rate by governorate (2012)



Source: Iraq household socio-economic survey of 2011.

Map 1.2 Illiteracy rate by governorate (2012)



Source: Iraq household socio-economic survey of 2011.

The political situation has witnessed some crises and internal tensions. The security situation, after a relative decline in violence during the period 2009-2012, deteriorated again in 2013 as a result of the political crisis, where the highest number of injuries in the past three years was recorded.

1.2 Education sector in Iraq

In the period preceding the first Gulf War, Iraq had one of the best educational systems in the region. The government had almost eradicated the scourge of illiteracy completely through the participation of all educated Iraqis in organized literacy campaigns that covered all areas of Iraq. As a result, the illiteracy rate among the 15 to 45-year-old age group had declined to less than 10 per cent. The period from 1970 to 1984 was called the 'golden period' due to high enrolment rates, and spending on education reached 20 per cent of the total government budget.

In the Iran-Iraq War that began in 1980 and lasted eight years, Iraq lost many lives and much of its national capacity, and accumulated substantial debt. In 1990, after the end of the first Gulf War, Iraq was under an international trusteeship through the oil-for-food programme. The economic sanction weakened the country's infrastructure and impeded the delivery of social services; leading to the education sector significantly deteriorating during the years 1990 to 2003, which are considered the years of crisis. There was a remarkable decline in the gross income of the state that affected financial allocations for education. Enrolment rates declined and the phenomenon of children dropping out emerged. It is notable that from 1986 to 2003, no schools were built in Iraq.

The Ministry of Education (MoE) in the centre oversees pre-university education. Under Law No.22 of 2011, the MoE aims to: a) raise a generation who are conscious of and believe in God and in religious, moral and national values; who love their homeland and adhere to the unity of its land and people, and the values of democracy, freedom of opinion and expression; who believe in education as a basis for the progress of society; and who are proud of their Iraqi heritage and culture while being supportive of national and religious diversity and open to global cultures; b) foster a generation who renounce all forms of bigotry and discrimination according to the provisions of the constitution; c) direct students to favour the study of science using methods of contemporary thinking; d) develop students' creative skills to ensure the integration of their characters physically, mentally, socially and spiritually; and e) strengthen the role of education in life and productive work, maintain its independence and availability for everyone, and improve its quality toward better investment in human resources in order to achieve comprehensive development.

The MoE seeks to achieve its objectives by the following means: a) developing an activity-oriented educational policy in consultation with the regions and governorates not organized in a region; b) preparing integrated educational plans within the framework of the approved educational philosophy and following up on their implementation after approval; c) developing programmes for qualifying and training teachers and coordinating with the Ministry of Higher Education and Scientific Research for the development of these programmes; d) opening kindergartens and various schools at different levels, and managing national and foreign education; e) qualifying teachers, instructors, educational supervisors and those who are responsible for the management and supervision of the educational process, retraining them during their service and developing their professional and scientific abilities; f) developing curriculums for different stages and types of education, providing their means and textbooks, and developing them based on the latest scientific research and educational studies and trends; g) emphasizing religious and moral education to ensure the instillation of noble and good values; h) establishing institutes and centres for adult education and providing them with supplies; i) providing opportunities for athletics and technical education, paying attention to health education for students and environmental education, and providing health services and school meals; j) activating an interaction between schools and their local environments in coordination with

municipal councils, and strengthening the role of boards of parents and teachers; k) preparing research and studies, and undertaking educational and scientific experiments, using the results to further develop the educational system; l) coordinating and cooperating with educational and cultural institutions, professional organizations and civil society organizations to enhance the educational process and its development; m) strengthening educational and cultural relations with Arab, Islamic and other foreign countries, and with Arab, Islamic, and regional and international organizations concerned with the affairs of education, culture and science; and n) providing and constructing school buildings and maintaining them via the relevant agencies.

Stages of education, pursuant to Articles 6 and 8 of the Ministry of Education Act, consist of the following:

- Two-year kindergarten stage (kindergarten and pre-primary)
- Six-year primary stage
- Six-year secondary stage, consisting of two levels (a three-year lower secondary level and a three-year upper secondary level), and which is divided into two types (general and vocational)
- Nine-year basic education, which consists of a six-year primary stage and a three-year lower secondary level. The MoE is in the process of applying basic education gradually in areas and schools determined by the minister, with the aim of making it compulsory.

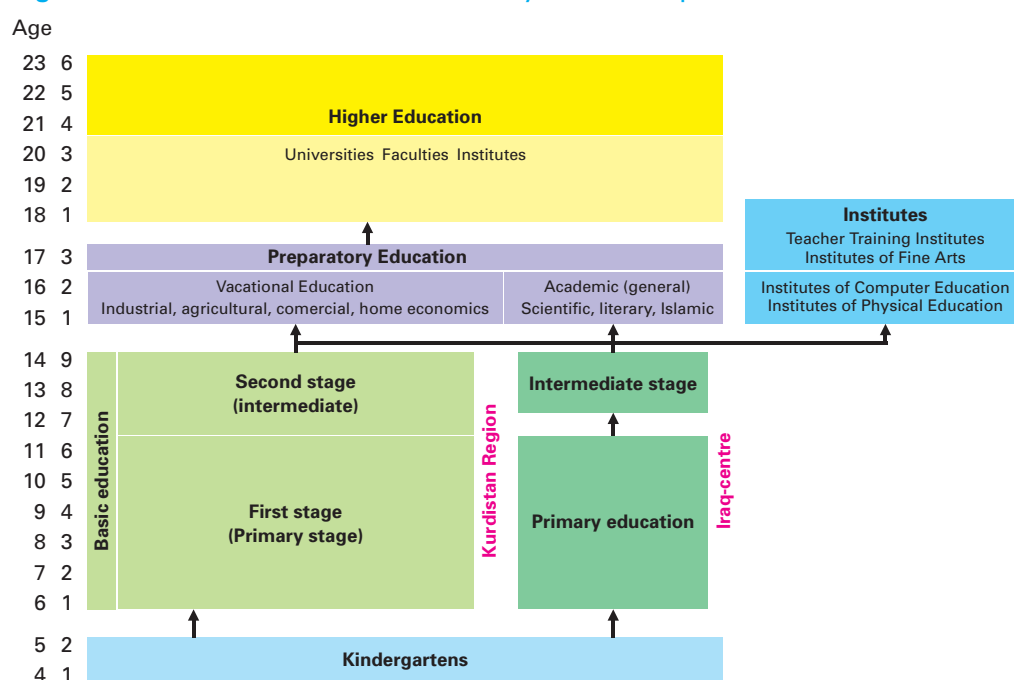
Education in kindergartens, schools and all institutes and centres affiliated with the MoE is free (pursuant to Article 9 of the Ministry of Education Act). A school may only be part of an educational stage, or include more than one stage.

Article 6 of the Basic Law in Kurdistan stipulates the following:

- First: Public education shall be regular for juniors in two main stages, namely:
 - A nine-year basic education stage
 - A three-year lower secondary stage
- Second: kindergarten shall prepare children for the stage of basic education.

The following figure shows the structure of the educational system in Iraq:

Figure 1.3 Structure of the educational system in Iraq



Primary education is public, standard and mandatory for children who are six years old at the beginning of the school year or who will turn six by December 31 of the same calendar year. However, there are weaknesses in the effectiveness of Compulsory Education Law No.118 of 1976, particularly with regard to the terms that require parents to mandatorily enrol their children, and the mechanism of control and punishment for those who do not abide by the terms of the law.²

Lower secondary education aims to discover students' abilities and interests; develop them and provide students with basic and diverse knowledge and experience to enable them to continue their studies; and develop their spirit of good citizenship. The MoE has the right to undertake diversification at the lower level of the secondary stage. Compulsory education will be extended to the lower secondary stage upon the availability of the necessary resources (pursuant to Article 8 of the Ministry of Education Act).

Three-year upper secondary education begins after the lower secondary level. It is divided into four sections (scientific, literary, vocational and Islamic), and it is public and diverse, aiming to help students discover and develop their capabilities and interests. Upper secondary education further provides instruction in culture and the requirements of peaceful citizenship, and provides greater diversity in the fields of knowledge, training students so that they become qualified for the labour market and can continue with the subsequent stages of education.

The MoE of the Kurdistan region oversees pre-university education in the region. The MoE aims under Law No. 15 of 2006 to "nurture a mindful, educated generation who love their country, apply scientific thinking, are equipped with knowledge and good manners, are familiar with the facts of the development of civilization, are aware of human rights, believe in the principles of democracy and citizenship and their duties, and understand freedom and responsibility within the community." It also strives to "provide learning opportunities for all who want or need them".³

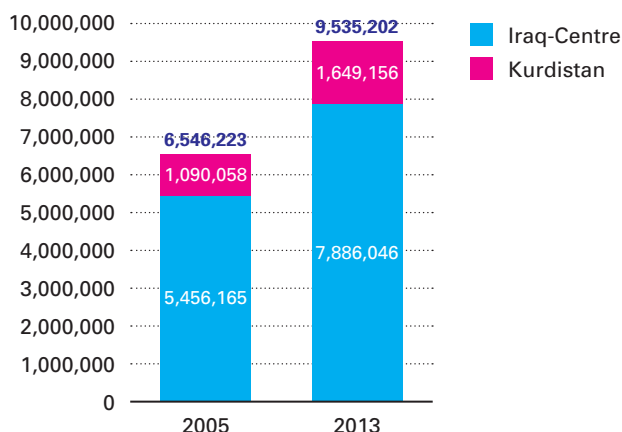
Pursuant to Article 8 of the Ministry of Education Act of the Kurdistan region, basic education is public and standard for everyone. Basic education enables children and young people to acquire the tools of basic knowledge and the foundations of culture, as well as to discover their interests and abilities. Upper secondary education is public and diverse, allowing the expansion of culture and providing more specialization in the fields of knowledge, and training students in their application so that they can become qualified for the labour market and continue with higher education, paying special attention to outstanding students.

The education sector has witnessed remarkable development over the past years. According to the MoE's statistics, the number of students enrolled in all stages of education in the academic year 2012-2013 reached 9.5 million students, in 28,730 schools, with more than 550,000 instructors. These figures indicate a significant increase over the numbers from academic year 2004-2005, when the number of students enrolled in all stages was 6.5 million in 20,508 schools, with 343,614 instructors.

² Law of compulsory education, no. 118 of 1976.

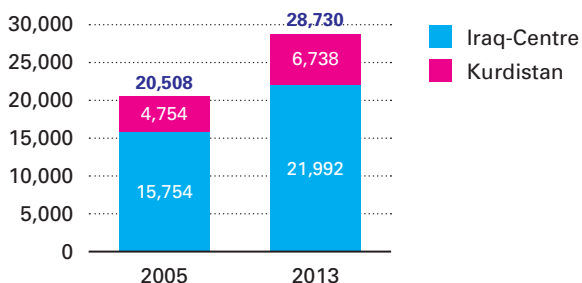
³ Article no. 3 of Law no. 15 of 2006.

Figure 1.4 Evolution of the number of enrolled students (2005-2013)



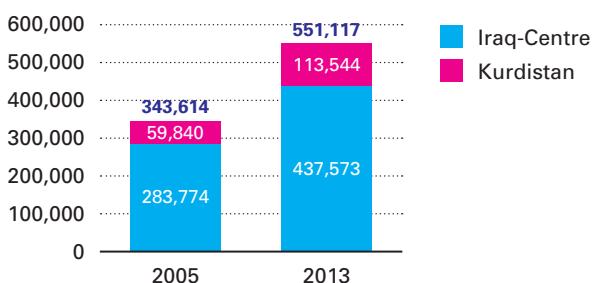
Source: Ministry of Education (Baghdad) and Ministry of Education (Kurdistan region).

Figure 1.5 Evolution of the number of schools (2005-2013)



Source: Ministry of Education (Baghdad) and Ministry of Education (Kurdistan region).

Figure 1.6 Evolution of the number of teachers (2005-2013)



Source: Ministry of Education (Baghdad) and Ministry of Education (Kurdistan region).

1.3 The Five Dimensions of Exclusion Methodology

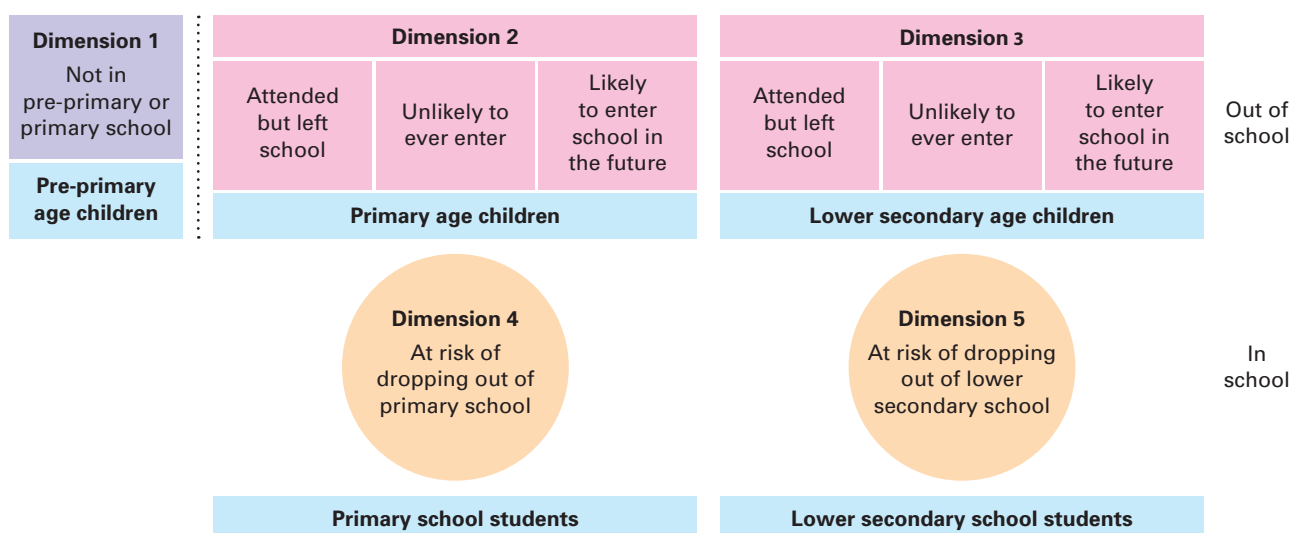
1.3.1 Reminder of the Five Dimensions

In accordance with the methodology developed by the Global Out-of-School Children Initiative, school exclusion can be divided into the following Five Dimensions:

- Dimension 1: Children of pre-primary school age who are not in pre-primary or primary school
- Dimension 2: Children of primary school age who are not in primary or secondary school
- Dimension 3: Children of lower secondary school age who are not in primary or secondary school
- Dimension 4: Children who are in primary school but at risk of dropping out
- Dimension 5: Children who are in lower secondary school but at risk of dropping out

The following shows the Five Dimensions of Exclusion Model as identified by the methodology of the Global Out-of-School Children Initiative (see Figure 1.7).

Figure 1.7 The Five Dimensions of Exclusion



Inside drawing 7: Non-bound is bound.

1.3.2 The Adopted Methodology

The report methodology stems from its general objectives. It is defined by the reality of school exclusion in Iraq, and by an analysis of information, policies, strategies and obstacles – from the supply and demand sides – that led to discontinuity and dropping out.

Questions of the Report

The report provides preliminary answers to the following questions:

- What is the percentage of students who have dropped out who are 5 to 14 years old? What is the percentage of students who are at risk of dropping out?
- Who are out-of-school children and where they are located? (Numbers, distribution of education stages, geography, age, gender, and economic and social levels)
- Why is this phenomenon spreading? Why are there out-of-school children? (Obstacles)
- How can one put an end to this phenomenon and reduce the number of out-of-school children? (Policies)

Report Procedures

The report included the following procedures:

- Forming a national team of representatives from the following entities:
 - Ministry of Education – the centre
 - Ministry of Education – Kurdistan region
 - Central Bureau of Statistics
 - UNICEF office in Baghdad
 - University experts from the University of Baghdad and Salahaddin University
- Relying on the technical expertise provided by the UNICEF Regional Office through the OPM office.
- Undertaking a survey of the most important studies that have been completed on topics relevant to the report.
- Creating a database.
- Using the tools available for data analysis, especially those related to determining Dimensions 4 and 5, as well as using the Five Dimensions calculation model.

- Exploiting the available social surveys: the Iraq Household Socio-Economic Survey 2007 (IHSES1); the Iraq Household Socio-Economic Survey 2012 (IHSES2); and the Multiple Indicator Cluster Surveys of 2006 (MICS3) and 2011 (MICS4).
- Conducting focus groups in the two governorates in southern Iraq and two districts of Baghdad. These groups are composed of individuals not enrolled in school who are not older than 18, parents, teachers and principals.
- Organizing two meetings of the national team to discuss the progress of the report and approve the preliminary results.
- Conducting a workshop at the national level (the centre and Kurdistan region) dedicated to discussing policies and constraints on them. The workshop included a group of elected decision makers from the two MoEs, Directors of Education from the governorates of Al-Muthanna and Missan, and a number of educational supervisors and teachers from these directorates.

This report presents an analysis of administrative data collected by the Statistics Bureau of the MoEs of both the central government of Iraq and the Kurdistan regional government, as well as the data of the Ministry of Planning as a whole, and of the centre and the region separately where data sources will be provided and analysed. It provides an analysis of the indicators that are considered influential variables in the presence and persistence of the phenomenon of school dropout and out-of-school children. These results will be very valuable for policy planners and programme developers, whether in the MoEs or in other concerned institutions.

The fourth chapter describes the policies that were followed and the main obstacles to their implementation, including obstacles presented by traditional society and their effects, the supply and demand factor, and the quality of education. The report will provide recommendations in the last chapter.

It is important to note that this report will provide a description and analysis of the phenomenon of dropout children in Iraq as a whole; therefore, it will provide a description and analysis of this phenomenon in Iraq except for Kurdistan (Iraq – centre), which is made up of 15 governorates, and the Kurdistan region, which consists of three governorates separately. Thus, it differs from the previous studies carried out in this context. The adoption of such a three-dimensional approach occurs in various parts of the report in order to compare the Kurdistan Region's data with that of the centre, and to provide a comprehensive and unified picture of Iraq as a whole.

2

Profiles of excluded children

2.1 Data sources and analysis

2.1.1 Administrative data

Ministry of Education in the Centre

Law No. 22 of 2011 stipulates the objectives and functions of the MoE. The General Directorate for Educational Planning is responsible, among other tasks, for collecting, auditing, processing and storing data via the annual school survey carried out in Iraq's governorates except for the Kurdistan region. Data will be classified administratively on the level of directorates (one directorate for each governorate, except for Baghdad, which includes six directorates).

Considerable data was collected for the report, especially that which related to the last years of schooling. In the first phase, the Five Dimensions were identified based on the data results of the academic year 2011-2012, it being the latest available data at the time, and in the second phase the data results of the academic year 2012-2013. It should be noted that some partial amendments have been introduced in the distribution of children by age in the last five grades of the primary stage based on the early enrolment rates observed in the first grade.

Ministry of Education in Kurdistan

The MoE in Kurdistan oversees pre-university education in the governorates of the region. The General Directorate for Educational Planning assumes responsibility for school statistics. It was possible to collect some data about the last three years of schooling, which enabled the calculation of the Five Dimensions. It hoped to obtain data that covers a broader period of time in order to perform more comprehensive analyses of the developments recorded in the education sector.

In the same way as was adopted for Iraq – centre, the Five Dimensions have been identified in the first phase based on the data results of the academic year 2011-2012 in order to maintain consistency with the data available in the centre. In the second phase, the Five Dimensions were identified based on the data results of the academic year 2012-2013. Some discrepancies were also noted in the distribution of students by age and grade; therefore, the results of MICS4 were used, which enabled the introduction of some amendments in the age structure while maintaining, of course, the official numbers of the student distribution by different grades of primary and lower secondary education.

2.1.2 Social surveys

The following three surveys were consulted in preparing this report:

Iraq Household Socio-Economic Survey of 2007

The Iraq Household Socio-Economic Survey was the broadest and most organized household survey conducted in Iraq, carried out in the field over the 12 months between October 2006 and November 2007. It covered all 18 governorates, and its implementation was ensured by the Central Bureau of Statistics and the Kurdistan Regional Statistics Office.

The survey form was based on the household form that was initially prepared by the Central Bureau of Statistics in 2002. Then it was expanded to include a wider range of living standards, as it consisted of five parts: socio-economic data; monthly, quarterly and annual spending; expenses, income and others; spending ledgers; and timesheets. The total size of the sample was 18,144 households and included all three layers of the governorates (one layer for the urban area of the centre of the governorate, one layer for the rest of the urban areas, and one layer for the rural areas). It was the general census of the population of 1997 for the 15 provinces that participated in the census, i.e., all of Iraq's provinces except for the provinces of the Kurdistan region. In Suleimaniya governorate, the population framework that was prepared for the purposes of the compulsory education project was approved and adopted. In Erbil and Dohuk, the method of enumerating the living standards measured by the survey that had been implemented in 2004 was adopted after being updated.

During the development of this report, some of the survey's data was analysed by the SPSS programme to determine the important results related to school enrolment and dropping out and their causes.

Multiple Indicator Cluster Survey MICS4 and MICS3

Iraq was involved in all MICS rounds. The first round of the survey (MICS1) was carried out in 1996 with a sample size of 8,000 households, the second round (MICS2) was carried out in 2000 with a sample size of 13,430 households, and the third round (MICS3) was carried out in 2006 with a sample size of 18,144 households. In 2011, the fourth round of the survey (MICS4) was carried out with a large sample size of 36,580 households, so as to provide indicators from each district from every province. The surveys were carried out by the Central Bureau of Statistics and the Census in the Kurdistan region, in cooperation and coordination with the Ministry of Health and with supporting materials and technical support from UNICEF. It was conducted by 817 field surveyors distributed throughout 118 districts.

The MICS is one of the surveys that was carried out on a large scale, and it represents the community in a realistic manner, especially since MICS4 was conducted on a large sample of households, specifically 36,580 households with 230,000 members. The sample was randomly determined in all the governorates of Iraq and the Kurdistan region.

During the course of this report, the data of MICS4 2011 was analysed using the SPSS programme to determine the important results related to school enrolment for the 5-14 year old age group. In addition, a technique designed by STATA software was used to extract additional details about the characteristics of out-of-school children.

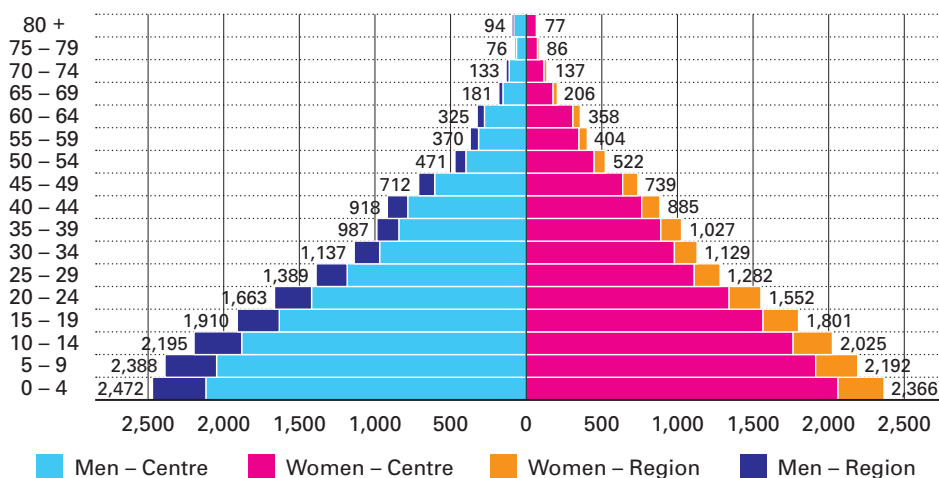
The results of MICS3 2006 were used and compared with the results of MICS4 in order to see the progress between 2006 and 2011.

2.1.3 Population data

According to the data of the Central Bureau of Statistics, the total population of Iraq was about 34.2 million people in 2012. The following figures show the population pyramid of the Iraqi community in 2012 distributed among Iraq – centre, the Kurdistan region, and both together. The broad base of the pyramid indicates that the majority consists of children and young people (0-24 years old), representing 60 per cent of the total population. The population segment that corresponds to basic education discussed in this report – the 5-14 year old age group – make up the largest population segment

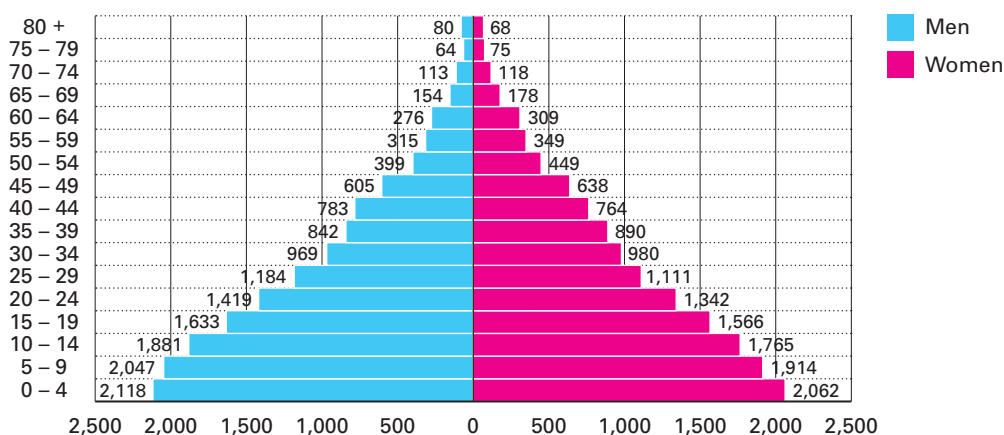
(25.7 per cent of the population) with 8.8 million girls and boys distributed among Iraq, the centre (7.6 million children) and the Kurdistan region (1.2 million children).

Figure 2.1 Population pyramid of Iraq (2012)



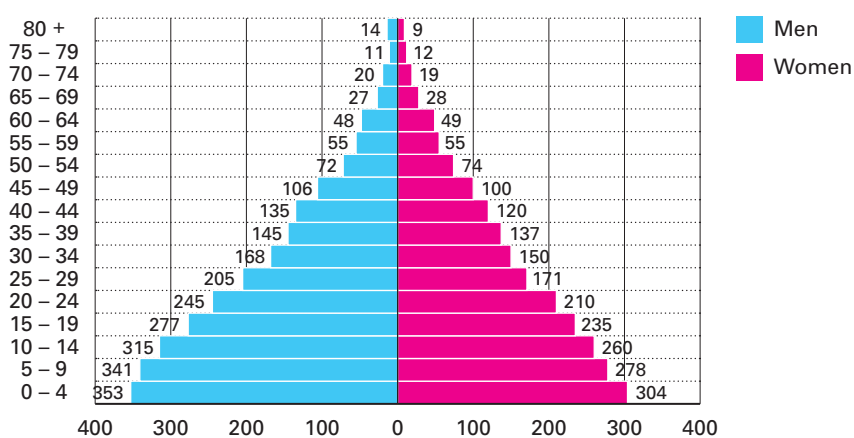
Source: Central Bureau of Statistics.

Figure 2.2 Population pyramid of Iraq – centre (2012)



Source: Central Bureau of Statistics.

Figure 2.3 Population pyramid of the Kurdistan region (2012)



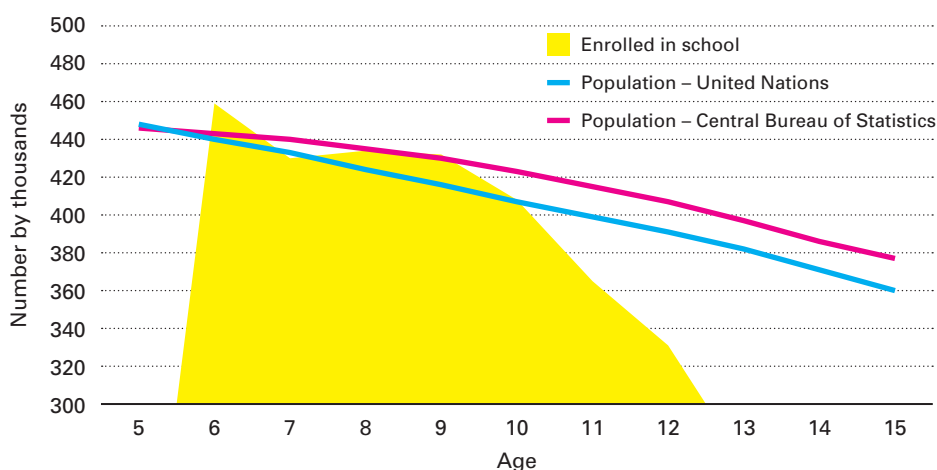
Source: Central Bureau of Statistics.

The population data analysis is derived from three sources:

- Population tables issued by the Central Bureau of Statistics, approved by the MoE, for Iraq – centre.
- Population tables issued by the Kurdistan Region Statistics Office (KRSO) for the Kurdistan region.
- Statistics issued by the latest review done by the United Nations Population Division (for 2012, issued in June 2013).

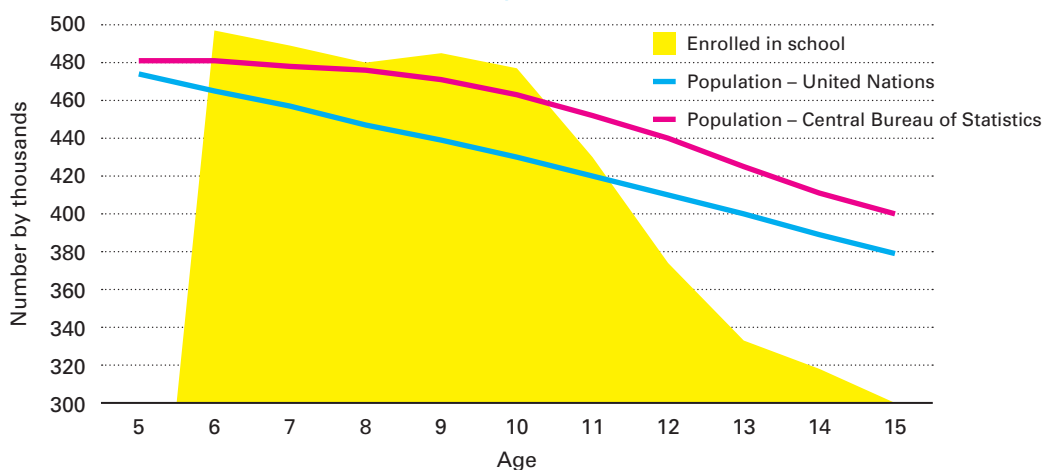
In some cases, there were some discrepancies and inconsistencies when comparing these demographic statistics with school statistics, as the number of enrolled students exceeds the number of the population, as shown in the following figures.

Figure 2.4 Distribution of students (2013) and the population according to available sources (2012): Girls



Source: QSA; Ministry of Education, Kurdistan region; United Nations Population Division.

Figure 2.5 Distribution of students (2013) and the population according to available sources (2012): Boys

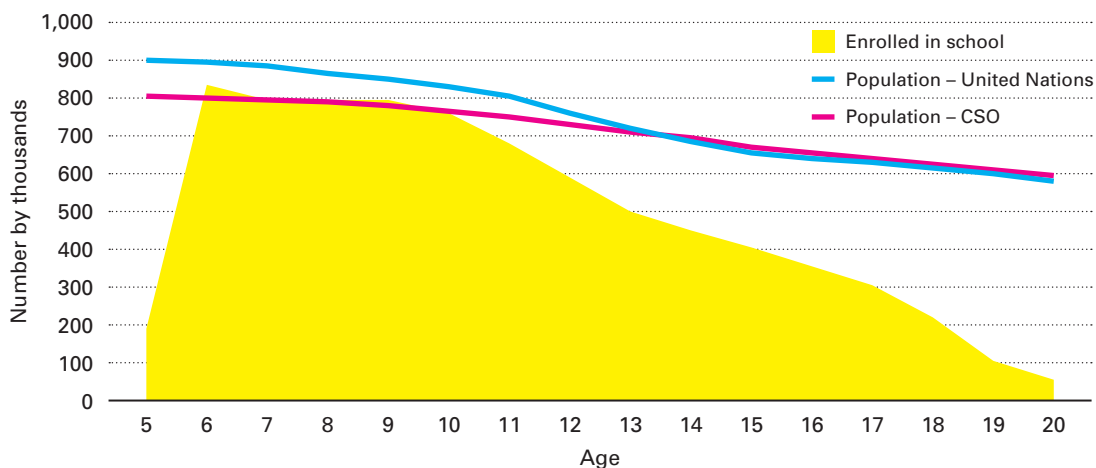


Source: Ministry of Education, Kurdistan Regional Statistics Office; United Nations Population Division.

Therefore, a series of modifications have been made based on the following methodology:

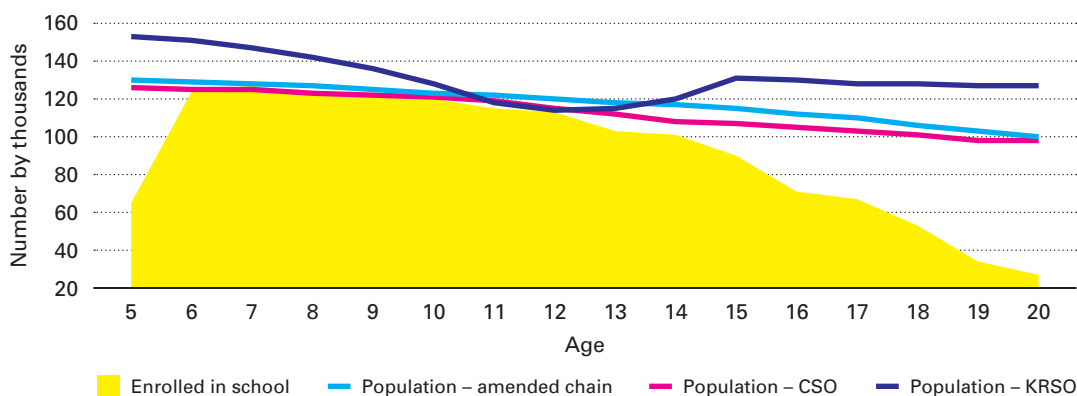
- Mainly relied on detailed statistics for the year 2012 as provided by the Central Bureau of Statistics, with no recourse to other sources.
- Modified the distribution of the population according to gender in the Dohuk governorate based on the recorded distribution in the rest of Kurdistan's governorates. Therefore, the sex ratio in Dohuk governorate becomes 1.105, compared with 1.571 according to the initial data, which is not unusual.

Figure 2.6 Iraq – centre: Distribution of students (2013) and the population according to available sources and an approved amendment (2012)



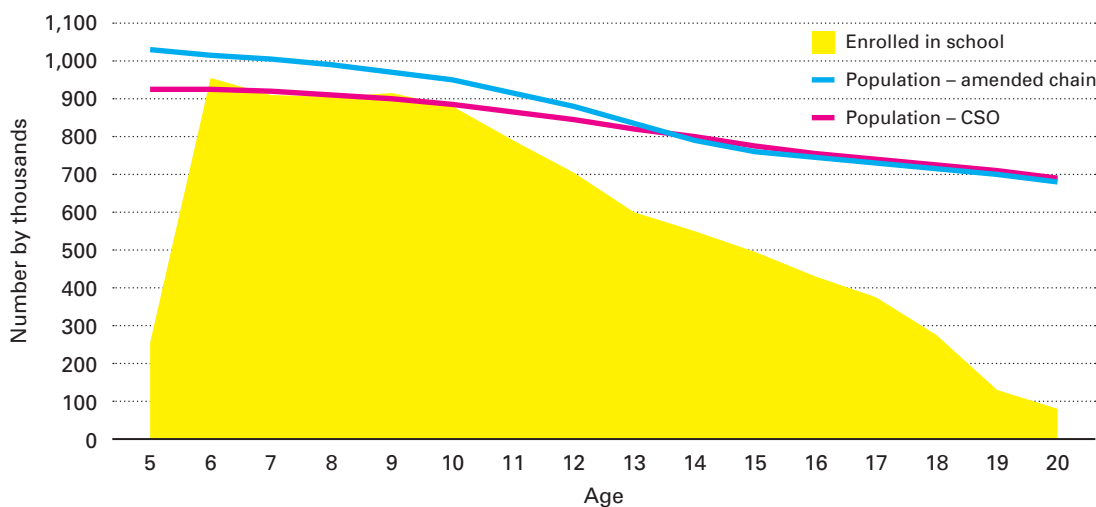
Source: The Ministry of Education in the Kurdistan region, Kurdistan Regional Statistics Office (KRSO) and the calculations of the authors.

Figure 2.7 Kurdistan region: Distribution of students (2013) and the population according to available sources and an approved amendment (2012)



Source: The Ministry of Education in the Kurdistan region, Kurdistan Regional Statistics Office (KRSO) and the calculations of the authors.

Figure 2.8 Iraq: Distribution of students (2013) and the population according to available sources and an approved amendment (2012)



Source: Ministry of Education, Central Bureau of Statistics, Ministry of Education in the Kurdistan region, QSA for the Kurdistan region, the United Nations Population Division and accounts of the authors.

- Adopted a multiplication factor in the range of 1.04, which varies from 1.11 to 0.98 depending on the distribution of age and gender, the distribution of Iraq – centre and the distribution of the Kurdistan region.
- Supported the series by adopting mobile rates on the order 2 or 3.

Detailed tables were also included with their own population data supplements (see Annexes 1 to 5) and the following results were found:

The following table shows the estimated population of the centre and the Kurdistan region by age (from 5 to 22 years) in accordance with the adopted amendment, which is necessary only for this report. This data was used in the calculation of the Five Dimensions of Exclusion with the methodology adopted in the Global Out-of-School Children Initiative (OOSCI).

Table 2.1 Estimation of population by age group 5-22 years, according to the approved amendment (2012)

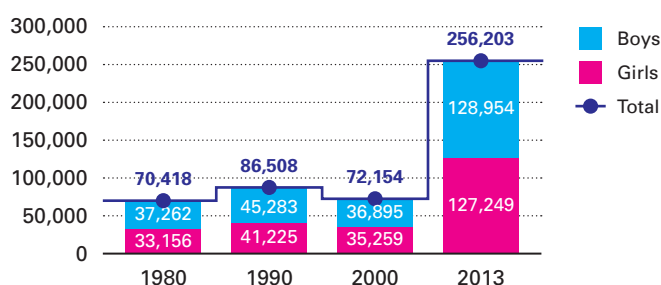
	Girls			Boys			Total		
	Iraq – centre	Kurdistan region	Total	Iraq – centre	Kurdistan region	Total	Iraq – centre	Kurdistan region	Total
5	436,283	63,380	499,663	461,539	66,139	527,678	897,822	129,519	1,027,341
6	431,786	62,657	494,443	459,251	66,022	525,273	891,037	128,679	1,019,716
7	426,796	62,081	488,877	455,844	65,737	521,581	882,640	127,818	1,010,458
8	417,938	61,377	479,315	447,615	65,184	512,799	865,553	126,561	992,114
9	410,487	60,800	471,287	439,415	64,363	503,778	849,902	125,163	975,065
10	401,980	60,051	462,031	428,866	63,183	492,049	830,846	123,234	954,080
11	391,981	59,382	451,363	408,607	62,357	470,964	800,588	121,739	922,327
12	380,477	59,101	439,578	379,678	60,641	440,319	760,155	119,742	879,897
13	368,686	58,896	427,582	351,220	58,759	409,979	719,906	117,655	837,561
14	356,691	58,859	415,550	324,156	57,113	381,269	680,847	115,972	796,819
15	346,569	58,489	405,058	307,125	55,648	362,773	653,694	114,137	767,831
16	337,187	57,485	394,672	302,110	54,448	356,558	639,297	111,933	751,230
17	326,644	55,503	382,147	299,968	53,234	353,202	626,612	108,737	735,349
18	316,141	53,219	369,360	297,537	52,093	349,630	613,678	105,312	718,990
19	304,254	51,489	355,743	293,943	51,091	345,034	598,197	102,580	700,777
20	291,265	49,619	340,884	289,151	49,940	339,091	580,416	99,559	679,975
21	284,847	47,615	332,462	285,254	48,625	333,879	570,101	96,240	666,341
22	268,586	43,917	312,503	283,952	47,832	331,784	552,538	91,749	644,287

Source: Central Bureau of Statistics and authors' calculations.

2.2 Dimension 1: Pre-primary age out-of-school children

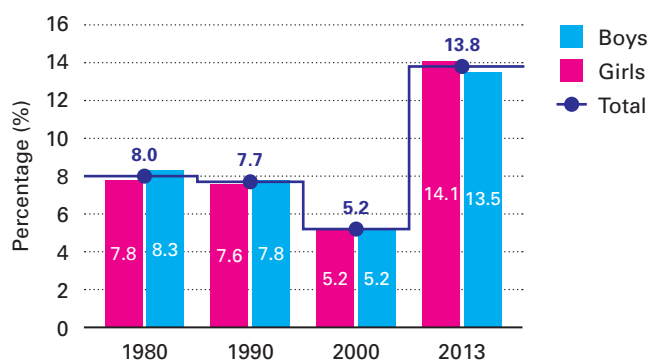
The following two figures show the recorded evolution over the past three decades in the number of children at the pre-school stage or kindergarten, in terms of the number of children enrolled and the gross enrolment ratio for that age group (4-5 years). It is noted that enrolment ratios remained weak during the 1980s and 1990s, falling behind in the early 2000s. On the other hand, significant improvement was recorded in recent years, during which the gross enrolment ratio passed from 5.2 per cent in 2000 to 13.8 per cent in 2013. That development benefited girls, whose enrolment rate exceeded that of boys (14.1 per cent versus 13.5 per cent).

Figure 2.9 Pre-primary stage: Evolution of the number of enrolled students



Source: Ministry of Education, Ministry of Education in the Kurdistan region, and UNESCO Institute for Statistics.

Figure 2.10 Pre-primary stage: Evolution of the total enrolment rate



Source: Ministry of Education, Ministry of Education in the Kurdistan region, Central Bureau of Statistics, UNESCO Institute for Statistics and the United Nations Population Division.

Dimension 1, as defined in the approved methodology within the framework of the Global Initiative on Out-of-School Children, covers children in the last grade of pre-school education, which corresponds to children at the age of five. This report used the designation 'primary' to define this stage of pre-primary education.

The results of the 2013 report illustrate that the number of children of primary age, enrolled in the primary stage, was approximately 137,430, representing 13.4 per cent of all 5-year-old children. When calculating the number of population at the primary age enrolled in primary school, the revised net enrolment ratio (NER) amounted to 24.3 per cent. This way, even if the differences were not noticeable between girls and boys, they were visible between geographical areas, where enrolment rates for the primary stage in the Kurdistan governorates were more than double the ratios in the rest of the country's governorates (49.3 per cent versus 20.7 per cent).

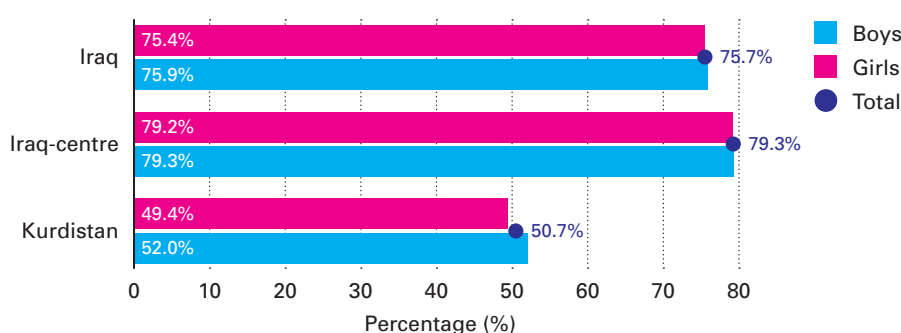
The number of children at the age of five who are not enrolled in school, whether in pre-primary or primary, reached nearly 777,000 children, of whom 712,000 reside in the governorates of the centre and less than 66,000 were in the Kurdistan region (see Table 2.2).

Table 2.2 Statistical characteristics of the pre-primary stage (2013)

Pre-primary	Girls	Boys	Total
Iraq – centre			
The number of pre-primary children	50,240	53,164	103,404
Number of the pre-primary age population	436,283	461,539	897,822
Net enrolment ration of pre-primary age children	11.5%	11.5%	11.5%
Population of pre-primary age enrolled in primary school	40,535	42,229	82,764
Adjusted net enrolment ratio of pre-primary age children	20.8%	20.7%	20.7%
Out-of-school children			
The percentage of out-of-school children – Pre-primary	79.2%	79.3%	79.3%
The number of out-of-school children – Pre-primary	345,508	366,146	711,654
Kurdistan region			
The number of children registered in the preliminary	16,665	17,359	34,024
Number of population in the pre-primary age	63,380	66,139	129,519
Net enrolment ratio in the pre-primary	26.3%	26.2%	26.3%
population in the preliminary stage enrolled in primary ⁴	15,433	14,352	29,785
Modified net enrolment ratio in the pre-primary	50.6%	47.9%	49.3%
Out-of-school children			
The percentage of out-of-school children – pre-primary	49.4%	52.1%	50.7%
The number of out-of-school children – pre-primary	31,282	34,428	65,710
Iraq			
The number of children registered in the pre-primary age	66,905	70,523	137,428
Number of pre-primary age population	499,663	527,678	1,027,341
Net enrolment ratio in the pre-primary stage	13.4%	13.4%	13.4%
The population in the pre-primary age enrolled in primary	55,968	56,581	112,549
Net modified enrolment ratio in the pre-primary	24.6%	24.1%	24.3%
Out-of-school children			
The percentage of out-of-school children – pre-primary	75.4%	75.9%	75.7%
The number of out-of-school children – pre-primary	376,790	400,573	777,363

The results of the report reveal that nearly three-quarters of children at the age of five are out of school. This percentage reaches nearly 80 per cent in Iraq, not including the Kurdistan governorates. Girls and boys have similar numbers in Dimension 1 (see Figure 2.11).

Figure 2.11 Percentage of pre-primary age out-of-school children

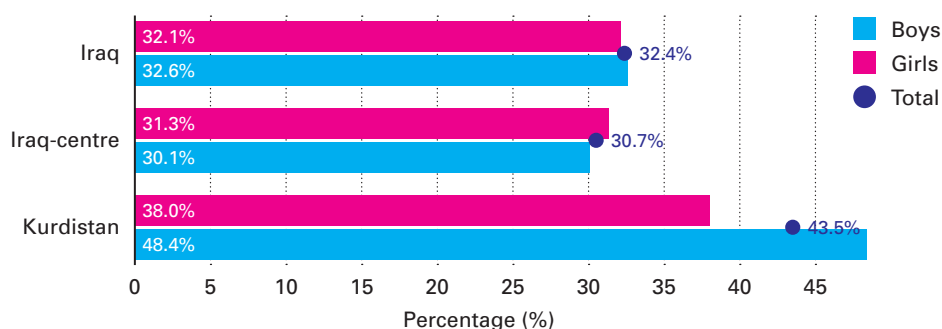


Source: Multiple Indicator Cluster Survey (MICS4).

It is clear from the Multiple Indicator Cluster Survey results (MICS4) that the modified NER for pre-primary age children is up to 32.4 per cent on the national level (43.5 per cent in the Kurdistan region and 30.7 per cent in the governorates of Iraq – centre). The difference may explain, along with the adopted results, the administrative data in terms of calculating the under-six children who are enrolled in the first grade in the primary stage.

⁴ School statistics do not indicate early enrolment. MICS4 results have been adopted in order to identify that phenomenon (refer to the Five Dimensions Calculation for Kurdistan).

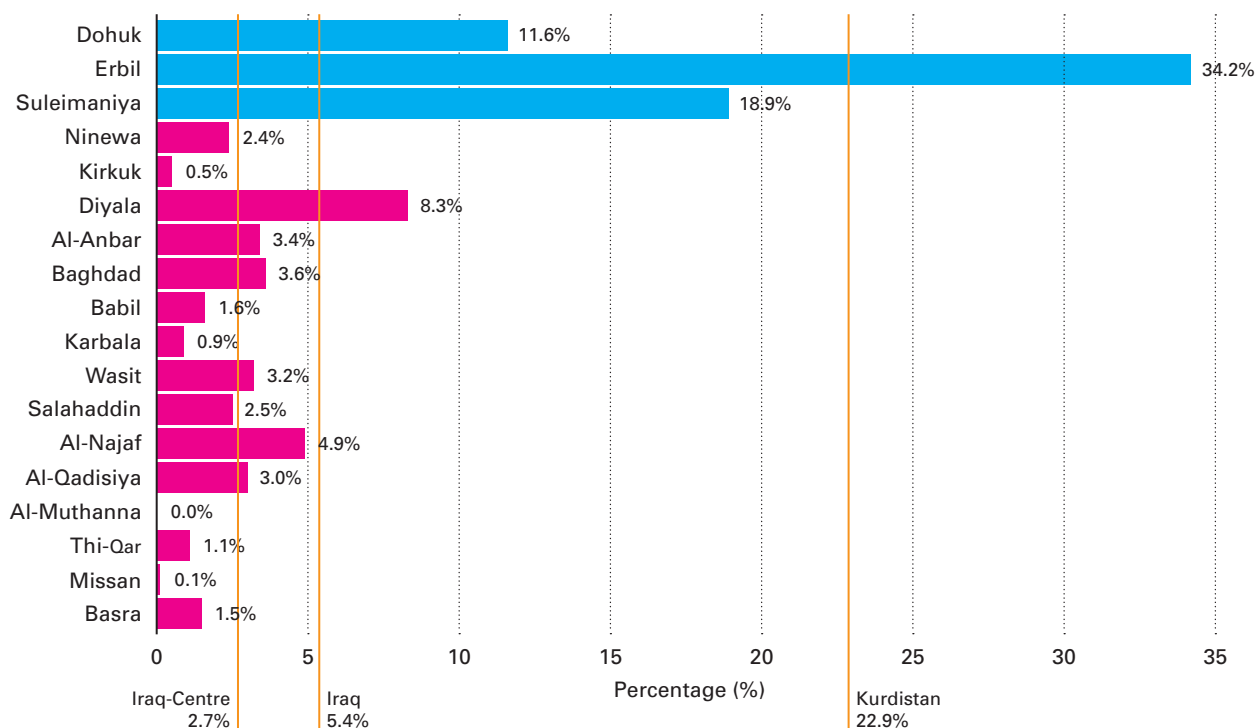
Figure 2.12 Net percentage of the enrolment rate of pre-primary age children



Source: Multiple Indicator Cluster Survey (MICS4).

On the other hand, MICS results indicate twice the enrolment levels in pre-school education, with only about 5 per cent of children who were enrolled in the first grade of primary school in 2011 enrolled in pre-school education in the previous year. There is no difference in rates between girls and boys, but there are differences among the areas (7.6 per cent in urban areas versus 1.3 per cent in rural areas) as well as between the governorates. The Kurdistan region accounted for about 23 per cent, while the ratio was limited in the rest of Iraq's governorates to 2.7 per cent (see Figure 2.13). It is noteworthy that the demand for pre-school education rises with the improvement of living conditions, such that the index rises from 3 per cent for children belonging to the poorest households to 11 per cent among children from wealthier households.

Figure 2.13 Percentage of children enrolled in Grade 1 who were enrolled in pre-school education in the previous year (2011)

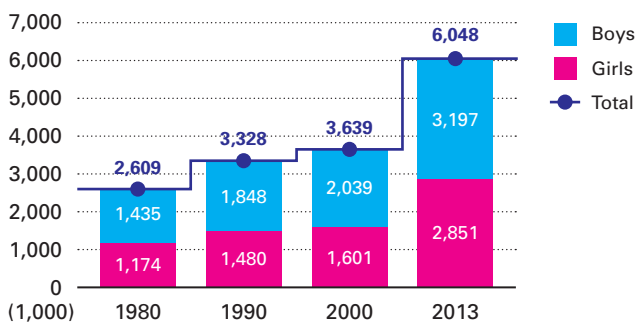


Source: Multiple Indicator Cluster Survey (MICS4).

2.3 Dimension 2: Primary age out-of-school children

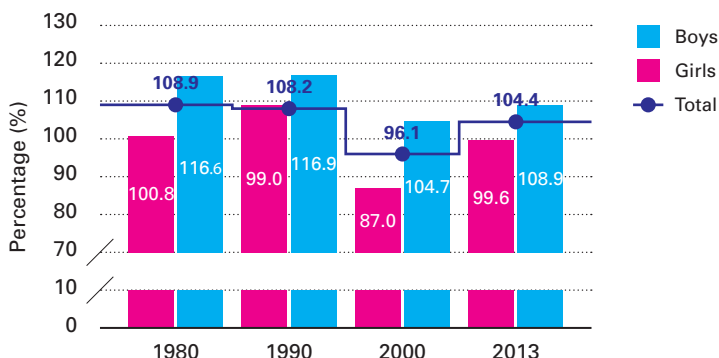
Dimension 2 encompasses children in the 6-11 age group who are not enrolled in primary school or who have dropped out. Statistics, on the one hand, indicate a decline in enrolment in primary education during the recent period of unrest, and on the other hand they indicate tremendous growth in the number of students entering primary education over the past decade, with an annual growth rate exceeding 4.1 per cent. This surpasses the population growth rate for that age group, which was in the range of 3.4 per cent. Thus there has been an improvement in enrolment rates, although not as high as it was before the war (gross enrolment rate (GER) of 104 per cent in 2013, compared with 109 per cent in 1980). In spite of its relative decline, it is still important as an equality indicator between the enrolment rates, highlighting that it was 0.91 in 2013 while it was in the range of 0.85 in 1990.

Figure 2.14 Primary stage: Evolution of the number of enrolled students



Source: Ministry of Education; and the Ministry of Education in the Kurdistan region; and UNESCO Institute for Statistics.

Figure 2.15 Primary stage: Evolution of the total enrolment rate



Source: Ministry of Education; Ministry of Education in the Kurdistan region; Central Bureau of Statistics; and Statistical Institute UNESCO and the United Nations Population Division.

The results of the report show that the total number of children enrolled in primary education exceeded the threshold of 6 million in 2013, including 5.37 million at the primary age, representing 91 per cent of all children aged 6-11 years. The following figure shows the specific enrolment rates by age in the primary stage; it is clear that enrolment rates declined to less than 90 per cent among girls from the age of 10, as enrolment of age groups above 11 years old in primary education is continuous.

Figure 2.16 Primary education: Enrolment rates by age (2013)

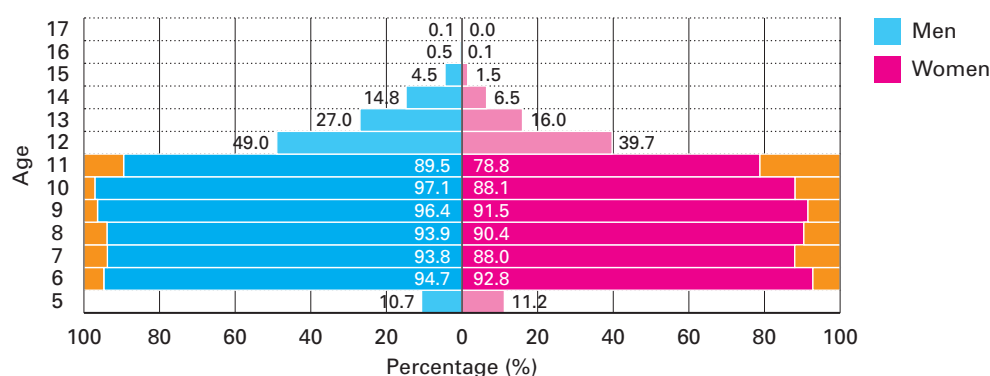


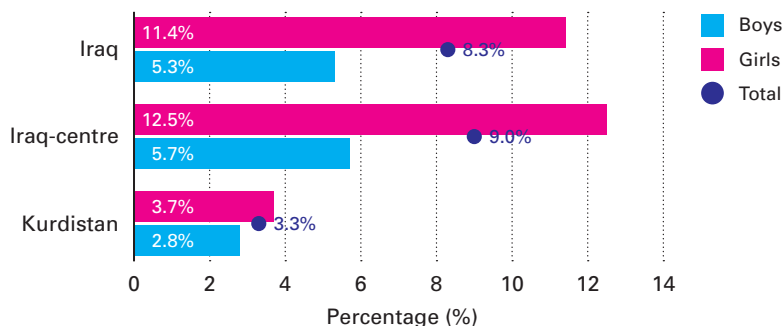
Table 2.3 Statistical characteristics of the primary stage (2013)

Primary	Girls	Boys	Total
Iraq – centre			
The number of children in the primary age of registration in primary education	2,171,401	2,488,516	4,659,917
Primary age population	2,481,411	2,639,597	5,121,008
Net enrolment ratio in primary education	87.5%	94.3%	91.0%
The number of students in primary age of registration in secondary education	0	0	0
Net enrolment ratio adjusted in primary education	87.5%	94.3%	91.0%
Out-of-school children			
Percentage of out-of-school children – primary	12.5%	5.7%	9.0%
Number of out-of-school children – primary	310,010	151,081	461,091
Kurdistan region			
Number of children in the primary age of registration in primary education ⁵	344,668	365,067	709,735
Primary age population	366,346	386,844	753,190
Net enrolment ratio in primary education	94.1%	94.4%	94.2%
Number of students in primary age of registration in secondary education	8,152	10,849	19,001
Net enrolment ratio adjusted in primary education	96.3%	97.2%	96.8%
Out-of-school children			
Percentage of out-of-school children – primary	3.7%	2.8%	3.2%
Number of out-of-school children – primary	13,527	10,928	24,455
Iraq			
Number of primary age children who enrolled in primary education	2,516,069	2,853,583	5,369,652
Primary age population	2,847,757	3,026,441	5,874,198
Net enrolment ratio in primary	88.4%	94.3%	91.4%
Number of students in primary age of registration in secondary education	8,152	10,849	19,000
Net enrolment ratio adjusted in primary	88.6%	94.6%	91.7%
Out-of-school children			
Percentage of out-of-school children – primary	11.4%	5.4%	8.3%
Number of out-of-school children – primary	323,537	162,009	485,546

⁵ School statistics do not indicate early enrolment. MICS4 results have been adopted in order to identify that phenomenon (refer to the Five Dimensions calculation for Kurdistan).

The results of the report reveal that about 485,000 children aged 6-11 years old are out of school and do not receive any formal educational service. Those children represent 8 per cent of the total number of children in that age group. Dimension 1 brings to light significant differences related to gender, where the girls' exclusion rate exceeds the boys'. This also applies regionally; i.e., the exclusion rate in Iraq (the centre) is more than double the exclusion rate recorded in the Kurdistan region.

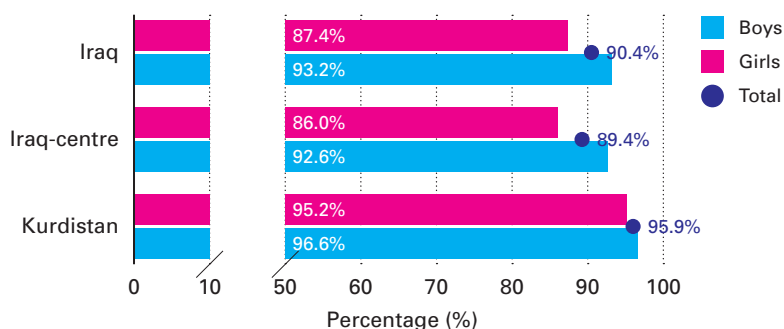
Figure 2.17 Percentage of primary age out-of-school children (6-11 years)



Source: Multiple Indicator Cluster Survey (MICS4).

With reference to the results of MICS4 of 2011, we find that they are consistent with the results of those of the administrative data, and there was an improvement in enrolment rates (a decline in the exclusion percentage) between 2011 and 2013 by about one percentage point (1.3 per cent). The following figure highlights the adjusted net percentage of child enrolment at primary school age according to MCIS4 (2011).

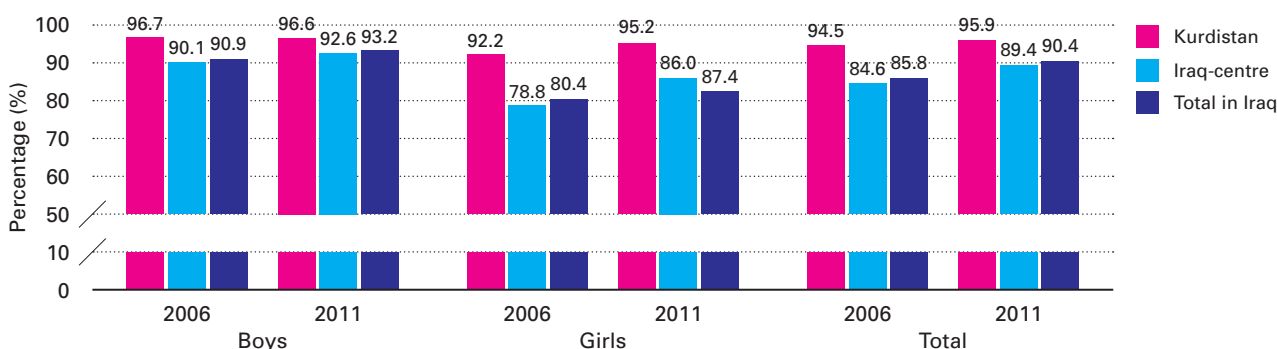
Figure 2.18 Net modified percentage of enrolment of primary age children (2011)



Source: Multiple Indicator Cluster Survey (MICS4).

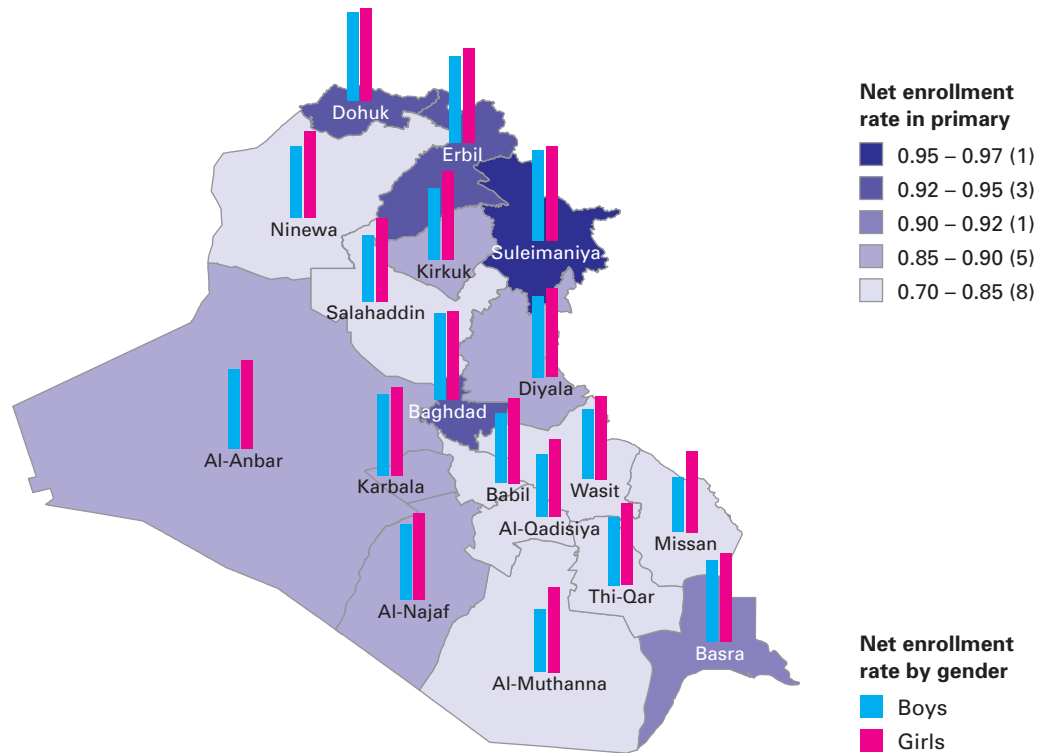
We can conclude from the results of MICS that household conditions, whether social, economic or educational, affect the phenomenon of exclusion, as it is noticed that the exclusion percentage among poor households exceeds 20 per cent and the same applies to the children of illiterate mothers.

Figure 2.19 Net modified percentage of enrolment of primary age children: Comparison between the results of MICS3 and MICS4



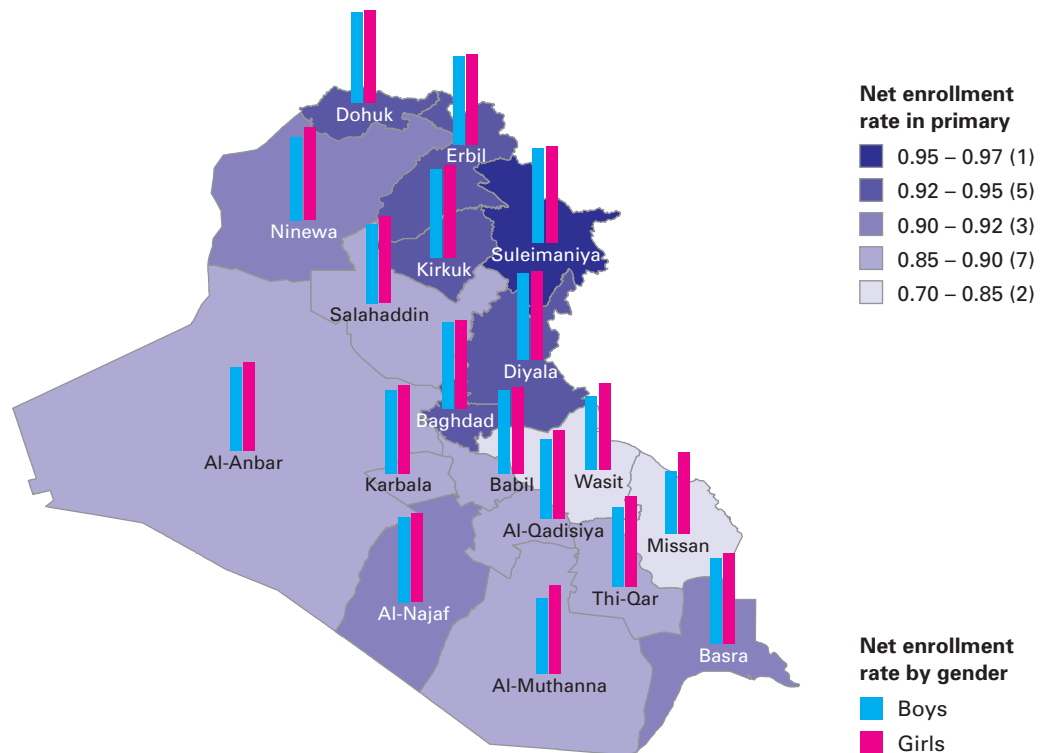
Source: Multiple Indicator Cluster Survey 2006 (MICS3) and Multiple Indicator Cluster Survey 2011 (MICS4).

Map 2.1 Net enrolment rate at primary school: Total of girls and boys (2006)



Source: MICS3.

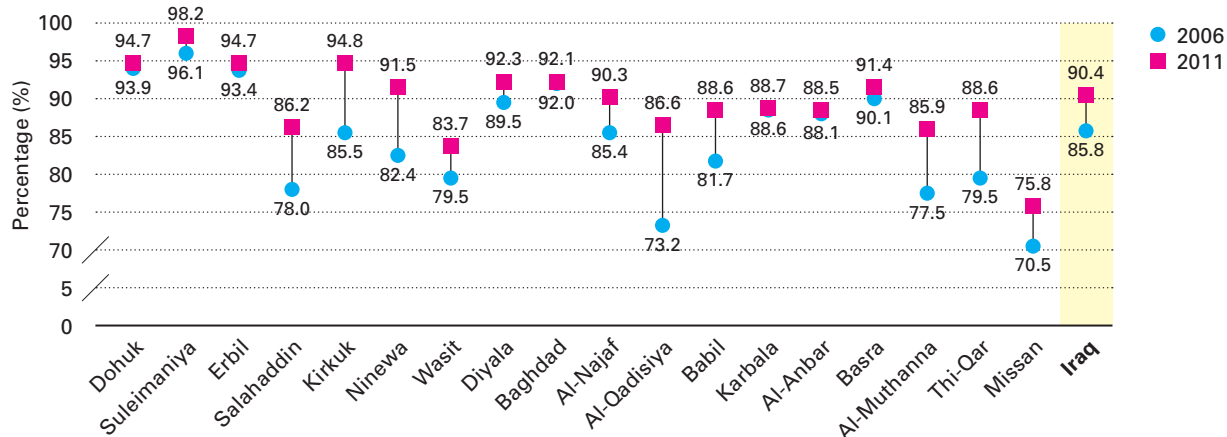
Map 2.2 Net enrolment rate at primary school: Total of girls and boys (2011)



Source: MICS4.

There were some remarkable developments in the governorates of Salahaddin, Kirkuk, Ninewa, Al-Qadisiya, Al-Muthanna, and Thi-Qar, while conditions have stabilized in other governorates such as Baghdad and Karbala. The Anbar governorate has seen a decline in primary school enrolment between 2006 and 2011. The following graph shows the evolution in the NER in primary school by governorate between 2006 and 2011.

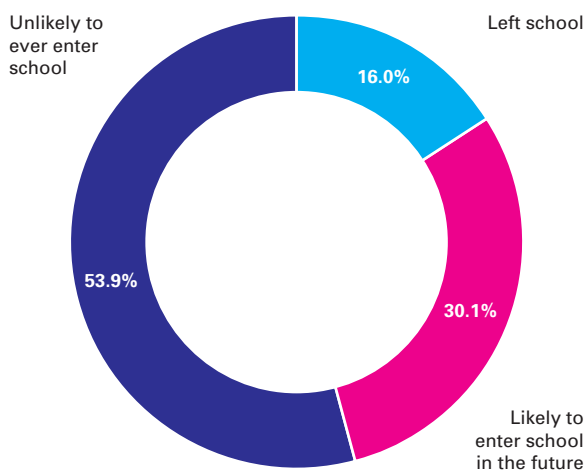
Figure 2.20 (Modified) Net enrolment rate (average) in primary schools by governorate: Comparison between 2006 and 2011



Source: MICS3 and MICS4.

The methodology was prepared by the UNESCO Institute for Statistics based on the results of MICS. According to the results of MICS4 for the year 2011, the number of children aged 6-11 years who are out of school was about 460,000; more than half of them (54.6 per cent in Iraq – centre and 43.9 per cent in the Kurdistan region) are likely to never attend school, and 30 per cent (30.1 per cent in Iraq – centre and 33.8 per cent in the Kurdistan region) are likely to join in the future. About 17 per cent of them had previously been enrolled in school but dropped out (15.3 per cent in Iraq – centre and 22.3 per cent in the Kurdistan region).

Figure 2.21 Types of primary age out-of-school children

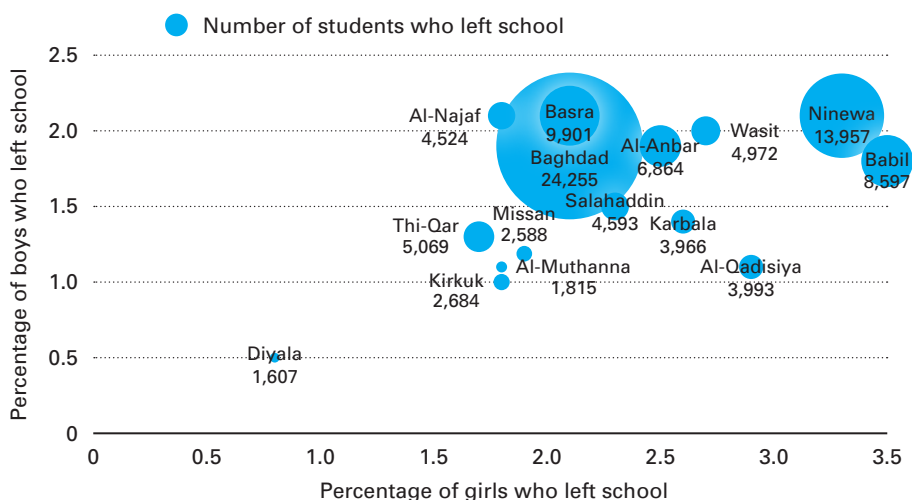


Source: Authors' calculation according to MICS4.

Data from the MoE also shows that the number of children who dropped out in 2012 was nearly 100,000, 53,000 of whom were girls and 47,000 were boys. Therefore, the rate of children who had dropped out was about 2.3 per cent (1.8 per cent of girls and 1.7 per cent of boys).

The following graphic shows the distribution and numbers of students who drop out in Iraq's governorates except for the Kurdistan region.

Figure 2.22 Distribution of dropout rates and the numbers of children who have dropped out in the primary stage by governorate, Iraq – centre (2012)

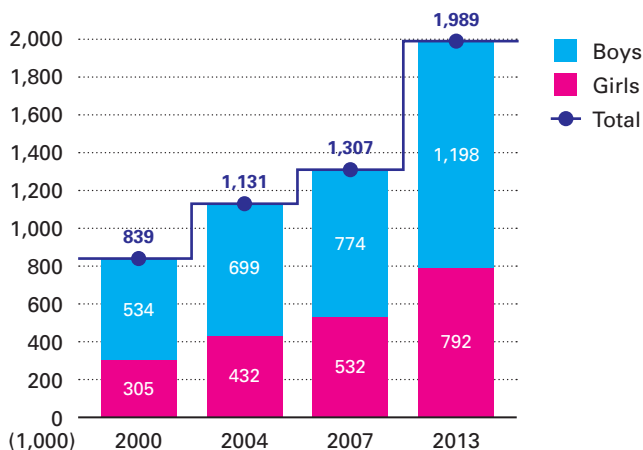


Source: According to data from the Ministry of Education.

2.4 Dimension 3: Lower secondary age out-of-school children

Dimension 3 encompasses children aged 12-14 years who have never attended school or have dropped out. The below figures show the evolution of the number of students enrolled in lower secondary education and the average gross enrolment rates during the period 2000-2013.

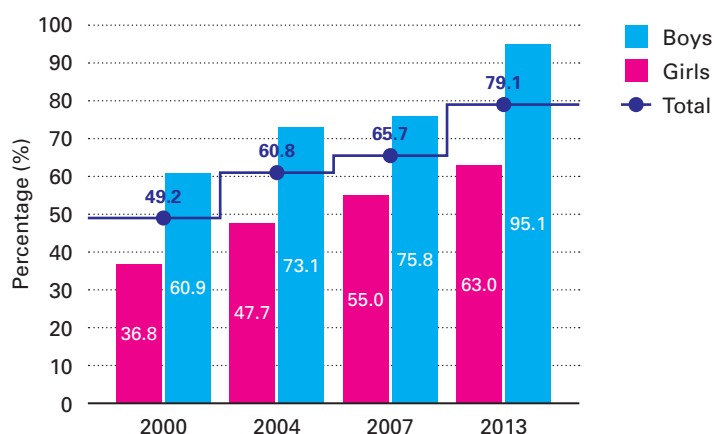
Figure 2.23 Lower secondary school stage: Evolution of the number of un-enrolled students



Source: Ministry of Education, Ministry of Education in the Kurdistan region, and UNESCO Institute for Statistics.

The former figures refer to the continued growth in the lower secondary stage during the last period where the rate of increase in the number of students is 6.9 per cent per annum, which represents more than double the growth rate among the 12-14 age group. Thus, gross enrolment in lower secondary school improved by nearly 30 percentage points to 79 per cent in 2013, compared to 49.1 per cent in 2000.

Figure 2.24 Lower secondary school stage: Evolution of the total enrolment rate



Source: Ministry of Education, the Ministry of Education in the Kurdistan region, Central Bureau of Statistics, UNESCO Institute for Statistics and the United Nations Population Division.

Table 2.4 Dimension 3: Statistical characteristics of the lower secondary stage (2013)

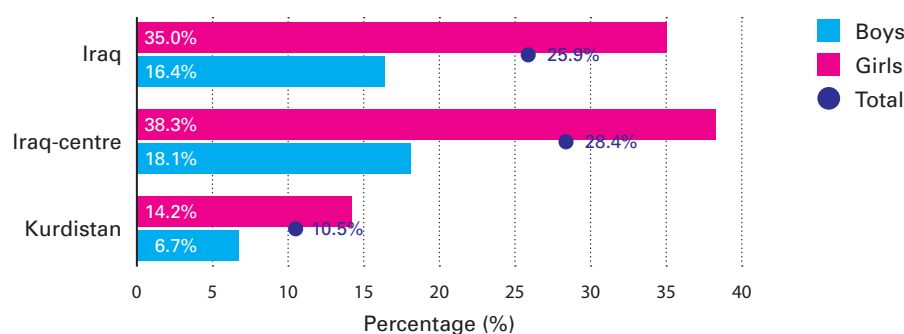
Lower secondary stage	Girls	Boys	Total
Iraq – centre			
Number of children enrolled in secondary education	433,085	519,166	952,251
Lower secondary age population	1,105,854	1,055,054	2,160,908
Net enrolment rate in secondary education	39.2%	49.2%	44.1%
Number of lower secondary age children enrolled in primary education	248,785	345,466	594,251
Number of lower secondary age children enrolled in secondary education			
Net enrolment ratio in secondary education	61.7%	82.0%	71.6%
Out-of-school children			
Percentage of out-of-school children – lower secondary school	38.3%	18.0%	28.4%
Number of out-of-school children – middle	423,984	190,422	614,406
Kurdistan region			
Number of children enrolled in secondary education	120,581	122,983	243,564
Population in lower secondary education	176,857	176,513	353,370
Net enrolment rate of lower secondary education	68.2%	69.7%	68.9%
Number of children in lower secondary age are enrolled in primary education	24,153	37,368	61,521
Number of children in lower secondary age are enrolled in secondary education	6,943	4,392	11,335
Fine net enrolment ratio in secondary education	85.8%	93.3%	89.5%
Out-of-school children			
Percentage of children out of school – middle	14.2%	6.7%	10.5%
Number of children out of school – middle	25,180	11,770	36,950
Iraq			
Number of children enrolled in secondary education	553,666	642,149	1,195,815
Number of population in lower secondary school	1,282,711	1,231,567	2,514,278
Net enrolment rate of lower secondary education	43.2%	52.1%	47.6%
Number of lower secondary school children enrolled in primary education	272,938	382,834	655,772
Number of intermediate age children who are enrolled in upper secondary education	6,943	4,392	11,335
Total net enrolment of intermediate education	65.0%	83.6%	74.1%
Out-of-school children			
Percentage of out-of-school children – intermediate	35.0%	16.4%	25.9%
Number of out-of-school children – intermediate	449,164	202,192	651,356

The report estimated the number of children from the age of 12-14 years not enrolled in school (whether elementary, lower secondary, or junior high) at more than 650,000 in the governorates of Iraq – centre and about 37,000 in the governorates of Kurdistan region. Girls account for nearly two thirds of the number of children out of school in this age bracket. The following table shows the results of the statistical characteristics of the lower secondary stage and estimations of the number of out-of-school children at that stage.

The results show that the total number of children enrolled in lower secondary was close to the threshold of 2 million in 2013, including 1.2 million of lower secondary age. In comparison with the population of that age group, estimated at 2.5 million, the NER of lower secondary education is in the range of 47.6 per cent. With the addition of the number of lower secondary age students who are enrolled in primary school and those who are enrolled in upper secondary school, the net enrolment percentage of intermediate education is 74.1 per cent with significant variation among governorates (71.6 per cent in Iraq – centre and 89.5 per cent in the Kurdistan region), as well as among girls (65.0 per cent) and among boys (83.6 per cent).

Hence, the results of the report show that more than a quarter of Iraqi children who are 12-14 years old are out of school. This percentage is comparable to 28.4 per cent in Iraq – centre while it shrinks to less than 11 per cent in the Kurdistan region. In Dimension 3 35 per cent of girls are excluded while for boys only 16.4 per cent are affected.

Figure 2.25 Percentage of lower secondary age out-of-school children (12-14 years)

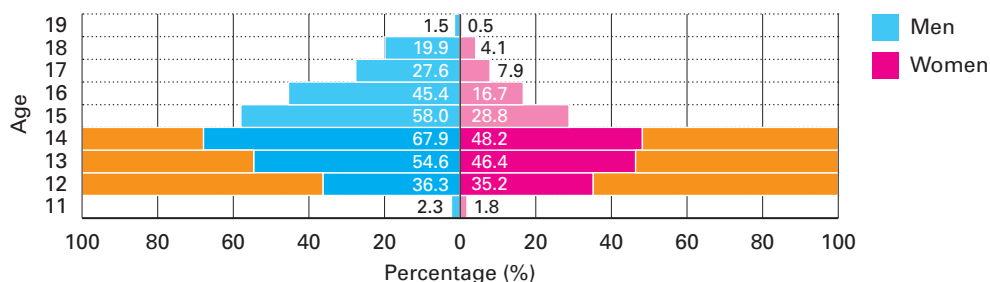


Source: Multiple Indicator Cluster Survey (MICS4).

The difference between the Kurdistan region and the rest of Iraq’s governorates with respect to lower secondary education is a reflection of the different educational systems in the two regions. The MoE in Kurdistan has taken the initiative since 2007 to integrate primary and lower secondary stages in a single basic stage where education becomes mandatory. In addition, the ministerial exams have been cancelled for the sixth basic grade (previously known as the sixth primary grade), as well as ninth basic grade (previously known as the third intermediate grade). Instead, the national examination system has been developed for the ninth basic grade for the purpose of assessing a student’s performance, not for determining a student’s success or failure.

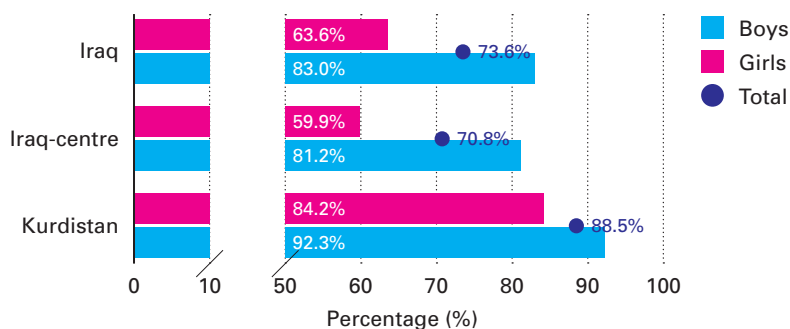
The following figure shows the specific enrolment rates by age in the lower secondary stage. It is clear that the NER remain weak for the ages of 12 and 13; therefore, a significant portion of these children are still in the primary stage, estimated at 45 per cent for 12-year-old children and 22 per cent for 13-year-old children. It is also noted that there is a continuous enrolment for lower secondary for age groups exceeding 14 years old, as shown in the following figure.

Figure 2.26 Lower secondary education: Enrolment rates by age (2013)



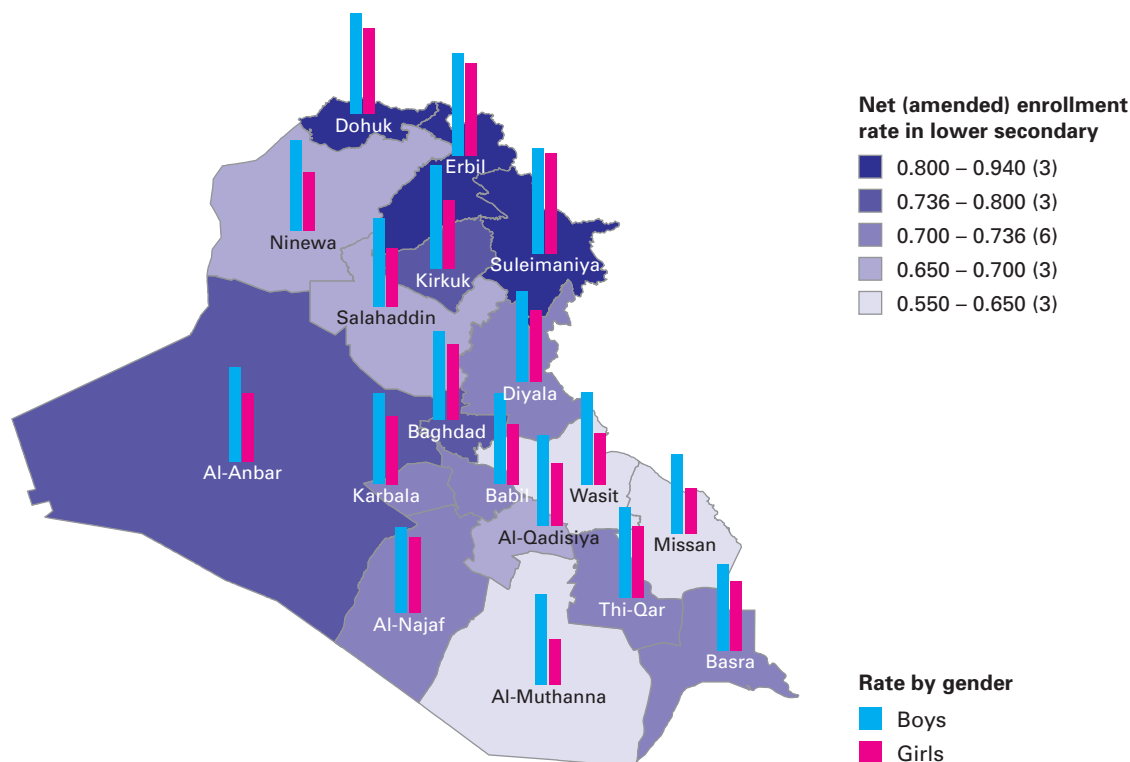
With reference to the Multiple Indicator Cluster Survey results carried out in 2011, there is consistency between those results and those extracted from administrative data. In addition, there was an improvement recorded in enrolment rates (reduction in exclusion rates) between 2011 and 2013 which is less than one percentage point (74.1 per cent versus 73.6 per cent). The following figure and map highlight the distribution of modified NERs among lower secondary stage age children according to the results of MICS 2011.

Figure 2.27 Modified net enrolment rate of lower secondary age children (2011)



Source: Multiple Indicator Cluster Survey (MICS4).

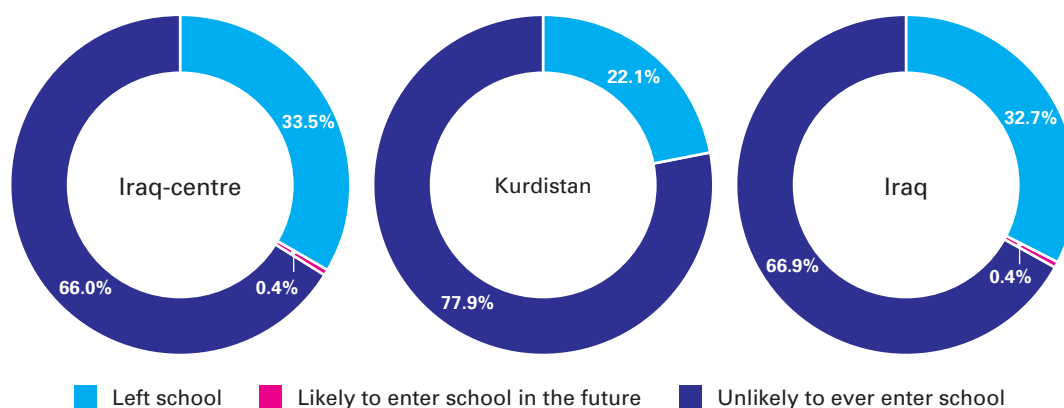
Map 2.3 Percentage of modified net enrolment at lower secondary school (2011)



Source: Authors, MICS4.

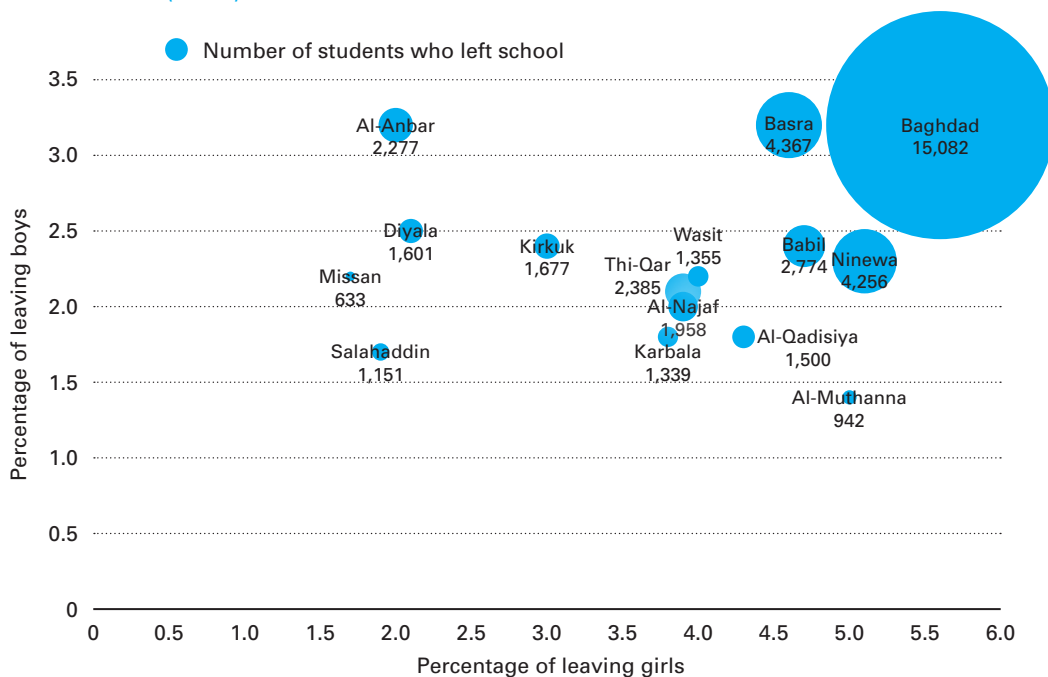
The results of MICS4 show that the number of Iraqi out-of-school children in the age group of 12-14 years reached more than 505,000 children in 2011, of whom more than two thirds were previously enrolled in school but dropped out (66.0 per cent in Iraq – centre and 77.9 per cent in the Kurdistan region) and of whom one third (33.5 per cent in Iraq – centre and 22.1 per cent in the Kurdistan region) are likely to never attend school; data for those who are likely to enrol in the future was unattainable for that age group, where only 0.4 per cent of out-of-school children aged 12-14 years may later be enrolled in school.

Figure 2.28 Types of lower secondary age out-of-school children (12-14 years)



The data from the MoE also shows that the number of student dropouts at the lower secondary stage in 2012 reached more than 58,000, which included 31,000 girls and 27,000 boys; thus dropout rates are in the range of 3.5 per cent (4.8 per cent among girls and 2.9 per cent among boys). The Baghdad governorate is in the forefront in terms of percentages and numbers, as shown in the following figure, which provides distribution of dropout rates in the lower secondary stage and the number of students who had dropped out by governorates of Iraq – centre.

Figure 2.29 Distribution of dropout percentages and numbers of children who have dropped out in the lower secondary stage, by governorate, Iraq – centre (2012)



Source: Ministry of Education.

2.5 Summary of Dimensions 1, 2 and 3

The following table and figures summarize the statistical characteristics of Dimensions 1, 2 and 3 based on administrative data for the year 2013, broken down by Iraq – centre, the Kurdistan region, and Iraq as a whole. The results show that one fifth of children 5-14 years old are out of school. This represents about 2 million children.

Table 2.5 Summary of statistical characteristics of Dimensions 1, 2 and 3 (2013)

	Iraq – centre			Kurdistan region			Iraq		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Pre-primary (5 years)									
Percentage of out-of-school children	79.2%	79.3%	79.3%	49.4%	52.1%	50.7%	75.4%	75.9%	75.7%
Number of out-of-school children	345,508	366,146	711,654	31,282	34,428	65,710	376,790	400,573	777,363
Primary (6-11 years)									
Percentage of out-of-school children	12.5%	5.7%	9.0%	3.7%	2.8%	3.2%	11.3%	5.4%	8.3%
Number of out-of-school children	309,568	151,081	460,649	13,527	10,928	24,455	323,095	162,009	485,104
Intermediate (12-14 years)									
Percentage of out-of-school children	38.3%	18.0%	28.4%	14.2%	6.7%	10.5%	35.0%	16.4%	25.9%
Number of out-of-school children	423,984	190,422	614,406	25,180	11,770	36,950	449,164	202,192	651,356
Total (5-14 years)									
Percentage of out-of-school children	26.8%	17.0%	21.8%	11.5%	9.1%	10.3%	24.8%	16.0%	20.3%
Number of out-of-school children	1,079,059	707,649	1,786,708	69,989	57,126	127,115	1,149,049	764,775	1,913,824

Figure 2.30 Dimensions 1, 2 and 3: Girls (Iraq – centre)

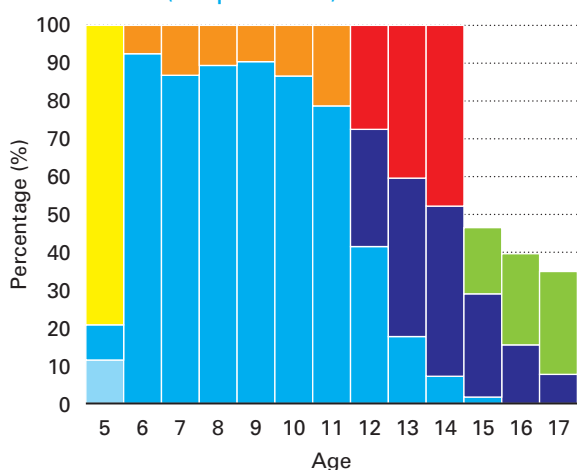


Figure 2.31 Dimensions 1, 2 and 3: Girls (Kurdistan)

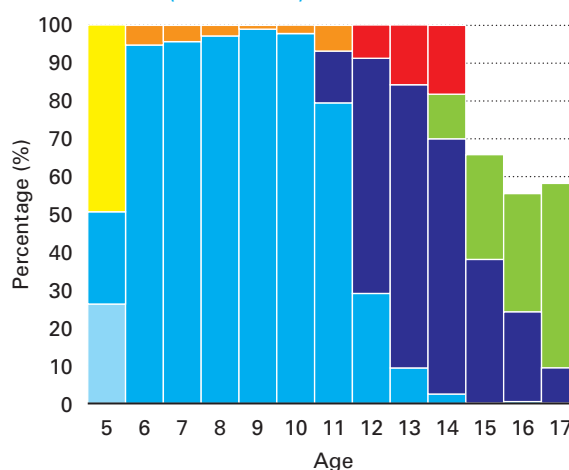


Figure 2.32 Dimensions 1, 2 and 3: Girls (Iraq)

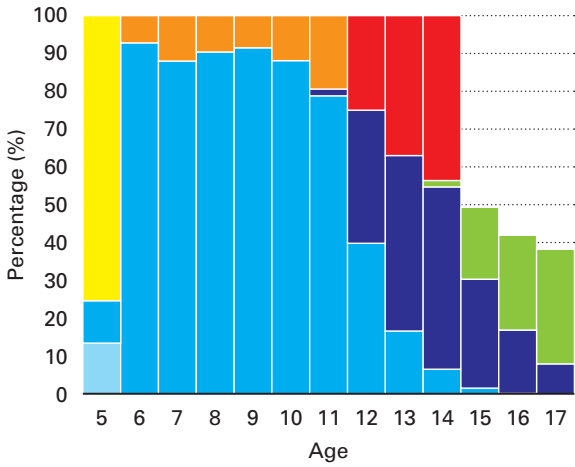


Figure 2.33 Dimensions 1, 2 and 3: Boys (Iraq – centre)

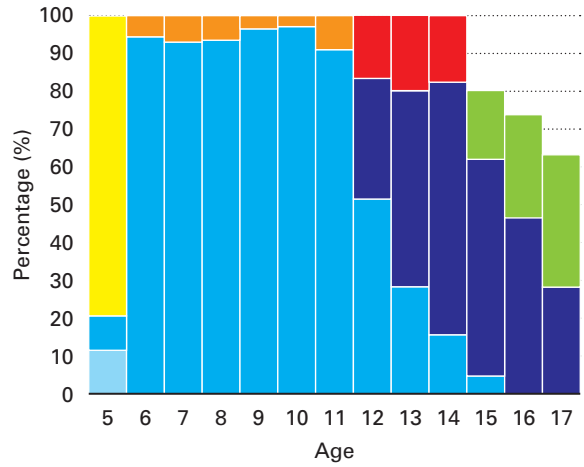


Figure 2.34 Dimensions 1, 2 and 3: Boys (Kurdistan)

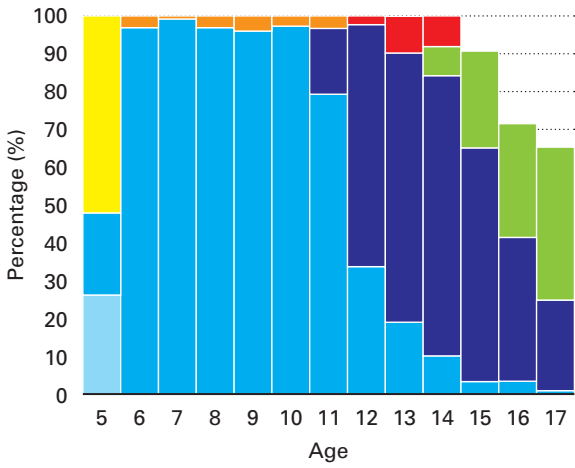


Figure 2.35 Dimensions 1, 2 and 3: Boys (Iraq)

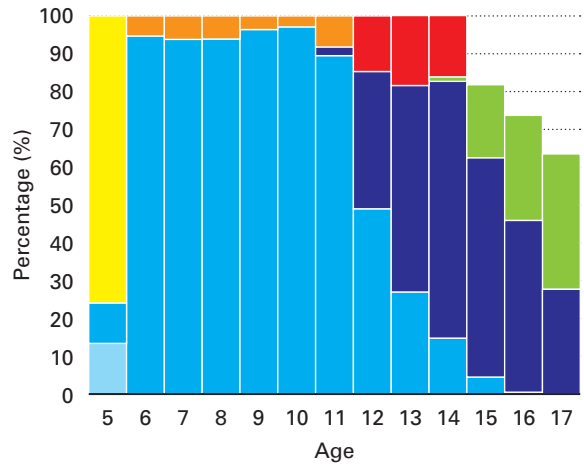


Figure 2.36 Dimensions 1, 2 and 3: Total (Iraq – centre)

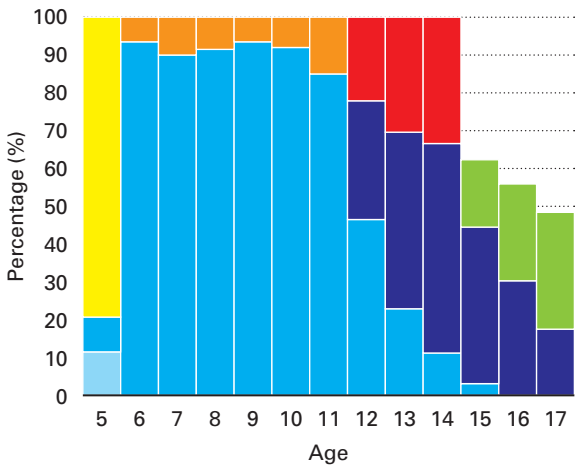


Figure 2.37 Dimensions 1, 2 and 3: Total (Kurdistan)

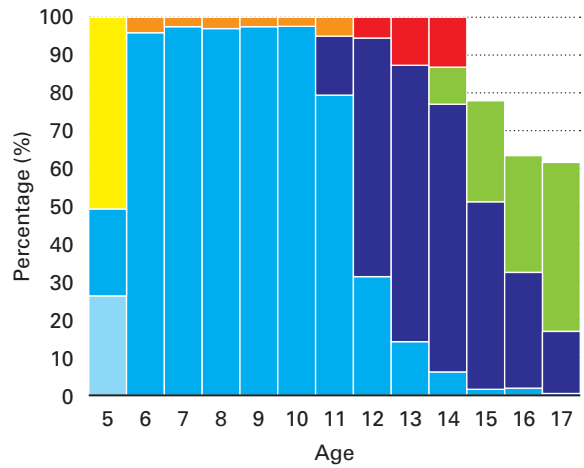
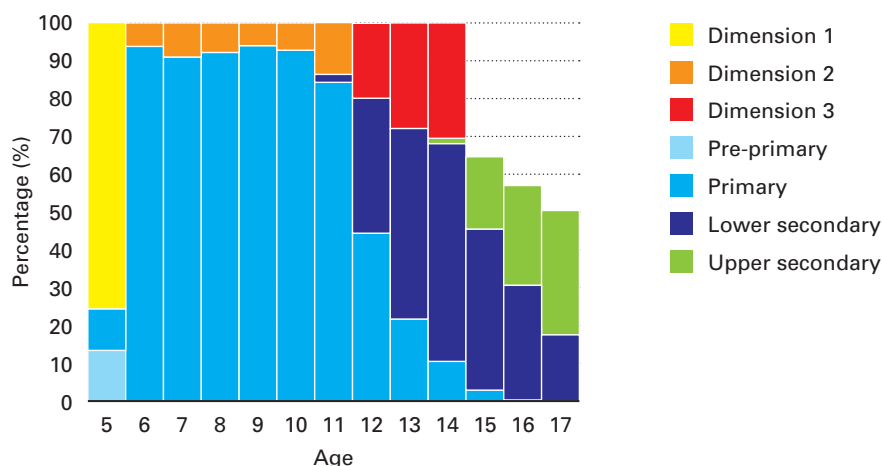


Figure 2.38 Dimensions 1, 2 and 3: Total (Iraq)



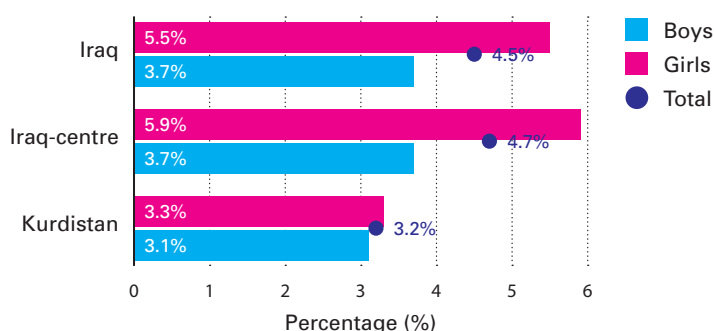
2.6 Dimensions 4 and 5

Dimensions 4 and 5 relate to the risks of dropping out of primary education (Dimension 4) and lower secondary education (Dimension 5). According to the methodology adopted by the Global Out-of-School Children Initiative, the estimation of those risks is shown through the calculation of the number of dropouts expected before the last grade of both of the educational stages. This method results in numbers that differ from the observed numbers of students who dropped out every year; however, it also enables a diagnosis of the educational stage in a given year, as well as gives an idea of its results and the risks related to the students enrolled in each grade in terms of dropping out before reaching the final year of such educational stage.

2.5.1 Dimension 4: Children expected to drop out of the primary stage

Dimension 4 is concerned with primary age students who are at risk of dropping out. The study of the dropout phenomenon indicators⁶ during the academic year 2011-2012 shows the continuous presence of relatively high drop-out levels in all regions. It also shows the importance of dropping out among girls in the governorates of Iraq – centre. If dropout rates among boys are between 3.1 per cent in Kurdistan and 3.7 per cent in Kurdistan and the rest of Iraq, the dropout rate among girls is nearly 6 per cent in the governorates of Iraq – centre compared to 3.3 per cent in Kurdistan, as shown in the following figure.

Figure 2.39 Dropout rates in the primary stage (2012)

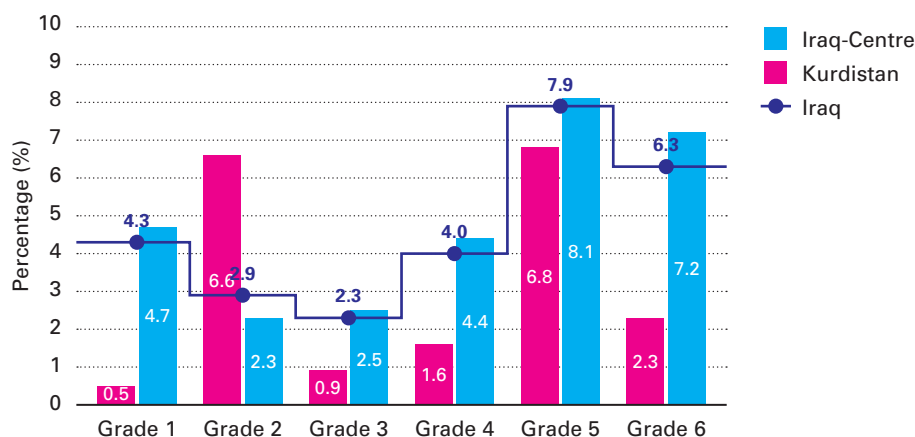


Source: Ministry of Education, and Ministry of Education in the Kurdistan region.

⁶ Calculation of repetition rates has been done based on the calculation of success and repetition rates according to the distribution of new and repeating students for the academic years 2011-2012 and 2012-2013. This method may differ from the one that was used to calculate dropout rates in the centre and the Kurdistan region (refer to Iraq_D4&D5).

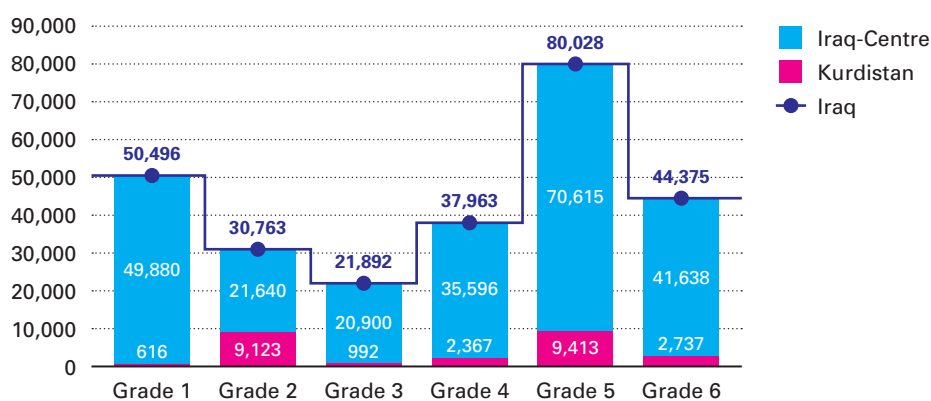
The following two figures show the distribution of the number of dropout students and the percentage of dropping out by grade in primary education as calculated based on the statistical data for the two academic years 2011-2012 and 2012-2013.

Figure 2.40 Distribution of dropout rates at the primary stage, by grade (2012)



Source: Ministry of Education, and Ministry of Education in Kurdistan region.

Figure 2.41 Distribution of the number of students who have dropped out at the primary stage, by grade (2012)

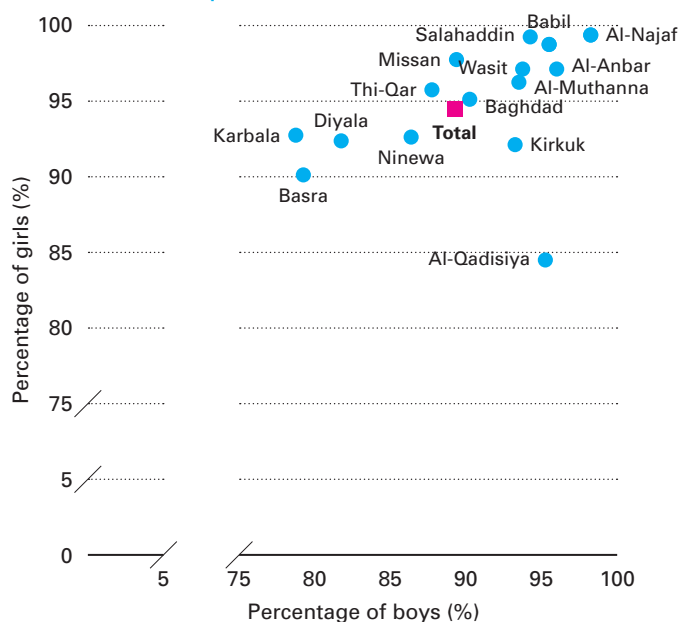


Source: Ministry of Education, and Ministry of Education in Kurdistan region.

It is noted that dropping out is concentrated in the fifth and sixth grades of primary education, and more in the governorates of Iraq – centre than in Kurdistan. Indicators show that the dropout rate in the fifth grade is 7 per cent in Kurdistan and more than 8 per cent in the rest of Iraq’s governorates, for many reasons, including that fifth grade books contain a lot of content and special evaluation methods are adopted starting from the fifth grade. As it turns out, the difficulty of communication is between the primary stage and lower secondary stage, especially in the governorates of Iraq – centre, where the dropout rates are more than 7 per cent, while such rates in the Kurdistan region are limited to 2.3 per cent. This is due to the adoption of the basic education system in Kurdistan since 2007, which reduced the manifestations of dropping out between the primary and middle stages after these were combined into one stage of education.

It should also be noted that the results of the sixth-year exam found that success rates, even if varied between governorates, as shown in the following figure, remain high. Ironically, the dropout rates in the sixth year are higher among girls (13.3 per cent of girls compared to 2.4 per cent among boys), while it is noted that the success rates among girls exceeds the success rates among boys in the sixth-year exam (94.5 per cent among girls and 89.2 per cent among boys). These results show that about 7.8 per cent of girls enrolled in the sixth year succeed in the final exam of the primary stage, but they do not enrol in the lower secondary stage. Their number was estimated in 2012 with more than 21,000 girls. This confirms that dropping out in the final grade of the primary stage is mainly due to external elements and social and economic considerations.

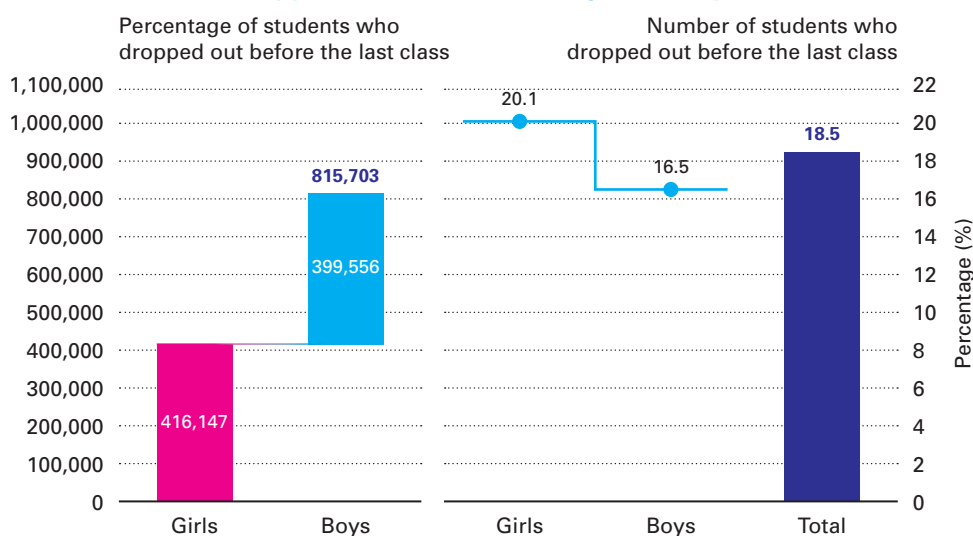
Figure 2.42 Distribution of success rates in the sixth-year exam by governorate, Iraq – centre



Source: Ministry of Education.

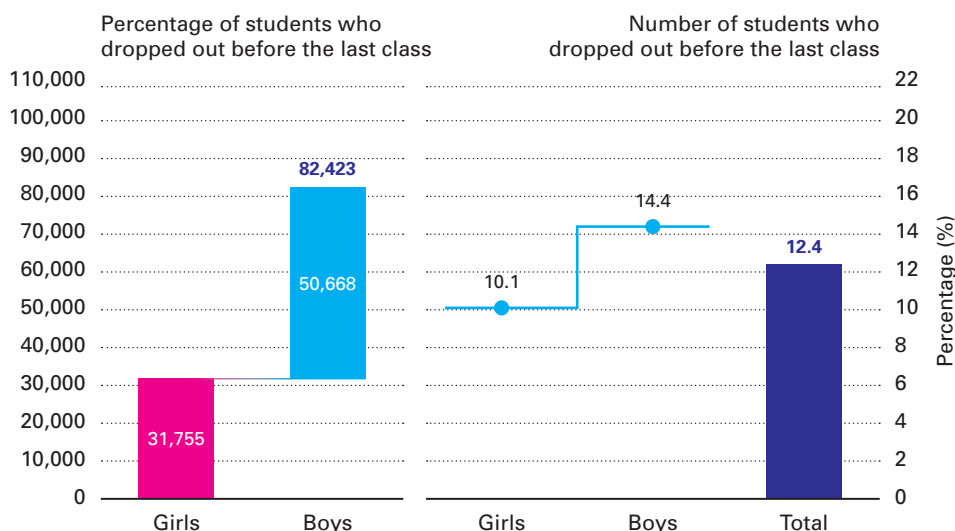
The following summarizes Dimension 4 results in the Kurdistan region, Iraq – centre, and Iraq as a whole, based on the statistical data of the two seminars, 2011-2012 and 2012-2013.

Figure 2.43 Dimension 4: Primary stage: Number and percentage of students who have dropped out before the last grade, Iraq – centre (2012)



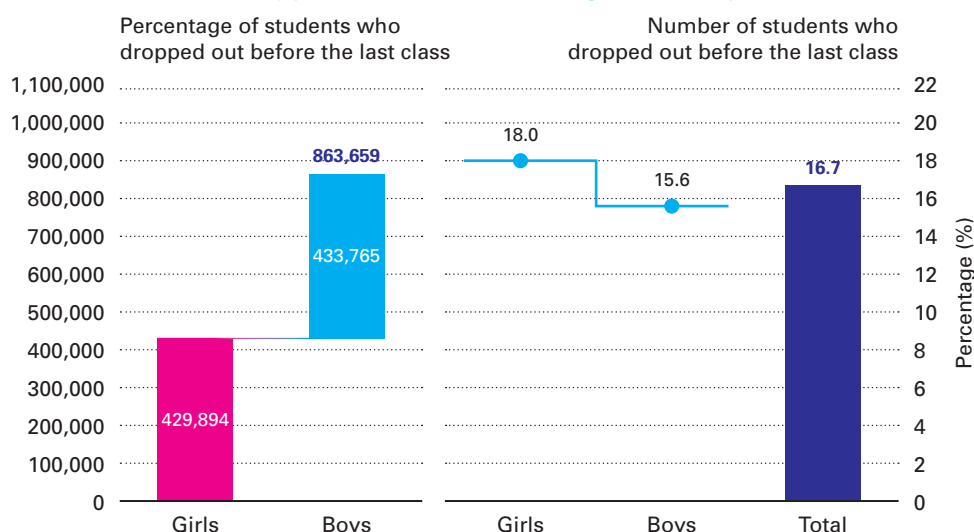
Source: Ministry of Education.

Figure 2.44 Dimension 4: Primary stage: Number and percentage of students who have dropped out before the last grade – Kurdistan (2012)



Source: Ministry of Education of Kurdistan.

Figure 2.45 Dimension 4: Primary stage: Number and percentage of students who have dropped out before the last grade – Iraq (2012)



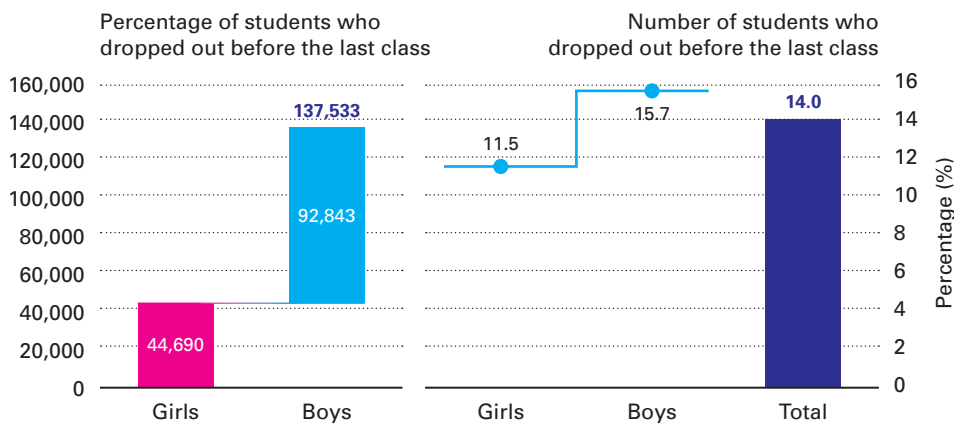
Source: Ministry of Education, and Ministry of Education in the Kurdistan region.

The results show that nearly one student out of six is threatened with dropping out before reaching the sixth grade of the primary stage. This represents more than 860,000 students out of the total 6 million. It should also be noted that the highest risk of dropping out occurs in the governorates of Iraq – centre (18.1 per cent), while Kurdistan is at 12.4 per cent, where girls' dropout rates are lower than boys' dropout rates (10.1 per cent compared to 14.4 per cent), contrary to what is observed in the governorates of Iraq – centre (20.1 per cent for girls and 16.5 per cent for boys).

2.5.2 Dimension 5: Children expected to drop out at the lower secondary stage

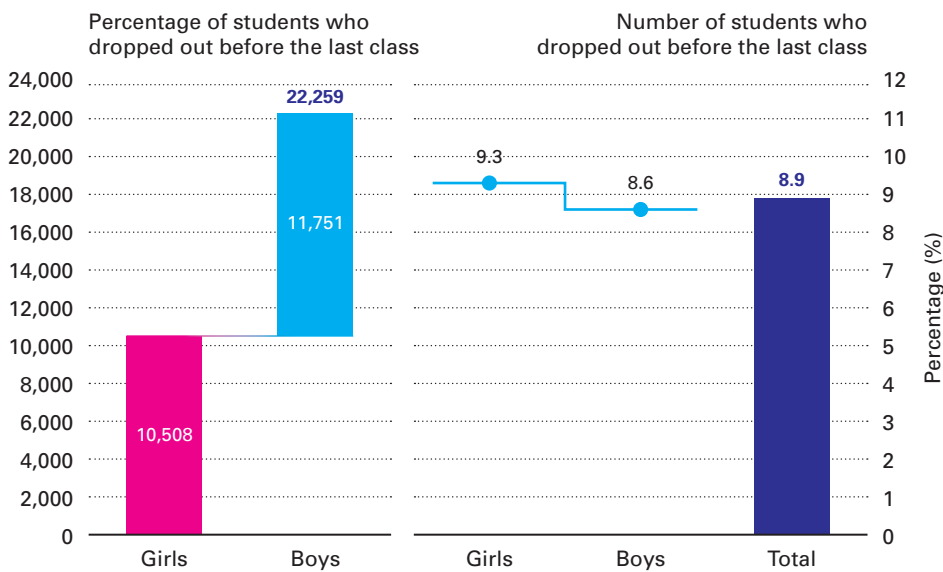
Dimension 5 is concerned with the dropout risk among students enrolled in the lower secondary stage. The following figures summarize the results with respect to Dimension 5 in the Kurdistan region, Iraq – centre, and Iraq as a whole, based on the statistical data for the years 2011-2012 and 2012-2013.⁷ Similar to Dimension 4, there is a difference between the Kurdistan region and the governorates of Iraq – centre, which witnesses higher risks of dropping out.

Figure 2.46 Dimension 5: Lower secondary stage: Number and percentage of students who have dropped out before the last grade, Iraq – centre (2012)



Source: Ministry of Education.

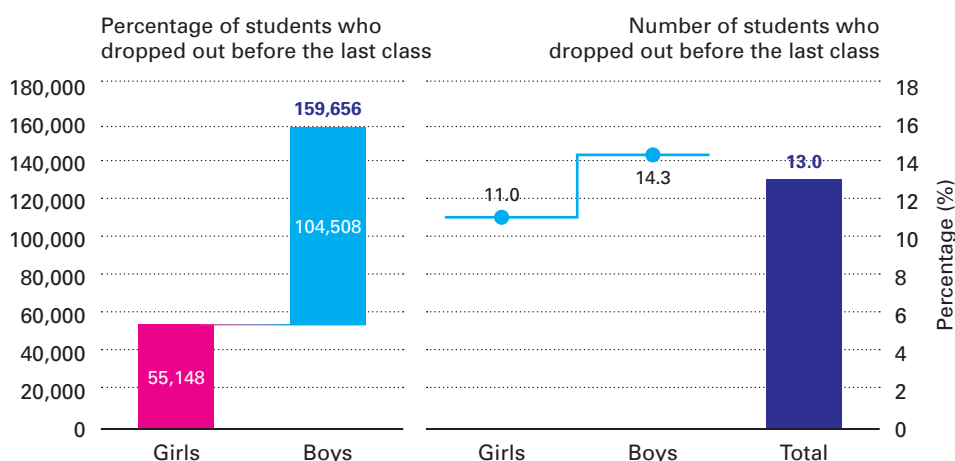
Figure 2.47 Dimension 5: Lower secondary stage: Number and percentage of students who have dropped out before the last grade – Kurdistan (2012)



Source: Ministry of Education in the Kurdistan region.

⁷ Analysis of Dimensions 4 and 5's evolution was not possible during the past decade in the absence of appropriate statistical data.

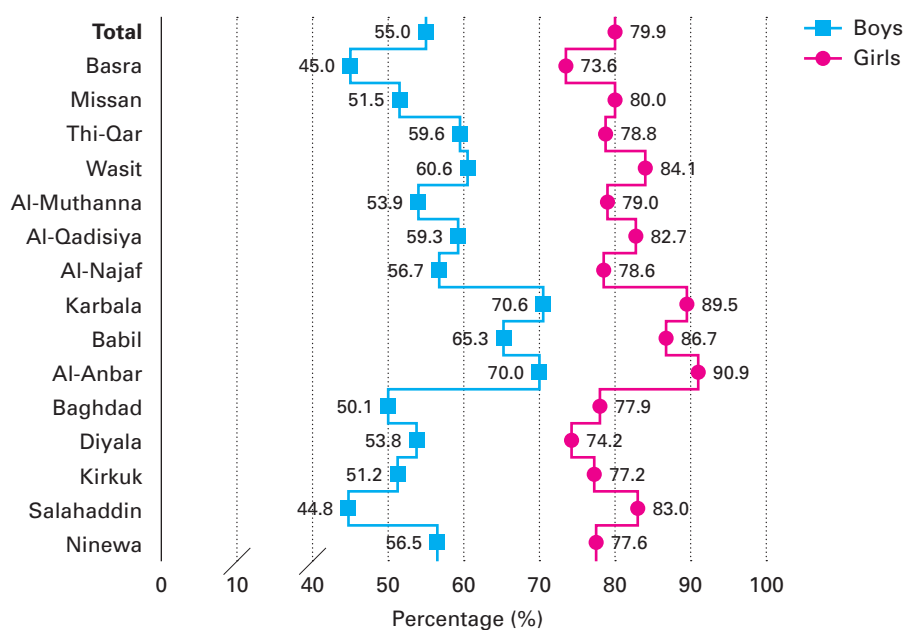
Figure 2.48 Dimension 5: Lower secondary stage: Number and percentage of students who have dropped out before the last grade – Iraq (2012)



Source: Ministry of Education (centre), and Ministry of Education in the Kurdistan region.

In terms of data aggregated by gender, the results reflect those of elementary school; during the middle stage, dropout rates are lower for girls than for boys (11.0 per cent compared to 14.3 per cent). The lower secondary stage (third grade) final grade exams results highlight that girls have an 80 per cent success rate compared to 55 per cent for boys, as shown in the following figure, which also refers to the disparities that exist between the governorates.

Figure 2.49 Results of the exams at the end of lower secondary stage, Iraq – centre (2012)



Source: Ministry of Education.

2.7 Summary of the Five Dimensions

The following figures show a summary of statistical data of the Five Dimensions of Exclusion as identified in Kurdistan, Iraq – centre, and Iraq as a whole, based on administrative data for the year 2012-2013.

Figure 2.50 The Five Dimensions: Girls (Iraq – centre)

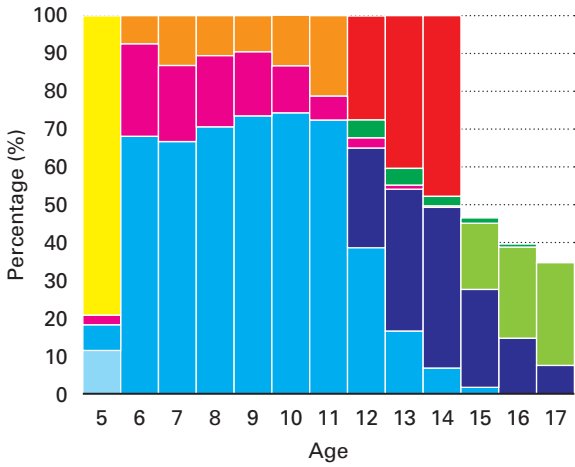


Figure 2.51 The Five Dimensions: Girls (Kurdistan)

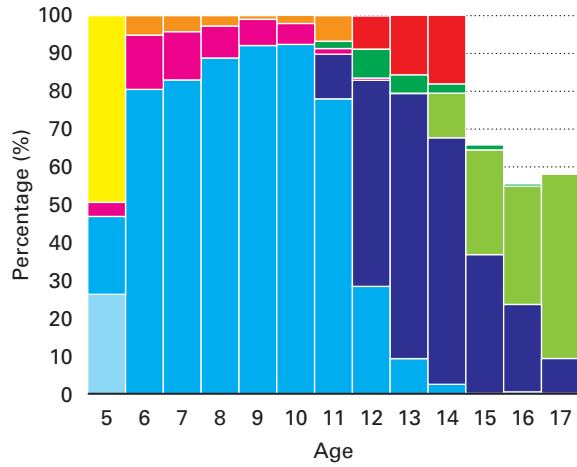


Figure 2.52 The Five Dimensions: Boys (Iraq – centre)

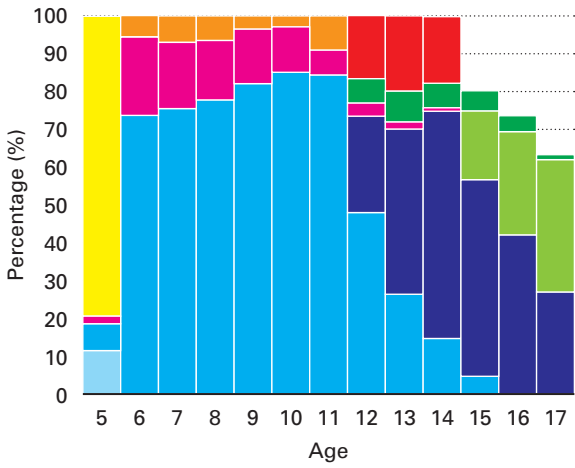


Figure 2.53 The Five Dimensions: Boys (Kurdistan)

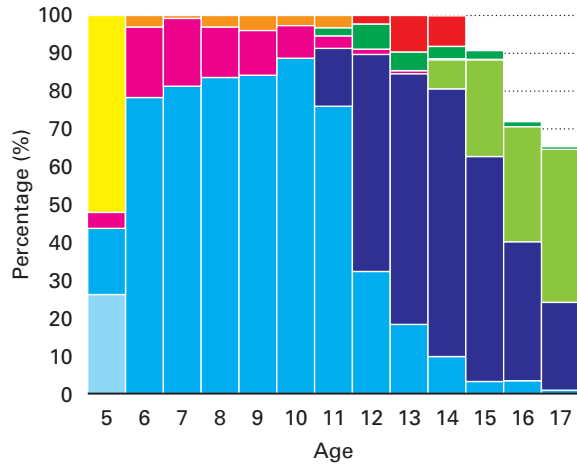


Figure 2.54 The Five Dimensions: Total of girls and boys (Iraq – centre)

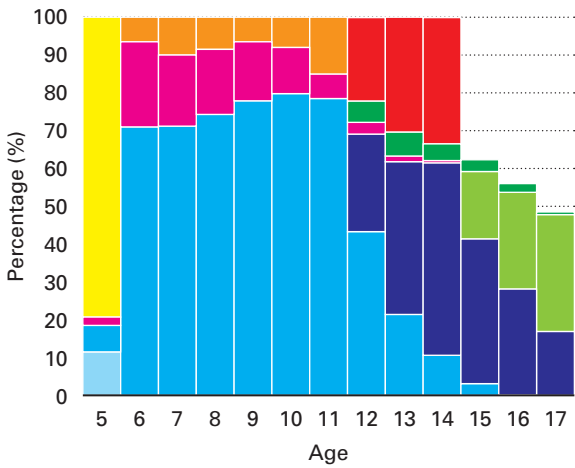


Figure 2.55 The Five Dimensions: Total of girls and boys (Kurdistan)

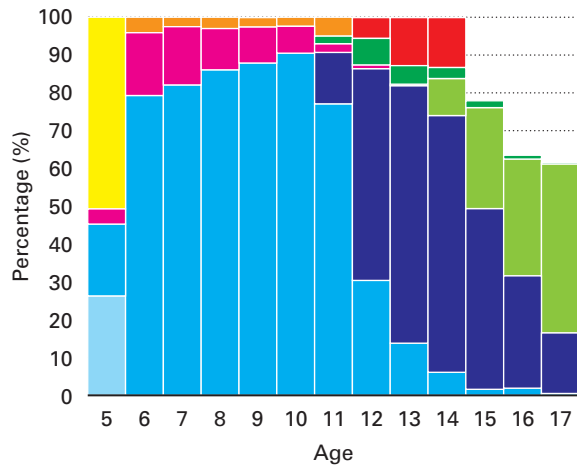


Figure 2.56 The Five Dimensions: Girls (Iraq)

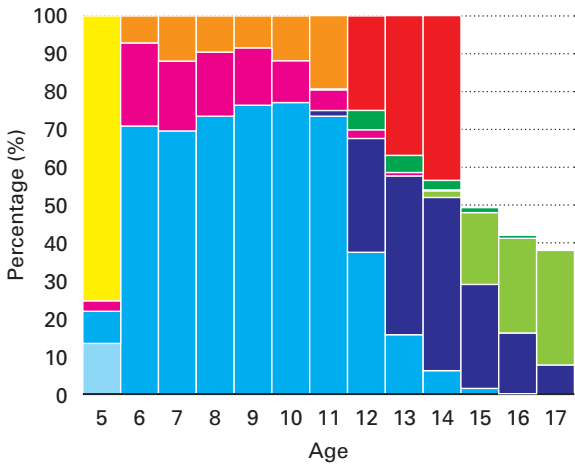


Figure 2.57 The Five Dimensions: Boys (Iraq)

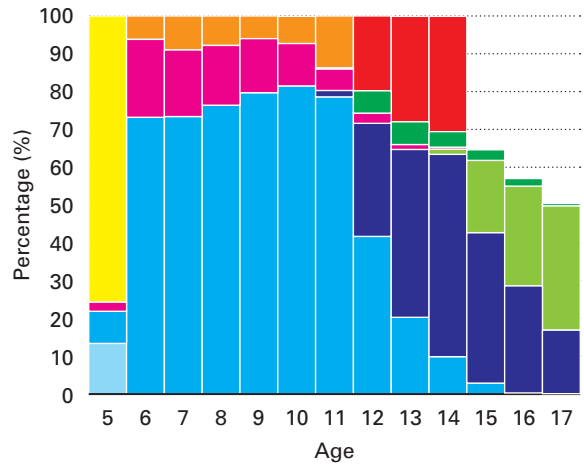


Figure 2.58 The Five Dimensions: Total of girls and boys (Iraq)

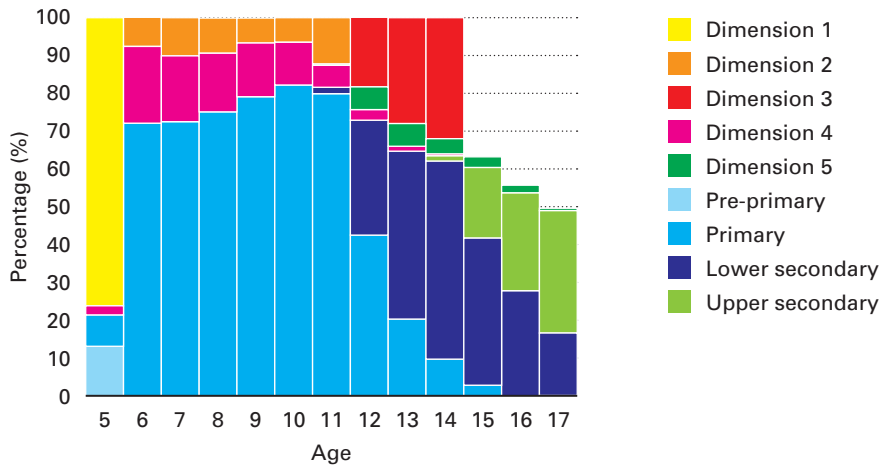


Figure 2.59 The Five Dimensions by educational stage (Iraq – centre)

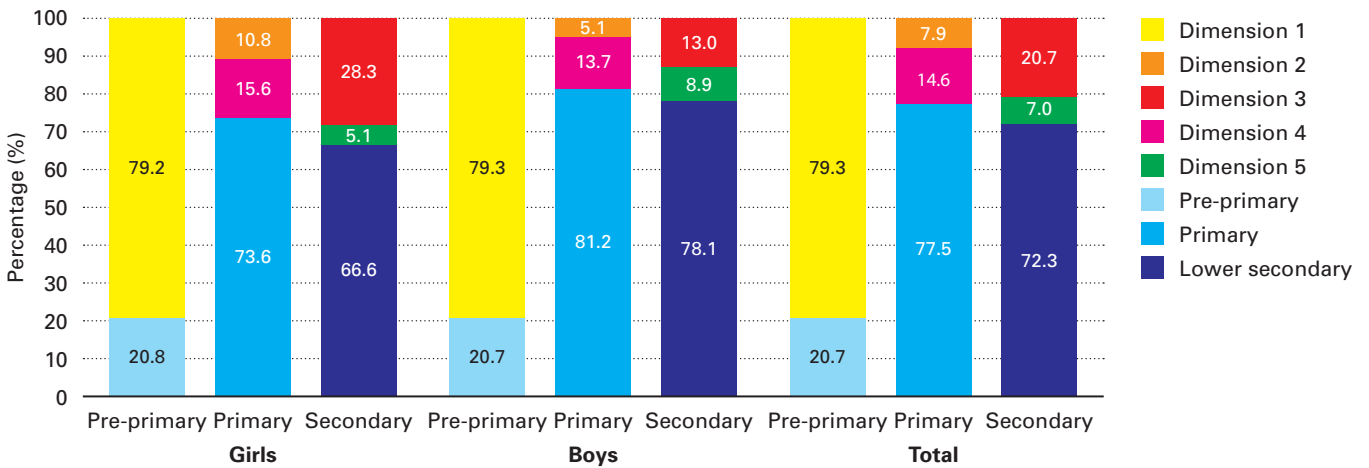


Figure 2.60 The Five Dimensions by educational stage (Kurdistan)

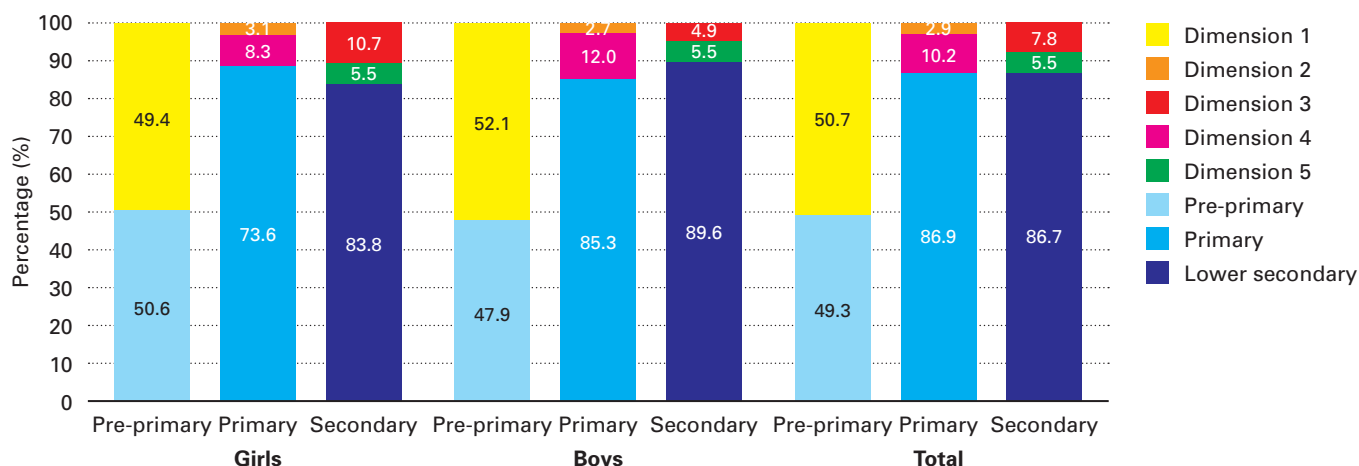
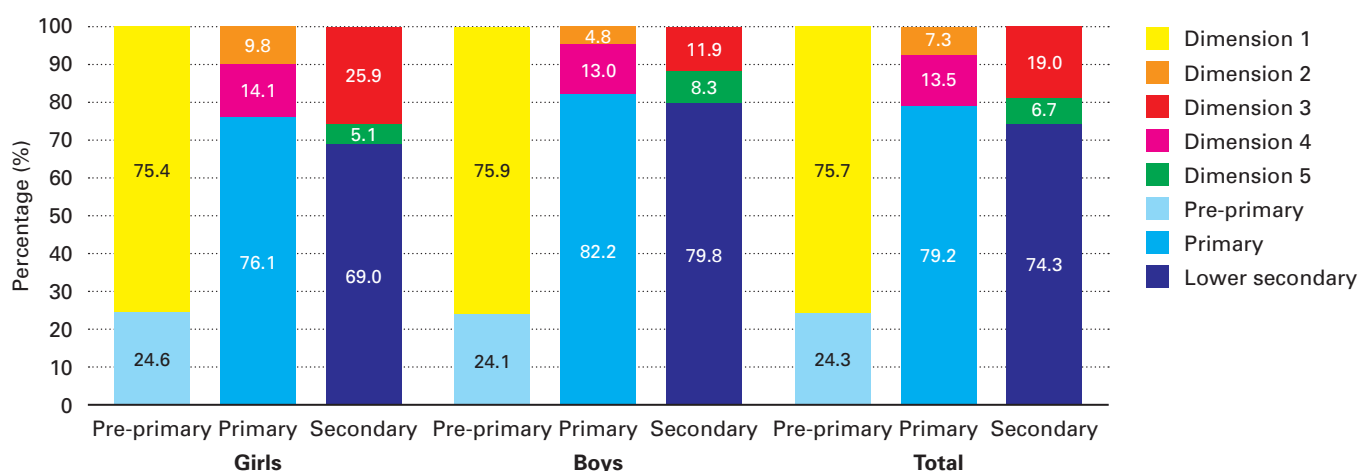


Figure 2.61 The Five Dimensions by educational stage (Iraq)

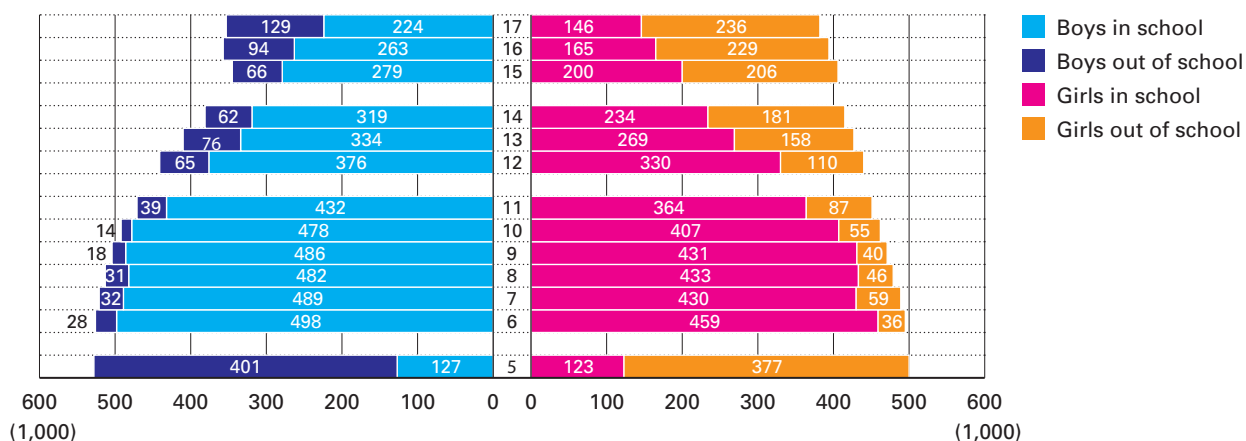


We arrive at the following conclusions based on the results of the study of school exclusion in Iraq:

- School exclusion is a remarkable phenomenon, especially in the governorates of Iraq – centre.
- Dimension 1 is the most important Dimension for Kurdistan and the governorates of Iraq. The centre does not give pre-school education a priority, including pre-primary education.
- Dimension 2 remains a source of concern in Iraq – centre, where a significant number of primary age children are still out of school, showing the need for greater effort in order to achieve the Millennium Development Goals in this area.
- The establishment of a compulsory basic education system has made it possible to reduce Dimension 3 in Kurdistan.
- Dimension 4 is a source of considerable school exclusion.
- Qualitative differences between girls and boys still exist in the primary and lower secondary levels.

The following figure represents the distribution of Iraq’s children in the 5-17 year age group by their attendance or non-attendance at school.

Figure 2.62 Distribution of children (5-17 years) between those who have dropped out and those enrolled (2013)



It should be noted that the results achieved by processing the administrative data and school statistics are consistent with the results of the MICS 2011, which lends additional credibility to the results of both sources. The following table combines the most important findings related to enrolment rates by age groups as derived from MICS4.

Table 2.6 Modified net enrolment rates by age group (MICS4)

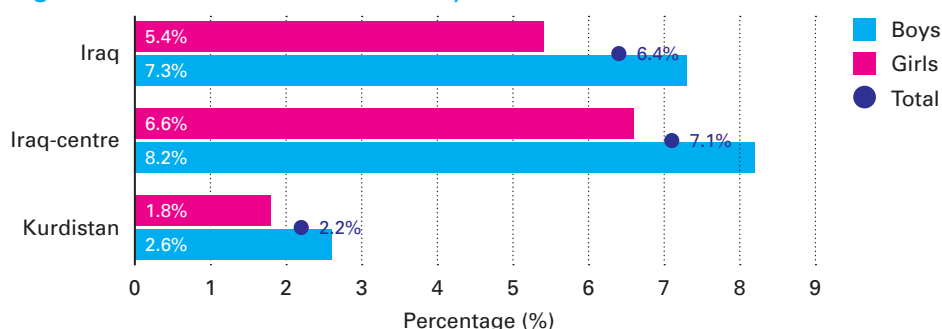
	Boys			Girls			Total		
	Kurdistan	Iraq – centre	Iraq	Kurdistan	Iraq – centre	Iraq	Kurdistan	Iraq – centre	Iraq
Five years	48.4%	30.1%	32.6%	38.0%	31.3%	32.1%	43.5%	30.7%	32.4%
Age years	90.7%	86.2%	86.8%	94.5%	82.7%	84.5%	92.5%	84.5%	85.7%
From 6 to 11 years	96.6%	92.6%	93.2%	95.0%	85.9%	87.2%	95.8%	89.3%	90.3%
From 12 to 14 years	92.3%	81.2%	83.0%	84.2%	59.9%	63.6%	88.5%	70.8%	73.6%
From 15 to 17 years	77.8%	54.3%	57.8%	70.6%	38.2%	42.9%	74.3%	46.4%	50.5%

2.8 Child labour

There is a controversial relationship between child labour and education. While education is a key tool to prevent child labour, child labour represents an obstacle to schooling.

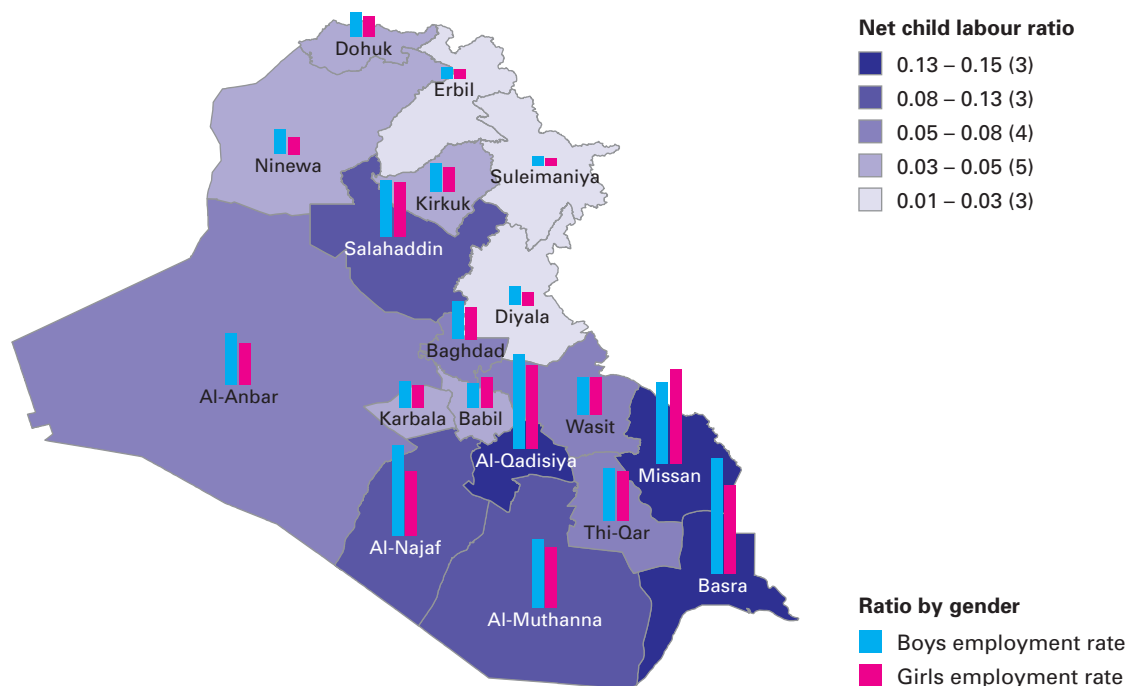
Universal access to education, especially free and compulsory quality education up to a minimum age before entry into the labour market, is a key element in fighting the economic exploitation of children. Multi-Indicator Cluster Survey results for the year 2011 show that more than 6 per cent of children aged between 5 and 14 years are engaged in child labour, representing a group estimated at 580,000 children. More boys than girls are engaged in child labour (7.3 per cent versus 5.4 per cent). Child labour is also more prevalent in the governorates of Iraq – centre (7.1 per cent) than in Kurdistan (with 2.2 per cent) as shown in the following figure and map.

Figure 2.63 Child labour rate (5-14 years) in 2011



Source: Multiple Indicator Cluster Survey for the year 2011.

Map 2.4 Child labour rate (5-14 years) by governorate (2011)

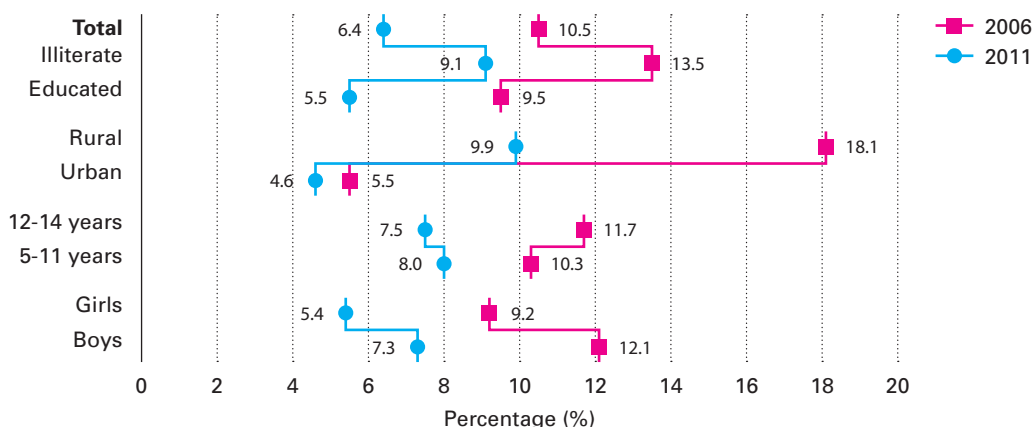


Source: Multiple Indicator Cluster Survey data for the year 2011.

The phenomenon of child labour is less prevalent among students enrolled in school, but they are not excluded; the child labour rate among enrolled students is 5.5 per cent, compared with 9.5 per cent among their out-of-school peers. It should also be noted that two thirds of working children are enrolled. Most child labour is related to working at home or in the family business. Paid work done outside the home is only done by 2 per cent of children.

A comparison between MICS 2011 and MICS 2006 shows that the phenomenon of child labour has shrunk markedly in terms of employment rate, having declined from 10.5 per cent in 2006 to 6.4 per cent in 2011. The following figure shows a decline in employment rates in all cases. We note that the improvement is mainly in rural areas, where the employment rate recorded a significant decline (9.9 per cent in 2011 compared with 18.1 per cent in 2006).

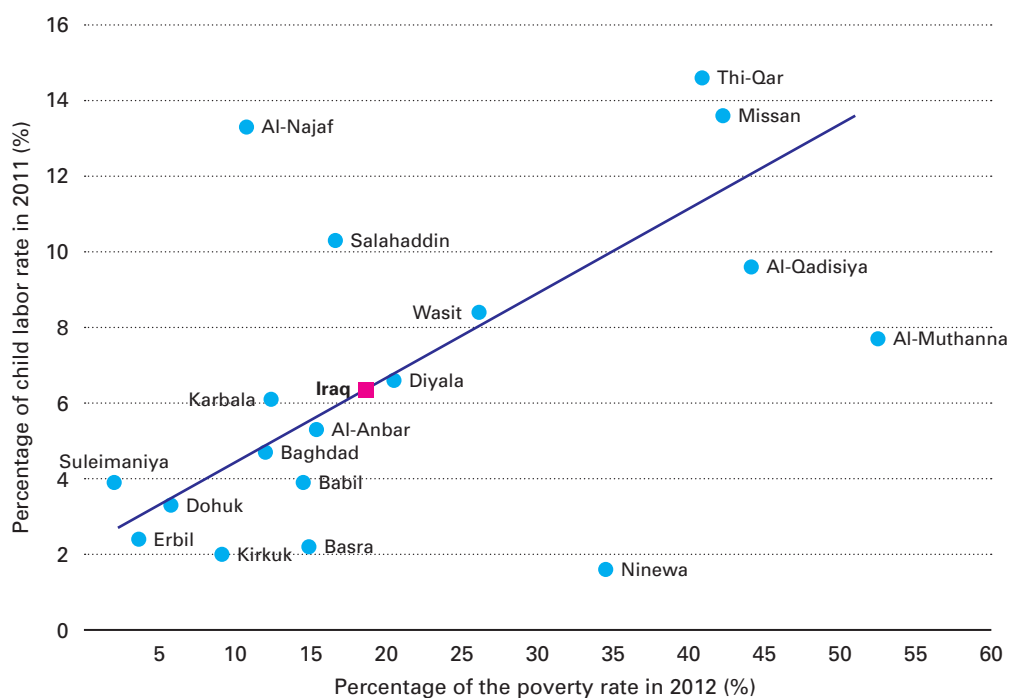
Figure 2.64 Child labour rate: Comparison between 2006 and 2011



Source: Multiple Indicator Cluster Survey 2011 (MICS4) and survey year 2006 (MICS3).

In all cases, the issue of poverty remains a significant factor with respect to child labour. The results show that the child labour rate among poorer families reaches 10.7 per cent, while declining to 2.7 per cent among wealthier households. The following figure confirms the relationship between poverty and child labour as it shows that the employment rate rises with the worsening poverty in the various governorates of Iraq.

Figure 2.65 Child labour rate and poverty (2011)



Source: Multiple Indicator Cluster Survey 2011, and the Iraq Household Socio-Economic Survey 2012.

2.9 Children with special needs

Educational care for children with disabilities is provided through institutes that are specialized in mental and physical disabilities, as well as through the establishment of integrated classes in regular schools for special education. The following table shows the number of beneficiaries of different types of mental disability institutes.

Table 2.7 Number of beneficiaries of disability institutes (2013)

	Mental disability			Hearing and visual disability			Physical disability		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
Al-Anbar	12	28	40	20	25	45			
Basra	6	8	14	66	114	180			
Al-Qadisiya	20	42	62	45	84	129			
Al-Muthanna	11	44	55	21	49	70			
Al-Najaf	12	46	58	76	118	194			
Babil	24	42	66	22	39	61			
Baghdad	124	298	422	268	363	631	56	101	157
Diyala	12	10	22	37	65	102	15	19	34
Thi-Qar	24	12	36	23	44	67	12	14	26
Salahaddin	12	13	25	8	2	10	7	7	14
Karbala	21	34	55	28	33	61			
Kirkuk	11	40	51	16	31	47			
Missan				27	57	84			
Ninewa	6	19	25	26	51	77			
Wasit	6	23	29	23	39	62			
Dohuk	12	34	46	58	41	99	18	7	25
Erbil	17	9	26	199	145	344	28	16	44
Suleimaniya	19	27	46	69	49	118	20	12	32
Total	349	729	1,078	1,035	1,349	2,381	156	266	332

Source: Ministry of Labour, and Central Bureau of Statistics.

The data show that 2,844 children, including 1,007 girls (35.4 per cent), in the governorates of Iraq – centre are enrolled in special needs institutes, distributed as follows:

- Mental disability – 877 children representing 30.8 per cent of the total beneficiaries.
- Hearing and speech disability – deaf and mute: 1,613 children representing 56.7 per cent of the total beneficiaries.
- Visual disability – the blind: 197 children, representing 6.9 per cent of total the beneficiaries.
- Physical disability – 157 children, representing 5.5 per cent of total the beneficiaries.

It is noteworthy that most institutes are centred in Baghdad, helping nearly 43 per cent of the total children who benefit from disability institutes. Beneficiary children in deaf and mute schools are subject to a curriculum that suits their abilities and potential. In general, the curriculum is similar to that of the primary stage in normal schools, even if it differs in the way of displaying the content of textbooks, printed by MoE. As for the children in physical disability institutes, they are provided with the same curriculum that is approved for school stages suitable for their ages. Those children have demonstrated scientific excellence in their results in ministerial exams.

School statistics indicate that there are 1,660 schools that offer special education classes, with 17,000 children benefitting. The prevalence rate of special education classes remains limited, as special education classes do not exist in almost 92 per cent of schools. This rate is more than 95 per cent in several governorates, and the proportion of children who directly benefit from special education classes does not exceed 0.25 per cent of all children enrolled in primary education. The following table clarifies the distribution of schools that offer special education classes and the numbers of beneficiary students.

Table 2.8 Schools that have classes for special education and the number of students who benefited (2013)

	Schools including special education classes		Students benefitting from special education	
	Number	Percentage from total schools	Number	Percentage from total schools
Ninewa	98	5.8	8,011	0.33
Salahaddin	9	0.8	73	0.03
Kirkuk	50	4.8	442	0.22
Diyala	32	3.6	237	0.09
Baghdad	406	18.6	6,703	0.29
Al-Anbar	77	6.6	657	0.20
Babil	76	8.9	989	0.28
Karbala	96	19.8	2,281	0.58
Al-Najaf	73	12.9	541	0.43
Al-Qadisiya	31	4.6	241	0.11
Al-Muthanna	33	6.9	296	0.22
Wasit	48	6.0	516	0.24
Thi-Qar	54	4.5	444	0.13
Missan	34	5.4	483	0.26
Basra	96	9.2	874	0.18
Dohuk	129	8.1	171	0.23
Erbil	148	6.6	3501	0.25
Suleimaniya	168	7.2	5341	0.27
Total	6,581	7.9	90,616	0.25

Source: Ministry of Education.

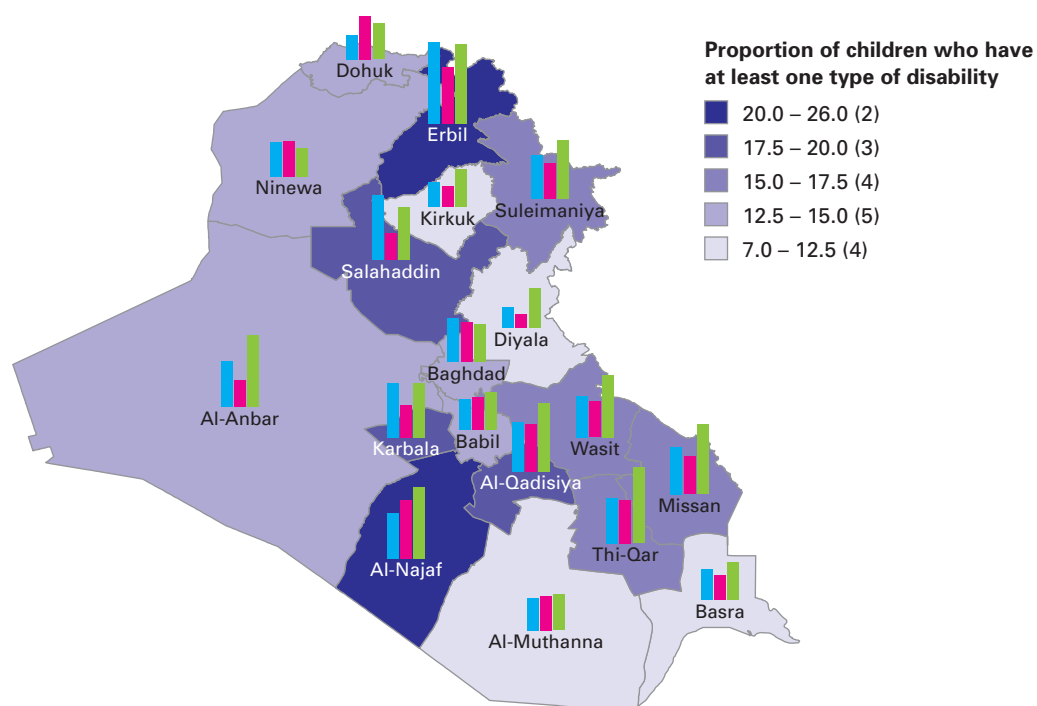
It is clear from the results of the Multiple Indicator Cluster Survey of 2006 (MICS 2011 did not deal with the issue of disability) that approximately 15 per cent of children aged 2-14 years have at least one type of disability. That figure rises to nearly 19 per cent in the Kurdistan region, compared with 14.2 per cent in Iraq – centre. Disability more frequently affects children at an early age; the disability rate amounts to 20.4 per cent for children aged 2-4 years, compared to 13 per cent for the 6-14 age group.

Registered disabilities can be categorized into three types:

- Physical disability, which is related to children who have difficulty walking and moving or experience slowness in their motor abilities.
- Hearing, speech and visual disability, which is related to children who have difficulty in seeing, hearing or speaking.
- Mental disability, which is related to children who have difficulty in learning things or understanding information, or those who suffer from behavioural or mental abnormalities.

The following map and table show the distribution of various types of disability rates.

Map 2.5 Distribution of children with disabilities by governorate (2006)



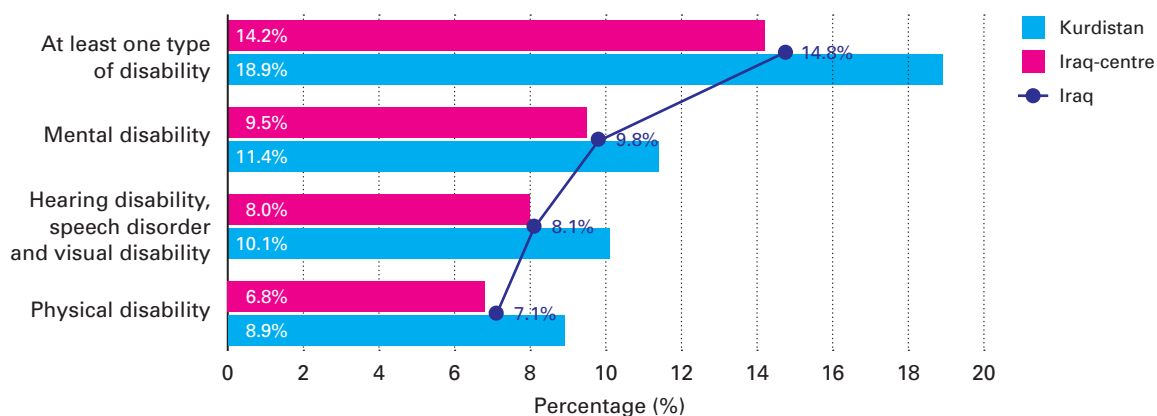
Source: Multiple Indicator Cluster Survey, 2006.

Table 2.9 Distribution of disability rates among children aged 2-14 years by disability type (2006)

	Kurdistan region	Iraq – centre	Iraq
Physical disability	8.9%	6.8%	7.1%
Delays in sitting, standing or walking	5.0%	4.7%	4.8%
Difficulty in walking and moving	3.9%	2.1%	2.3%
Hearing, speech and visual disability	10.1%	8.0%	8.1%
Difficulty in seeing	2.5%	1.8%	1.8%
Difficulty in hearing	1.4%	1.5%	1.4%
Does not talk/understand speech	6.2%	4.7%	4.9%
Mental disability	11.4%	9.5%	9.8%
Does not learn to do things like other children	3.7%	2.7%	2.9%
Has fits and loses consciousness	1.7%	1.5%	1.6%
Does not understand instructions	4.1%	3.6%	3.6%
Seems mentally impaired	1.9%	1.7%	1.7%
At least one type of disability	18.9%	14.2%	14.8%

Source: Multiple Indicator Cluster Survey, 2006.

Figure 2.66 Disability rates among children aged 2-14 years (2006)



Source: Multiple Indicator Cluster Survey, 2006.

If we adopted the same rates of disability recorded in 2006, it will be shown that the group of children aged 5-14 years who have at least one type of disability, whether mild or complex, is likely to include approximately 1.2 million children in 2013. In comparison with the number of children provided with special education and cared for in institutes for the disabled, which remained in the range of 13,000 children, this would enable us to identify the level of disability in terms of educational and school care for disabled children, who undoubtedly represent an important segment of out-of-school children.

3

Bottlenecks and policies/strategies

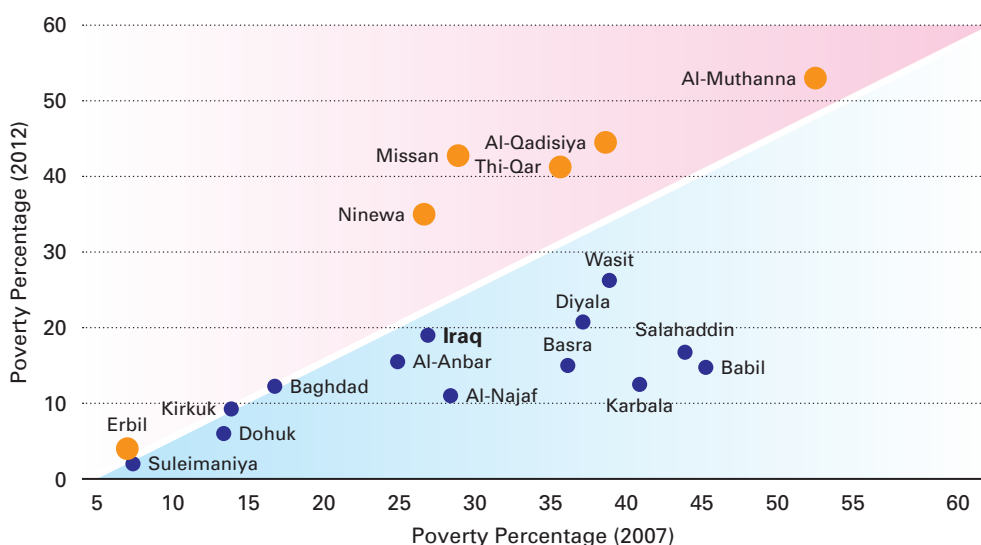
3.1 Methodology

To determine the reasons that have led to lack of student enrolment in the pre-primary, primary and secondary stages, as well as to give an idea of the effectiveness of the proposals and recommendations that will come out of the report, which are intended to increase the enrolment rates, two approaches have been approved.

First, to implement focus groups, the following procedures were done:

- Based on results of the Socio-Economic Survey of Households in Iraq (2012) and the Multiple Indicator Cluster Survey (2011), two provinces in southern Iraq and jurisdictions in Baghdad were selected for focus groups for the following reasons:
 - Al-Muthanna was selected because of its high poverty level. The following figure indicates poverty rates by province in Iraq between 2007 and 2012. It clarifies that the highest rate exists in the Al-Muthanna governorate. This rate increased between 2007 and 2012, from 48.8 per cent to 52.5 per cent.
 - Missan province was specified because it contains the highest rate of out-of-school children, according to the following map.
 - Two educational directorates in Baghdad were highlighted as they are considered to be two major directorates, i.e., Al Resafa Al Thalitha, in Al Resafa subdivision, and Al Karkh Al Thalitha, in Al Karkh subdivision.

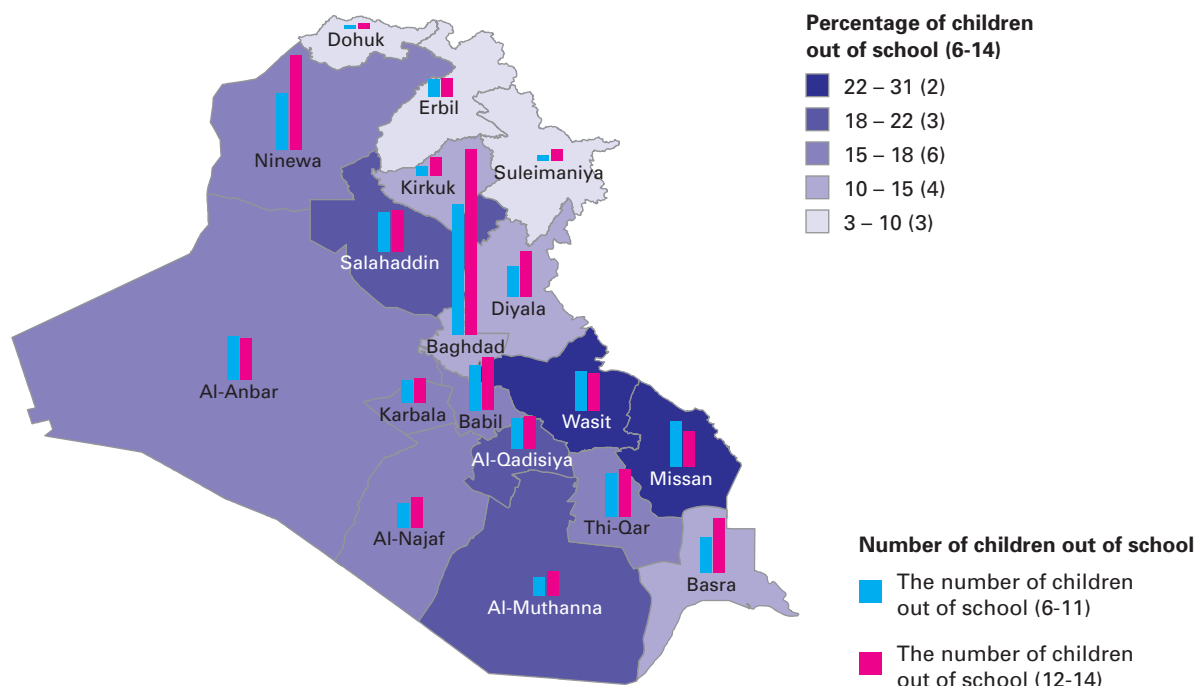
Figure 3.1 Evolution of poverty rates between 2007 and 2012, by governorate



Source: Iraq Household Socio-Economic Survey, 2007 and 2012.

Note: Provinces highlighted in red: decline in status between 2007 and 2012; provinces in green: improvement of status between 2007 and 2012.

Figure 3.1 Distribution of percentages and numbers of out-of-school children (6-14 years) by governorate (2011)



Source: Multiple Indicator Cluster Survey, 2011.

2 Members of the basic team met 12 out-of-school children 18 years old or younger, eight parents, and four teachers or principals from each province and jurisdiction. The meetings were held in locations that had been previously arranged by the educational directorate in these provinces. Initially, a handful of inquiries was made requiring responses from the out-of-school children, parents, teachers, or principals, individually. However, the discussion was collective.

Second, a workshop with decision makers and stakeholders:

A workshop was held for a selected group of decision makers in the MoE. The workshop included officials in concerned departments for planning and general education, as well as education directors for Muthanna and Maysan provinces and a number of educational supervisors and teachers in these directorates. They met in Erbil, the capital of the Kurdistan region, at the UNICEF office in Iraq with the national team responsible for the report.

The items to be discussed in the workshop were determined as follows:

- Environmental empowerment
- Demand aspect, including quality
- Supply aspect, including quality

From the results of focus groups and the workshop, the most effective obstacles to school attendance were determined; they are submitted below, together with information as to whether the diagnosed obstacles have been addressed with firm policies or not.

3.2 Environmental empowerment

3.2.1 Social environment

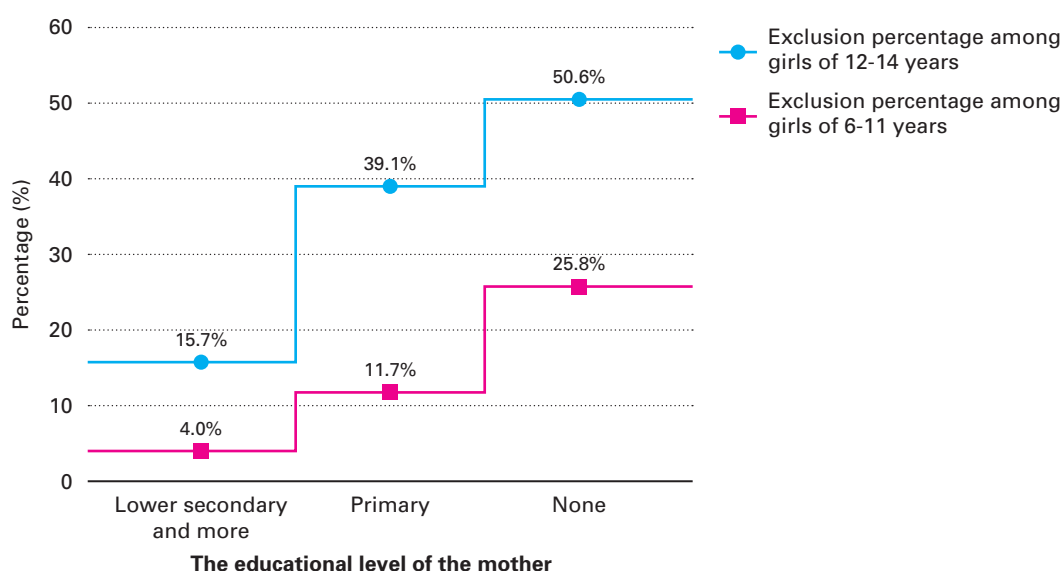
Iraq passed through a very critical time, after 2003 and the consecutive political events. This generated pressures on the daily lives of citizens as well as on all facets of the state, including the education sector, which changed its plans and strategies for development. Accelerating population growth, especially among school-age Iraqis (where population growth has been at 3 per cent), posed additional challenges for planners in the education sector. The haphazard spread of households in the jurisdictions of cities, villages and rural areas played a role in complicating the provision of school services for these households, particularly when some of them settled in areas that were far from any school, five kilometres away or more (five kilometres being specified by the MoE as the maximum distance between school and residence).

Lack of awareness about the importance of education, particularly girls' education

The illiteracy rate suffered an increase, as the total number of illiterate Iraqis aged 10 years and older reached 5 million people, or 20.5 per cent of the total age group. The increasing number of illiterate people had a dangerous result, directly or indirectly, namely a growing lack of awareness about the importance of education, particularly girls' education, as a factor affecting the development of individuals and the society as a whole.

Inputs indicate the correlation of illiteracy and the phenomenon of girls dropping out of schools. According to the results of MICS 2011, the educational level of the mother, in addition to the poverty level of the family, are the most important factors hindering the enrolment of children, especially girls, in school. As such, more than one quarter of the daughters of illiterate mothers at the primary age and more than half of their daughters at lower secondary level are out of school. The exclusion rates notably decrease with the increase in the mother's educational level, according to the following figure.

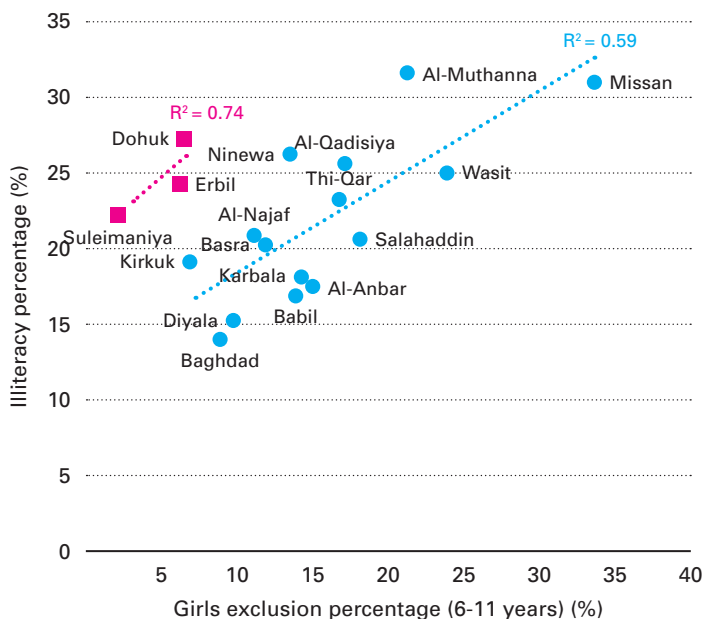
Figure 3.2 Distribution of school exclusion rates for girls according to the educational level of their mother



Source: Multiple Indicator Cluster Survey results, 2011.

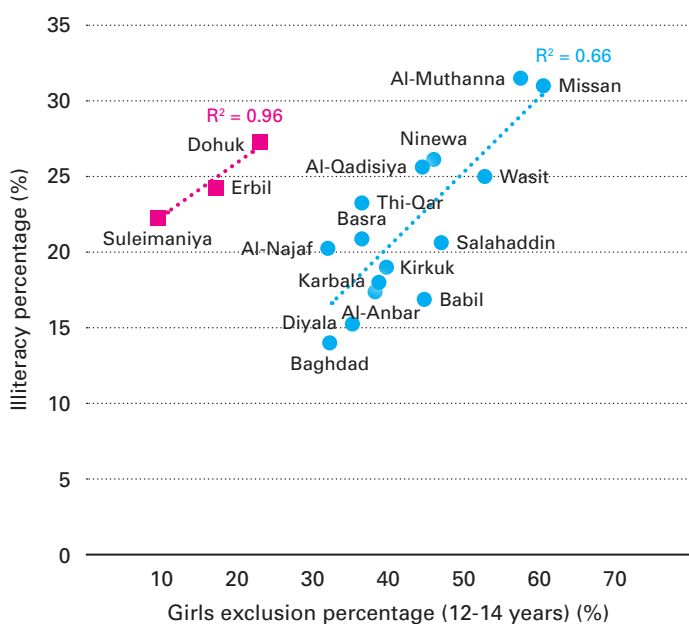
The two following figures show the localization of Iraq's governorates, in terms of illiteracy (as clarified by Iraq Household Socio-Economic Survey 2012) and the rates of school exclusion for girls in the corresponding age groups for the primary and lower secondary stages (as concluded by the results of the Multiple Indicator Cluster Survey 2011). The results show the clear statistical relationship between the two indicators, where the correlation factor of exclusion in the primary stage reaches 0.59 in Iraq – centre and 0.74 in the Kurdistan region. Exclusion in the lower secondary stage reaches 0.66 in Iraq – centre and 0.96 in the Kurdistan region.

Figure 3.3 Positioning of governorates in terms of the proportion of illiteracy and school exclusion rates for primary age girls



Source: Multiple Indicator Cluster Survey of 2011, and Iraq Household Socio-Economic Survey of 2012.

Figure 3.4 Positioning of governorates in terms of illiteracy and school exclusion rates for lower secondary age girls



Source: Multiple Indicator Cluster Survey of 2011, and Iraq Household Socio-Economic Survey of 2012.

Regarding policies, Article 34 of the Iraqi Constitution of 2005 stipulates that the state shall fight illiteracy. The Iraqi Representatives Council in the centre issued Code no. 23 in 2011 to be the building blocks for fight against illiteracy. The code stipulated that the state should “eradicate illiteracy, resulting from the circumstances of the previous phase, and out of the Constitutional provisions that education is basic for the progress of society and is a right guaranteed by the state for citizens, to carry out its duty towards

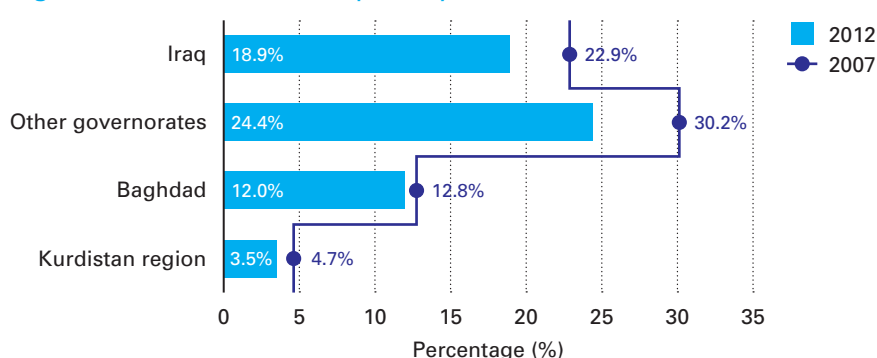
fighting illiteracy and taking illiterates to the civilized level, which will enable them to develop their lives culturally, socially and economically and enable them to practice the rights and obligations of good citizenship”.

This law was enacted, and it went into effect in 2012, although in an ambiguous manner. There is no clear way to assess the implementation of the programmes. In all cases, the most successful way to fight illiteracy remains the tackling of school exclusion and dropout before the end of the basic stage of education.

Poverty and its social and economic implications on low-budget households

Almost one fifth of Iraq’s population lives under the poverty threshold; the results of the Iraq Household Socio-Economic Survey of 2012 reveal that poverty rates, even if they have recently decreased, remain high, particularly in Iraq – centre. The following figure indicates a relative recession in poverty rates, which dropped from 22.3 per cent in 2007 to 18.9 per cent in 2012. This recession encompasses the different areas, with a large discrepancy between Kurdistan and other governorates of Iraq, except for Baghdad.

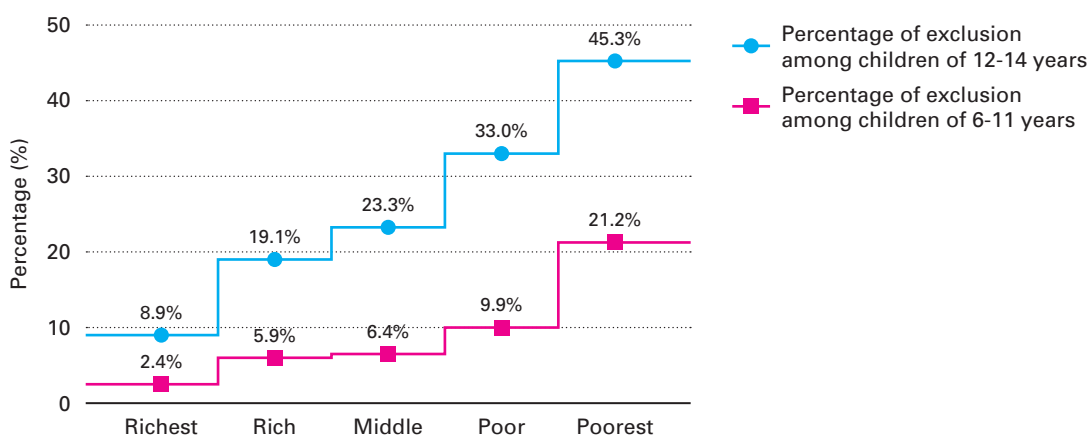
Figure 3.5 Evolution of the poverty rate between 2007 and 2012



Source: Iraq Household Socio-Economic Survey, 2007 and 2012.

The results of surveys, as well as the conclusions of focus groups and consultants’ workshops, prepared during the course of this report indicate the importance of social affairs, especially the living standards of households, in determining the school status of children. Poverty remains one of the most important obstacles standing in the way of school enrolment. Through the results of MICS4, we perceive that the exclusion phenomenon exists the most prevalently among poor households. While the children of wealthier households have better access to education and learning, the exclusion rates of poorer households ranges approximately between 10 times greater in the primary stage and five times greater in the lower secondary stage compared to the wealthy segment.

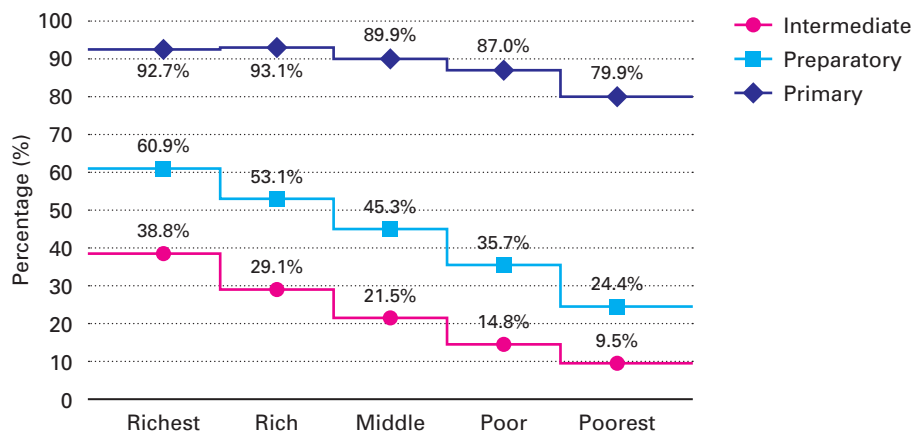
Figure 3.6 Distribution of school exclusion rates by socio-economic category



Source: Multiple Indicator Cluster Survey of 2011.

The results of Iraq Household Socio-Economic Survey of 2012 stress the relation of school exclusion with the social status of households, such that enrolment rates in the different education stages decrease with the receding living standards of households. This relation is clearer in the lower and upper secondary stages, where the NERs consecutively reach 24.4 per cent and 9.5 per cent for the poorer social segment, compared with 60.9 per cent and 38.8 per cent for children of wealthier households, as seen in the following figure.

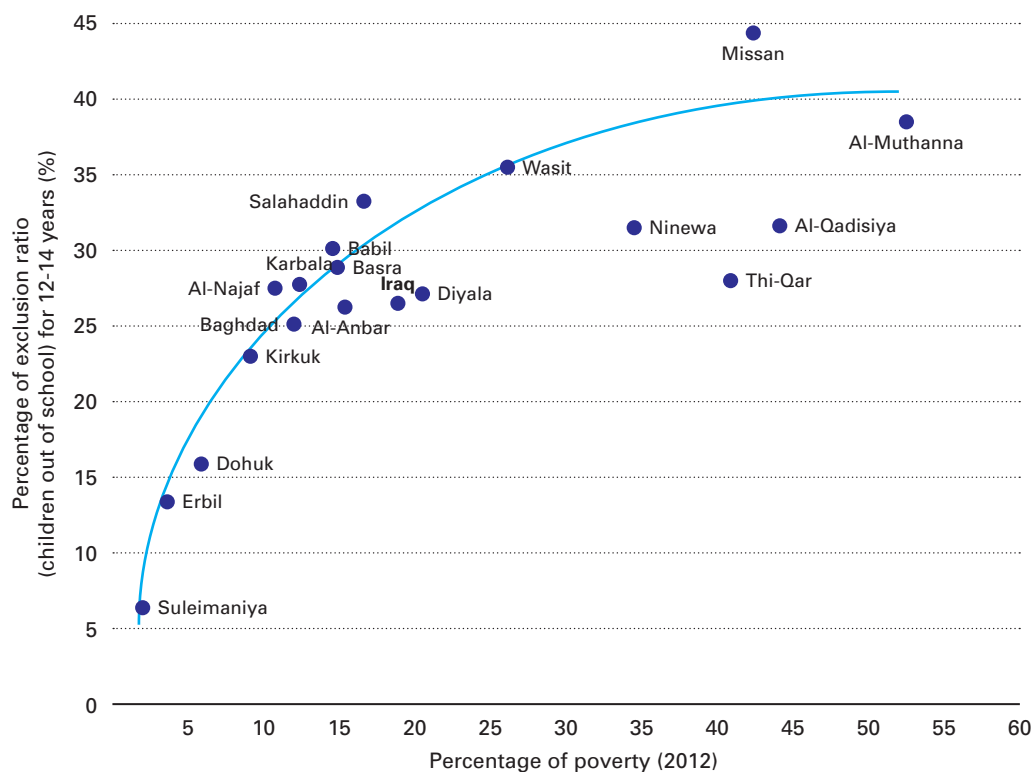
Figure 3.7 Distribution of net enrolment rates by socio-economic category



Source: Iraq Household Socio-Economic Survey, 2012.

It is also clear that the geographical distribution of school exclusion matches poverty distribution between the different parts of Iraq. Through a study of the statistical relation between poverty distribution and school exclusion in the lower secondary stage, there is a clear correlation between the two indicators, with the correlation factor reaching 0.8, according to the following figure.

Figure 3.8 Distribution of school exclusion rates in the lower secondary stage and the distribution of poverty, by governorate



Source: According to the socio-economic survey of households in Iraq for the year 2012 results and the results of the multiple indicator cluster survey for the year 2011.

Beginning in 2009, Iraq prepared a comprehensive strategy to fight poverty, aiming to improve the monthly income of the poor, improve their health level, spread and enhance their education, and provide them with better housing and effective social protection. The strategy also aimed to decrease the gap between poor men and poor women. Additionally, the execution of the strategy aims to decrease the poverty rate from 7 million to 5 million, as well as decreasing the illiteracy rate from 28 per cent to 14 per cent by achieving a higher enrolment rate in the primary, lower secondary and upper secondary levels.

In the field of education, the strategy of fighting poverty in Iraq includes six basic goals.

- 1** Issuance and activation of mandatory laws and instructions for basic education, especially in rural areas and poor neighbourhoods.
 - Amend Article 34, Item 1, of the Constitution to extend the mandate of education to the lower secondary stage (intermediate third class).
 - Constantly update the age group database covered by mandatory education, according to geographical distribution and with focus on rural and poor areas, to facilitate the follow-up of covered households.
 - Create a partnership programme with civil society organizations, as well as relevant government ministries, to implement mandatory education.
 - Activate the relationship with parent councils and teachers, following legal and institutional formula, designed to promote the culture of mandatory education.
 - Re-examine the functions of the educational media department to create awareness of the importance of the commitment to mandatory education.
 - Develop a monitoring and follow-up system for students who drop out within the mandatory education phase, according to the programmes of the annual plan of the MoE (field teams of teachers, considering the reduction of drop out chances as a standard of efficiency, etc.).
 - Advocate the amendment of the constitutional article to extend mandatory education.
- 2** Priority is given to the establishment of primary, lower secondary and upper secondary schools in poor neighbourhoods.
 - Create a database on the distribution of poor areas, educationally, geographically and administratively, according to the degree of deprivation of lower secondary and upper secondary schools.
 - Allocate adequate funding within the educational investment budget, according to the stages (giving priority to governmental educational investment spending) with priority to the allocation of construction and rehabilitation of lower secondary and upper secondary schools in villages and slums, in accordance with appropriate time limits.
 - Achieve harmonization between the desired size of buildings and the number of those covered by education in the geographical area (absorptive capacity of schools).
 - Develop supportive and assistance programmes with local governments to establish and rehabilitate schools, especially upper secondary and lower secondary schools.
- 3** Amendment of the protection network laws and instructions to link them with the registration of the children of households covered by subsidized basic education.
 - Form a database at the governorate and jurisdiction level for children at the age of basic education from poor households, under the protection network.
 - Reconsider the law and instructions of the social protection network guaranteeing the registration and protection of the children of households covered by this law.
 - Prepare a mechanism to exchange information between the MoE and the Ministry of Labour and Social Affairs.

- 4 Improvement of education efficiency in poor urban and rural areas.
 - Give priority in the distribution of educational services relevant to educational efficiency (laboratories, teaching aids, etc.) to poor neighbourhoods and slums.
 - Give priority to the training of teachers in impoverished rural and urban areas.
- 5 Actions and activities taken to reduce illiteracy.
 - Enact a compulsory literacy law.
 - Establish illiteracy eradication centres.
 - Conduct campaigns raising awareness about illiteracy and encourage people to enrol in literacy centres.
- 6 Approaches to link vocational education with the labour market, particularly in the agricultural and rural sectors, have been prepared and applied.
 - Provide and promote international reports and newsletters linking vocational education with the needs of the labour market.
 - Establish programmes to improve the efficiency and quality of vocational education and serious follow-up for implementation.

Traditional beliefs regarding the role of women and the acceptance of early marriage for girls

Early marriage is an important obstacle to the continuing education of Iraqi girls, especially at the beginning of the lower secondary stage. Data shows that this phenomenon, although somewhat diminishing in the Kurdistan region, has become aggravated in Iraq – centre, where the percentage of women who marry before the age of 15 increased from 5.2 per cent in 2006 to 5.6 per cent in 2011. The proportion of women who marry before the age of 18 rose from 10 per cent to 23.5 per cent during the same timeframe. These high percentages persist in various regions, rural as well as urban, and shrink notably as the mother’s educational level rises (the percentage of women who marry before the age of 15 reaches 10.4 per cent when the mother is uneducated, and drops to 1.9 per cent if the mother has an education from the start of the lower secondary stage). These results confirm the contentious relationship between the generations and solidarity for the issue of girls’ education. The following table shows the evolution of early marriage rates between 2006 and 2011.

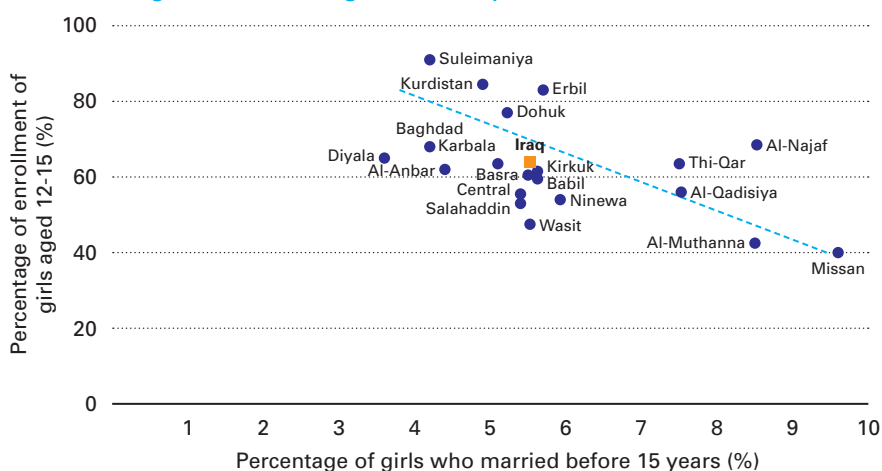
Table 3.1 Evolution of early marriage rates between 2006 and 2011

	Rate of women who married before 15		Rate of women who married before 18	
	2006	2011	2006	2011
Mean				
Urban areas	5.1%	5.1%	18.7%	21.8%
Rural areas	6.0%	6.4%	19.7%	27.3%
Household wealth indicator				
Poorer		7.6%		27.8%
Richer		3.3%		15.9%
Mother’s educational level				
Uneducated	10.3%	10.4%	26.3%	32.9%
Middle and upper	1.9%	1.9%	9.8%	12.6%
Region				
Kurdistan region	6.8%	4.9%	20.5%	22.4%
Iraq – centre	5.2%	5.6%	10.0%	23.5%
Iraq	5.4%	5.5%	19.0%	23.4%

Source: Multiple Indicator Cluster Survey 2006, and Multiple Indicator Cluster Survey 2011.

It is clear from a statistical analysis of the MICS4 data that early marriage has an impact on girls' education, such that their school enrolment rates shrink when early marriage rates rise. The following figure shows this relationship, where the governorates in which the rate of early marriage is high, measured by the rates of women who have married before the age of 15, are distinguished with a decline in the enrolment of girls aged 12-15 years in lower secondary school.

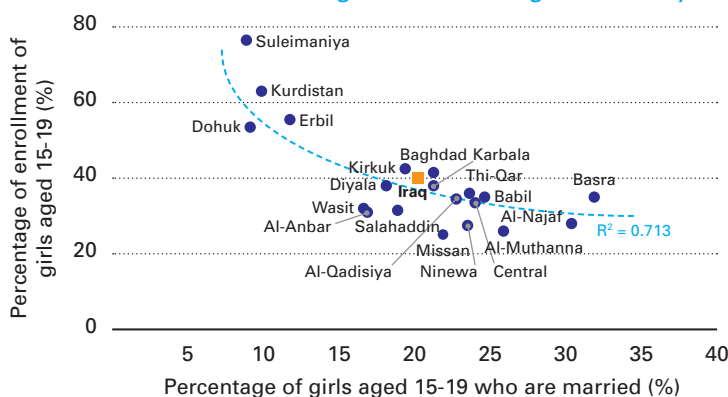
Figure 3.9 Provincial distribution by early marriage rates and enrolment rates for girls from the age of 12-15 years



Source: Multiple Indicator Cluster Survey 2011.

The following figure clearly shows this relationship when the correlation factor reaches 0.7 between the distribution of education enrolment among girls and the ratio of married women between 15 and 19 years of age in various provinces of the country.

Figure 3.10 Provincial distribution by early marriage rates and the rates of enrolment of girls from the age of 15-19 years



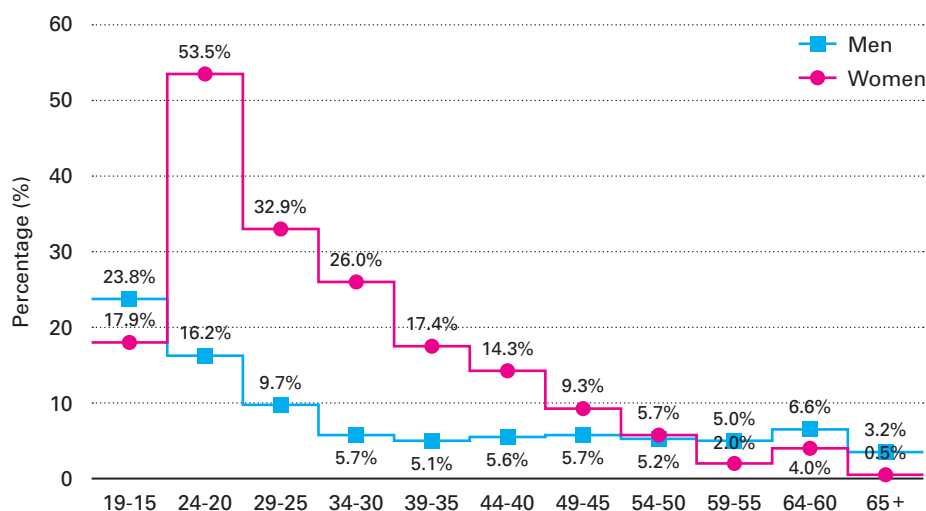
Source: Multiple Indicator Cluster Survey 2011.

3.2.2 The period of violence

Iraq has lived through a long period of violence and deterioration of security conditions. Enrolment has been negatively affected on at least on two levels. The first relates to the deteriorating security situation in some areas where even the minimum conditions are not available to continue the educational process. The second is related to the social cost resulting from the rise in the number of orphans, widows and breadwinning women. This negatively affects the social conditions for many families, increasing their vulnerability and susceptibility to extreme poverty and in turn forcing their children to work, leading to school dropout.

The period of violence has led to a worsening of unemployment among young people. Although the unemployment rate (for those aged 15 years and above) is within the range of 11.9 per cent, according to results of the Labour Force Survey 2012, the youth unemployment rate (15-24 years) exceeds 22 per cent. Women are affected by unemployment more often than men, despite their overall low rate of activity (the economic activity rate of women is in the range of 13.5 per cent, compared with 73.6 per cent for men). This situation, characterized by weak ties between school and community, as well as between school and the needs of the labour market, has contributed to changing social norms toward education and a reluctance among a significant percentage of young people, especially girls, to continue study.

Figure 3.11 Distribution of unemployment rate by age group (2012)



Source: Labour Force Survey 2012.

3.2.3 Legislation and policies

Education in the Iraqi Constitution

The Iraqi Constitution addresses education as a basic factor for the progress of society. Article 34 of the Iraqi Constitution stipulates that:

- Education is the basis for the progress of society and a right guaranteed by the State, which is compulsory at the primary level. The State will use all means at its disposal to combat illiteracy.
- Free education in its various stages is a right for all Iraqis.⁸

Laws governing education

Education in its general stages is supervised by the MoEs in the centre and the Kurdistan region. There are two types of basic education: the first type is public education, including all levels of education from kindergarten to the end of lower secondary school, including teacher institutes. Public education is free and mandatory in Iraq – centre in the primary stage only. In the Kurdistan region, education is mandatory to the end of basic education. The second type of education is national education, from kindergarten to the end of the upper secondary stage, with scientific and literary branches only. The MoE has delegated the determination of fees paid by students to the educational institutions. Moreover, such fees are not subject to taxation. Therefore, only the institutional establishment's fees and/or costs are paid under terms and conditions specified in Articles 30 and 31 of the Ministry of Education Act for the centre.

⁸ Iraqi Constitution of 2005.

The MoE is to establish primary schools with sufficient periods and classes to ensure the care and education of young people between the ages of 10 and 15 years, as well as guaranteeing the enrolment of students with learning disabilities in primary schools. As for those with special education needs, Article 14 stipulates that the MoE pledges to establish classes and schools that ensure that the needs of slow learners and physically impaired students are met, and that those who are especially talented and gifted receive sponsorship.

The Article also stipulates that the MoE pledges to educate adults and those over the legal age of enrolment. Continuing education for adults will be provided parallel to regular school education. The MoE, along with concerned authorities, will develop lifelong learning opportunities and satisfy the continuing financial and social needs (according to Article 28, Item 1, of the Ministry of Education Act).

Additionally, there is evening education, which enables citizens to combine work and study. Evening school allows older students, who require further studies due to failure or other reasons, to remain in the classroom.

National strategy for higher education

In 2011, the Ministries of Education and Higher Education in the centre and Kurdistan region announced an overall national strategy for higher education for (2012-2022), in collaboration with UNESCO, UNICEF and the World Bank.

The strategic vision relates to establishing “an educational system that provides educational and learning opportunities for all, in order to achieve the requirements of a civilized society, and contribute to building the principles of good citizenship, democracy and human rights”. The aim of the strategy “is to reform and develop an educational and higher educational system, derived from the nature of Iraqi society and inclusive of the Kurdish community, and from its needs and requirements of its progress, taking into account the national privacy of minorities, making it an active participant in the production of knowledge, with optimal use of human, natural and financial resources to ensure the achievement of comprehensive development, decent life, equalization of opportunities, and peace in Iraq”.⁹

The comprehensive strategy for education includes the following fundamental principles and objectives:

- Education that ensures equal opportunities
- Education of high quality
- Education that contributes to comprehensive development
- Education that achieves the requirements of civilized society
- Effective and dynamic educational system

The comprehensive national strategy for education and higher education contains several objectives, procedures and options to achieve the desired goals. With regard to the development of pre-university education, the strategy aims to achieve the following objectives by 2022:

- Increasing net enrolment in kindergarten from 8 per cent to 30 per cent;
- Increasing net enrolment at the primary level from 91 per cent to 99 per cent;
- Increasing the net enrolment ratio in the intermediate stage (except for the region) from 32 per cent to 70 per cent;
- Increasing net enrolment in basic education in the region from 93 per cent to 99 per cent;

⁹ Comprehensive national strategy for education and higher education (the centre and the Region), December 2012.

- Increasing net enrolment in the upper secondary stage from 18 per cent to 60 per cent;
- Increasing net enrolment in vocational education from 3 per cent to 10 per cent;
- Increasing the number of schools covered by special education to 7,500; and
- Increasing the number of schools for gifted students to 28.

It is worth mentioning that the strategy aims to raise the level of education such that there is a reduction in failure rates to 3 per cent in the primary and lower secondary stages and a reduction in dropout rates to 1 per cent in the primary stage and 3 per cent in the lower secondary stage.

Among the options envisioned by the strategy to achieve these goals, the following should be noted:

- Amendment of the Constitution to make education mandatory to the lower secondary (basic) level.
- Provision of financial incentives for students, especially in the rural areas and among poor families.
- Adoption of programmes to educate the community about the importance of enrolling in all stages of education.
- Provision of a suitable educational environment to attract students.

Laws for children with special needs

The Iraqi Constitution, in Article 32, was very clear¹⁰ that the State shall be committed to ensuring care for the disabled, providing their basic rights and meeting their needs. The State should ensure their rehabilitation and their integration into society. There are constitutional provisions, such as acknowledgment of the right to education, as set out in Article 30/31 of the Constitution. If these provisions are constitutional in general, regulated by law and some of which require the issuance of complementary laws, it may require a long time to legislate such laws, which negatively affects the lives of disabled people.

As for the scope of ordinary laws governing the affairs of the community, whether in public provisions or private laws governing the disabled, these laws are:

- Social Welfare Act no. 126 of 1980: the law cites special features for the disabled, bearing in mind their situations. The law commits official authorities, namely the Ministry of Labour and Social Affairs, to rehabilitate the disabled or return them to the business and professions they were part of before their disability, or to rehabilitate them properly in other professions, according to their capabilities, using scientific, technical and educational means, in accordance with Article 45 of the law. As for persons with severe disabilities, who are able to work only partially, they must be directed to sheltered workshops or cooperative societies, according to the second paragraph of the article above. The severely disabled and those of advanced age must be cared for by establishing centres providing social, medical and psychological care, in accordance with paragraph 3 of the article above.

The law cited in section 6 provides for sheltered workshops and productive cooperative centres for the disabled, in accordance with Article 69 of the law. It is noted by legal provisions that these workshops are supposed to be designed such that the severely disabled are able to work there using a minimum of mental and physical effort, in accordance with their ability.

¹⁰ Iraqi Constitution of 2005.

According to the law, these workshops have a particular importance, as they help the disabled obtain self-reliance both physically and psychologically, drawing the attention of the community to the need to address the rights of persons with disabilities to participate and contribute. The sixth chapter of the law stipulates the establishment of productive cooperative societies for people with disabilities, to integrate them into society through work, taking advantage of additional human resources, in accordance with Article 69 of the law. These legal bases were assigned to a technical committee tasked with implementing programmes for the disabled, in light of the State's obligations to provide all facilities for these workshops in a programmed and continuous way, with the help of State institutions, according to Article 75 of the law.

The Social Welfare Act committed the official institutions to establish centres for the disabled to care for and rehabilitate them, in accordance with Article 51 of the law. These centres include diagnostic centres, care centres for the physically handicapped, care centres for the mentally and psychologically handicapped, centres for the blind, care centres for the fully handicapped and centres for protected workshops.¹¹

- In 2013, the Iraqi Parliament passed a special law to care for the disabled (Law no. 28). The law committed the MoE to doing the following:
 - Secure primary education and secondary education, with their types, for people with disabilities and special needs, according to their abilities, and ensure special education programmes, comprehensive educational integration and education parallelism.
 - Supervise educational institutions concerned with the education of people with disabilities and special needs.
 - Prepare educational curricula suitable for persons with disabilities and special needs.
 - Identify and provide basic equipment that facilitates the education and training of persons with disabilities and special needs, free of charge.
 - Provide educational and technical staff qualified to deal with disabled students from an early age and give them required professional provisions.¹²

Under the letters of task facilitation issued by the MoE's Research Centre in Baghdad to the Ministry of Labour and Social Affairs, and through this report, the real conditions of children with special needs and children with disabilities were reviewed. The data mentioned in Chapter 2.9 was gathered through interviews conducted under this report with the officials in such institutes in the Ministry of Labour and the Ministry of Social Affairs; it was shown that the mentioned numbers constitute, in their entirety, nothing but a proportion of the real numbers of the disabled and people with special needs. The interviewees attributed the reason for the reluctance of households to benefit from these institutions to the following:

- The deaf and mute institutes do not grant a graduation certificate for the primary stage (end of the sixth grade) even though these institutes provide an approved curriculum that is integrated with, and proportionate to, the curriculum of the primary stage at all schools.
- Some families prefer to integrate their physically disabled children with their peers through enrolment in schools and bear the responsibility of providing for their material needs themselves.
- Some families fear having a disabled child will hurt their reputation, or they lack awareness of the importance of registering their disabled and special needs children in these institutes, which exist for their advantage.
- Some families fear that there may be a lack of adequate protection for their children with disabilities and special needs, especially girls.
- Some families simply lack knowledge of such institutes.

¹¹ Social Care Law no. 126 of 1980.

¹² Social Care Law no. 28 of 2013.

3.2.4 Budget and governance

According to the 2012 general budget for education, Iraq – centre allocates 4.6 per cent of its overall budget (10.7 per cent of the operating budget and 0.4 per cent of the investment budget) for education, while Kurdistan allocates 11.7 per cent for operating expenses and 1.2 per cent for investment expenses. Table 3.2 displays the distribution of funds for education in the 2012 budget.

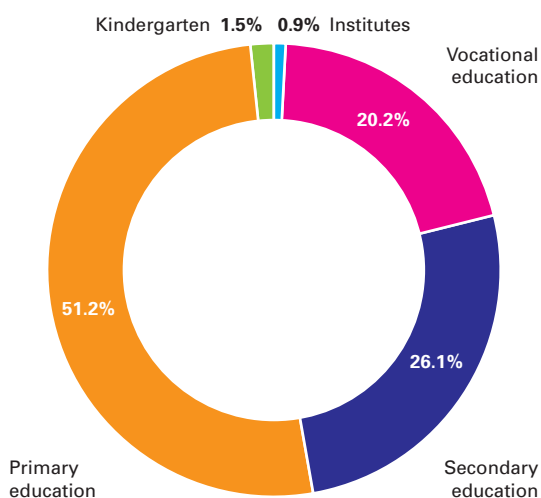
Table 3.2 Approved federal budget of the Republic of Iraq of 2012 and the share of education

Calculation of billion dinars	Operating expenses	Investment expenses	Total
Federal budget	79,945	117,123	197,068
Including: Kurdistan region	8,704	12,605	21,309
Iraq – centre	71,241	104,518	175,759
Including education budget			
Education	7,603	455	8,058
Higher education and scientific research	2,612	3,102	5,715
Share of education	10.7%	0.4%	4.6%
Share of higher education and scientific research	3.7%	3.0%	3.3%
Share of education	14.3%	3.4%	7.8%
Kurdistan region	15,246		
Education	1,777	160	
Higher education and scientific research			
Education share	11.7%	1.2%	
Share of higher education and scientific research			
Share of education			

Source: Ministry of Finance, 2012 Federal Budget of the Republic of Iraq.

The operation of expenditure management in the education sector (Iraq – centre) depends on a highly centralized system whereby all standard jobs, policy making, and regulation and provision of services are determined at the central government level. Until 2009, the central administration was committed to the distribution of the budget at various educational stages, from kindergarten to the institutes. Previous data from 2009 shows that the primary stage takes up more than half of the budget (51.2 per cent), and more than quarter of allowances are allocated for secondary education (lower and upper secondary), while the share of the pre-primary stage is limited to 1.5 per cent of the budget.

Figure 3.12 Operational budget breakdown by level of education (expense rates for the years 2007 and 2008)



Source: Ministry of Education.

With a view to making budget distribution more effective, in accordance with the requirements of various regions, the MoE, beginning in 2009, considered giving local councils greater power to exploit the allocated budget for the educational sector of their province and its jurisdictions. Budgets are now given to education directorates in the provinces. They set the budget of sectors by their own priorities. It is clear from the evolution of the budget during the period 2010-2013 that the State gives great importance to financing of the education sector. In 2013, financial allocations for educational operating expenses amounted to 9.5 billion dinars, compared to 6.1 billion dinars in 2010, thus achieving annual budgetary growth within the range of 15.6 per cent. This development was noted in the centre (15.0 per cent), as well as in the Kurdistan region (17.6 per cent). It is also noted that the operating budget prioritizes the compensation of employees, accounting for 90 per cent of the total operating budget (to a lesser extent in the Kurdistan region, which allocates 86 per cent of the budget to employee compensation).

Table 3.3 Evolution of the operational budget assigned to education (2010-2012)

Calculation of billion dinars	2010	2011	2012	2013
Iraq – centre				
Employees' compensation	4,744	4,486	6,576	6,967
Goods and services	111	248	264	307
Other expenses	78	99	113	131
Assets	18	170	160	229
Total	4,951	5,004	7,114	7,634
Kurdistan region				
Employees' compensation	1,046	1,285	1,695	1,607
Goods and services	84	92	64	154
Other expenses	11	12	12	16
Assets	7	15	6	89
Total	1,147	1,404	1,777	1,866
Iraq				
Employees' compensation	5,789	5,771	8,271	8,574
Goods and services	195	340	328	462
Other expenses	89	111	126	146
Assets	26	185	166	318
Total	6,099	6,408	8,891	9,500

Source: Ministry of Education in the Kurdistan region.

The allocation and disposition of the budget faces several challenges, and there are complaints of some short comings, including the absence of medium-term expenditures, inadequate operating expenses not related to salaries, and obstacles to budget implementation, including accounting, cash management, procurement reform, enhancement of internal arrangements, improvement of the impact of available resources, and rationalization of the relationship between the central, regional and local administrations.

Additionally, the information systems of the MoE in the centre and the Kurdistan region needs to be strengthened and developed. The statistics and planning sections in each of the MoEs of the centre and the Kurdistan region require the development of information systems to provide a complete and updated database as a reliable source of statistical information, enabling adequate planning.

As for the question of participation, the objectives of the MoE, which are clear in the law, include "the revitalization of interaction between schools and their local environment, in coordination with local councils; the strengthening of the role of parent and teacher councils; and coordination and cooperation between educational and cultural institutions, professional organizations and civil society organizations to promote and develop the educational process". However, constraints on the MoE in its

efforts include a lack of participation of stakeholders in supporting the management of school affairs, as well as a lack of local interaction due to the centralized administrative system.

3.3 Supply and demand

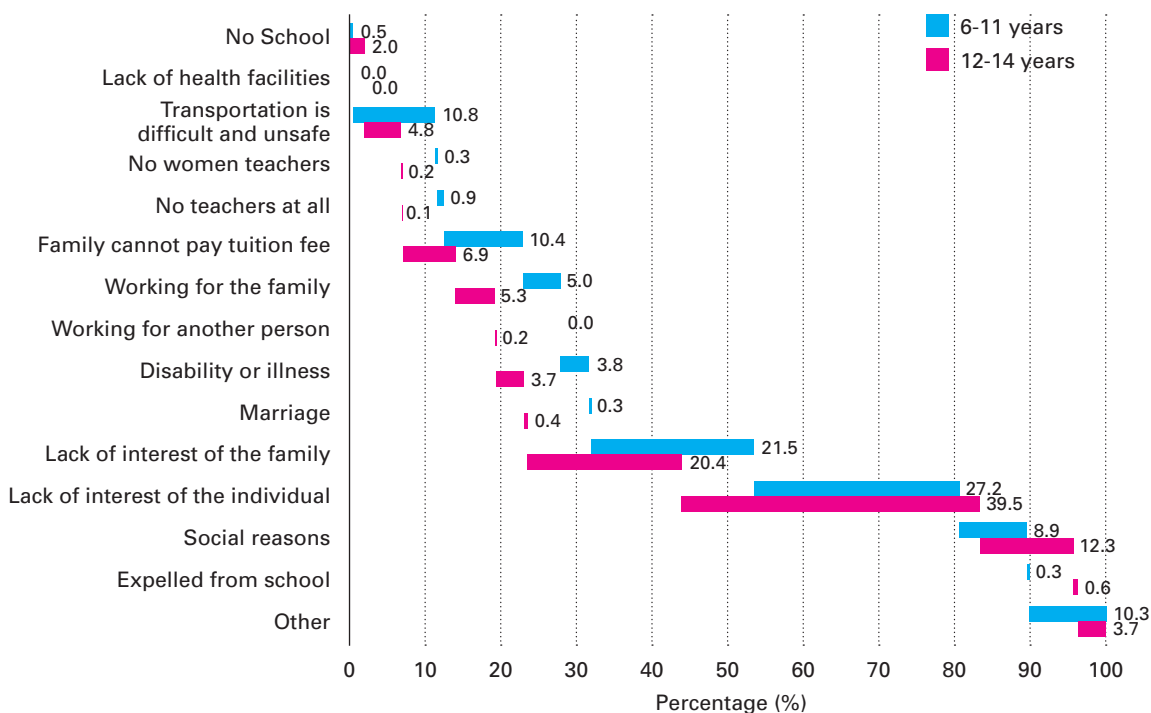
3.3.1 Specification of causes

The Iraq Household Socio-Economic Survey is one of the most important statistical sources indicating the reasons for school dropout, identifying obstacles to school attendance related to both supply and demand. The details of the results of the two recent surveys (Iraq Household Socio-Economic Survey 2007 and Iraq Household Socio-Economic Survey 2012) have been used to discuss this matter.

It is clear that the lack of interest on the part of individuals and families is at the forefront of the reasons for dropping out, whether at the level of primary education (48.7 per cent) or the lower secondary stage (59.9 per cent). This represents a perceived decline in the economic return of investment in education and also in the financial return gained by holders of school certificates under conditions of aggravated unemployment among youth, as previously discussed.

The following figures and tables show the importance of demand-related barriers in determining the reasons for dropping out and school exclusion.

Figure 3.13 Distribution of children who have dropped out by reason for dropping out (2007)



Source: Iraq Household Socio-Economic Survey 2007.

Table 3.4 Distribution of children aged 6-11 years who have dropped out by reason for dropping out (2007)

	Kurdistan			Baghdad			Other governorates			Iraq		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No school		6.4%	4.6%				0.1%	0.6%	0.4%	0.1%	0.8%	0.5%
No available seats												
No available health facilities												
Transport is difficult and unsecured	25.2%	13.9%	17.1%	13.3%	40.2%	25.0%	7.0%	4.6%	5.4%	9.9%	11.4%	10.8%
No female teachers								0.6%	0.4%		0.5%	0.3%
No teachers at all								1.8%	1.2%		1.4%	0.9%
Households cannot satisfy study expenses	12.7%	7.6%	9.1%	13.7%	3.0%	9.1%	8.8%	12.1%	11.0%	10.7%	10.2%	10.4%
Work for the household	14.5%		4.2%	12.7%		7.2%	10.2%	1.4%	4.3%	11.3%	1.1%	5.0%
Work for another person												
Disability or sickness				3.7%	7.1%	5.2%	4.2%	3.2%	3.5%	3.9%	3.7%	3.8%
Marriage								0.5%	0.4%		0.4%	0.3%
Lack of household care		23.9%	17.0%	16.2%	6.8%	12.1%	19.2%	27.9%	25.0%	17.6%	23.9%	21.5%
Lack of care of individual	7.0%	29.1%	22.7%	8.2%	26.7%	16.3%	43.0%	25.7%	31.4%	29.1%	26.1%	27.2%
Social causes					5.9%	2.6%	2.7%	15.9%	11.6%	1.6%	13.4%	8.9%
Dismissal of school	18.8%		5.4%					0.1%	0.1%	0.6%	0.1%	0.3%
End of study												
Other	21.9%	19.1%	19.9%	32.1%	10.3%	22.6%	4.6%	5.7%	5.3%	15.3%	7.1%	10.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Supply	43.9%	20.3%	27.1%	17.0%	47.3%	30.2%	11.3%	10.8%	11.0%	14.4%	17.8%	16.5%
Demand	34.1%	60.6%	53.0%	50.9%	42.4%	47.2%	84.0%	83.5%	83.7%	70.4%	75.1%	73.2%
Others	21.9%	19.1%	19.9%	32.1%	10.3%	22.6%	4.6%	5.7%	5.3%	15.3%	7.1%	10.3%

Source: Iraq Household Socio-Economic Survey 2007.

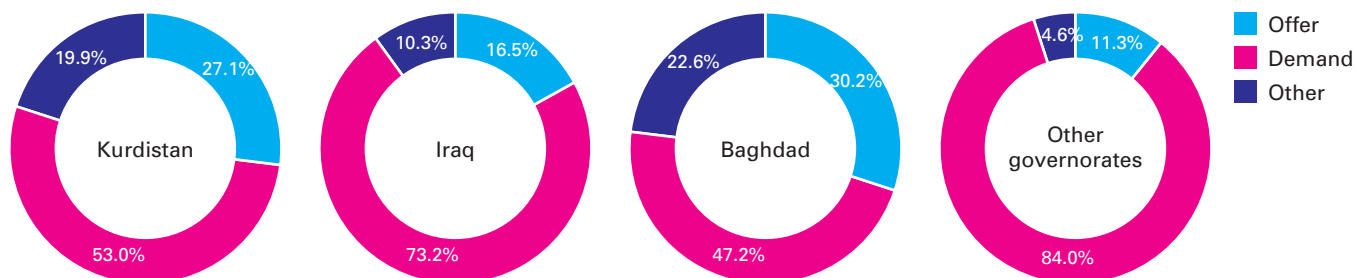
Table 3.5 Distribution of children aged 12-14 years who have dropped out by reason for dropping out (2007)

	Kurdistan			Baghdad			Other governorates			Iraq		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No school	6.0%	7.5%	7.0%				1.3%	3.1%	2.5%	1.2%	2.5%	2.0%
No available seats												
No available health facilities								0.0%	0.0%		0.0%	0.0%
Transport is difficult and unsecured		1.8%	1.2%	16.9%	6.2%	9.9%	2.3%	2.9%	2.7%	6.6%	3.8%	4.8%
No female teachers		0.7%	0.5%					0.3%	0.2%		0.2%	0.2%
No teachers at all		0.6%	0.4%					0.2%	0.1%		0.1%	0.1%
Households cannot satisfy study expenses	10.5%	9.0%	9.5%	7.8%	5.3%	6.2%	5.3%	7.8%	7.0%	6.4%	7.1%	6.9%
Work for the household	18.4%	6.9%	10.6%	21.8%	0.9%	8.2%	8.3%	1.1%	3.5%	12.9%	1.4%	5.3%
Work for another person	2.4%		0.8%	1.4%		0.5%				0.5%		0.2%
Disability or sickness	4.9%	3.4%	3.9%		14.5%	9.4%	1.2%	1.1%	1.1%	1.0%	5.1%	3.7%
Marriage					0.6%	0.4%	0.1%	0.6%	0.4%	0.1%	0.6%	0.4%
Lack of household care	1.3%	22.6%	15.9%	6.9%	17.1%	13.5%	18.1%	27.0%	24.0%	13.8%	23.8%	20.4%
Lack of care of individual	38.4%	34.4%	35.7%	36.6%	43.5%	41.1%	57.8%	29.6%	39.1%	50.4%	33.9%	39.5%
Social causes	4.7%	5.3%	5.1%		8.3%	5.4%	1.9%	23.2%	16.0%	1.5%	17.8%	12.3%
Dismissal of school	8.2%	3.1%	4.7%		0.4%	0.3%	0.6%	0.3%	0.4%	0.8%	0.5%	0.6%
End of study				0.5%		0.2%				0.2%		0.1%
Other	5.2%	4.7%	4.9%	8.1%	3.2%	4.9%	3.0%	2.9%	2.9%	4.7%	3.1%	3.6%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Supply	19.2%	17.0%	17.7%	16.9%	21.1%	19.6%	5.4%	8.0%	7.1%	9.6%	12.3%	11.4%
Demand	75.7%	78.3%	77.4%	75.0%	75.7%	75.5%	91.6%	89.2%	90.0%	85.7%	84.6%	85.0%
Others	5.2%	4.7%	4.9%	8.1%	3.2%	4.9%	3.0%	2.9%	2.9%	4.7%	3.1%	3.6%

Source: Iraq Household Socio-Economic Survey 2007.

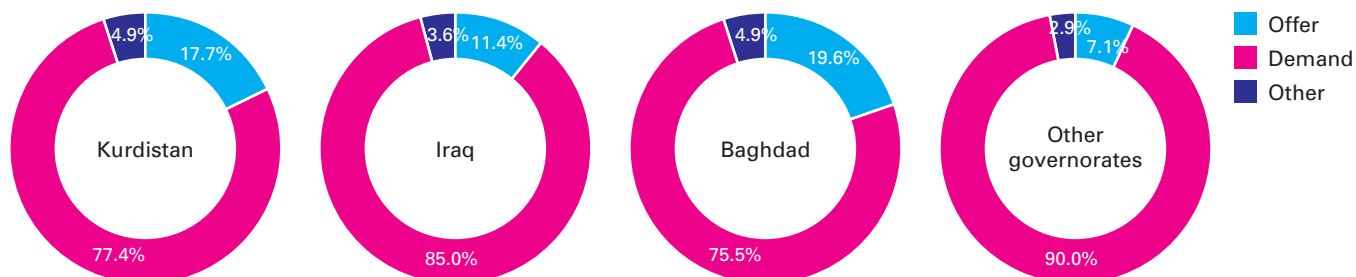
The causes for dropout have been categorized into two sections. The first is related to demand, while the second has to do with supply. The following two figures show the distribution of the reasons for dropping out, according to the obstacles for demand and supply for the two age groups of 6-11 years and 12-14 years. It turns out that the obstacles for demand are among the main reasons for dropping out for both categories (73.2 per cent for 6-11 year olds and 85.2 per cent for 12-14 year olds), with relative importance given to supply constraints in Baghdad province and Kurdistan, especially for the 6-11 year old age group.

Figure 3.14 Children aged 6-11 years who have dropped out: Distribution of the reasons for dropping out by supply and demand constraints



Source: Iraq Household Socio-Economic Survey 2007.

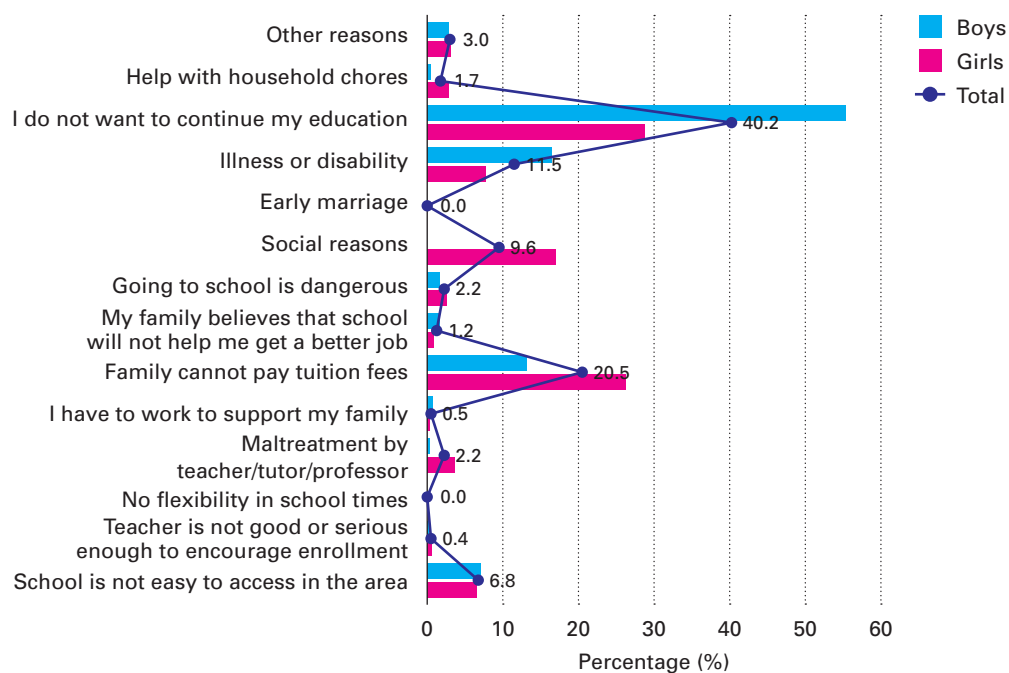
Figure 3.15 Children aged 12-14 years who have dropped out: Distribution of the reasons for dropping out by supply and demand constraints



Source: Iraq Household Socio-Economic Survey 2007.

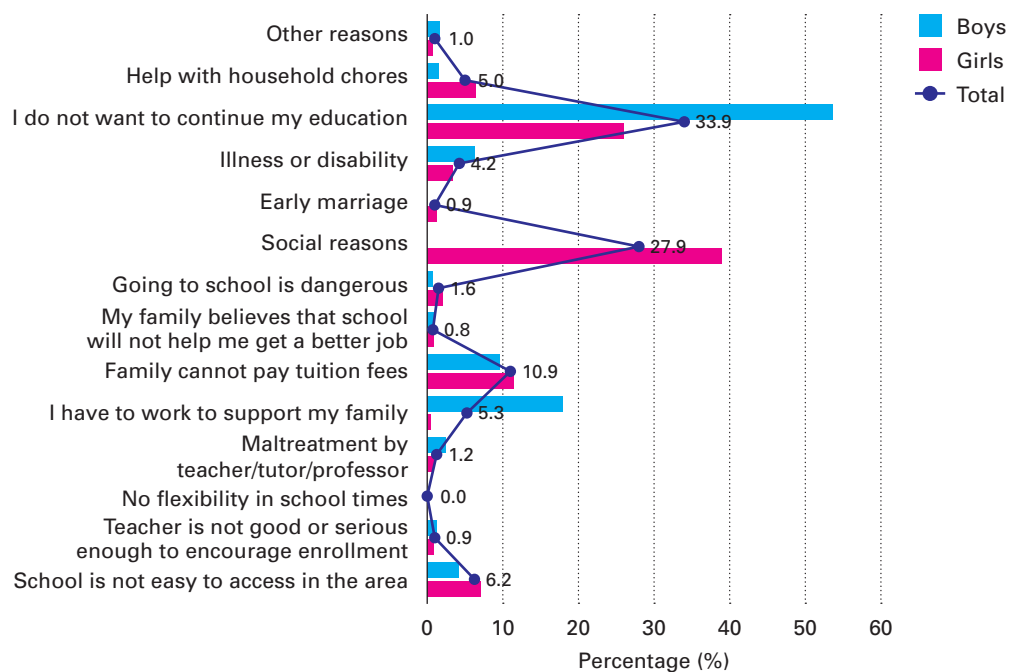
The results of the Iraq Household Socio-Economic Survey 2012 confirm the results of IHSES 2007 regarding the importance of the obstacles related to demand in determining reasons for dropping out and school exclusion, as shown by the following figures related to the distribution of dropouts and their reasons for dropping out, as well as those who never attended school, as the main reason for lack of enrolment.

Figure 3.16 Distribution of children who have dropped out aged 6-9 years by the reasons for dropping out (2012)



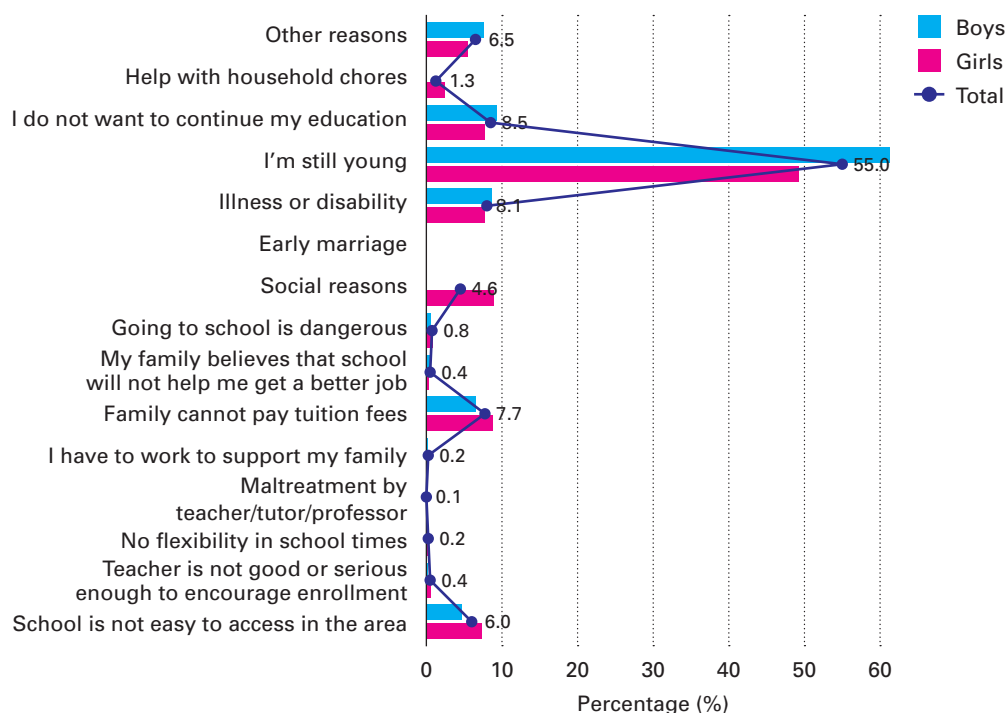
Source: Iraq Household Socio-Economic Survey 2012.

Figure 3.17 Distribution of children who have dropped out aged 10-14 years by the reasons for dropping out (2012)



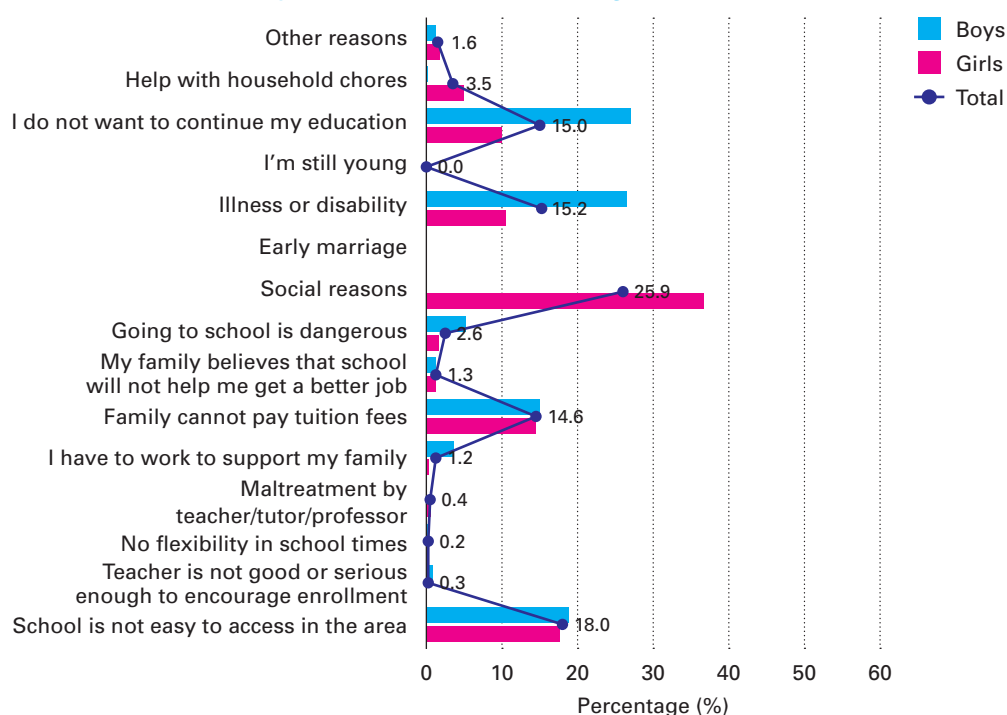
Source: Iraq Household Socio-Economic Survey 2012.

Figure 3.18 Distribution of children aged 6-9 years old who have never attended school by reason for never enrolling (2012)



Source: Iraq Household Socio-Economic Survey 2012.

Figure 3.19 Distribution of children aged 10-14 years old who have never attended school by reason for never enrolling (2012)



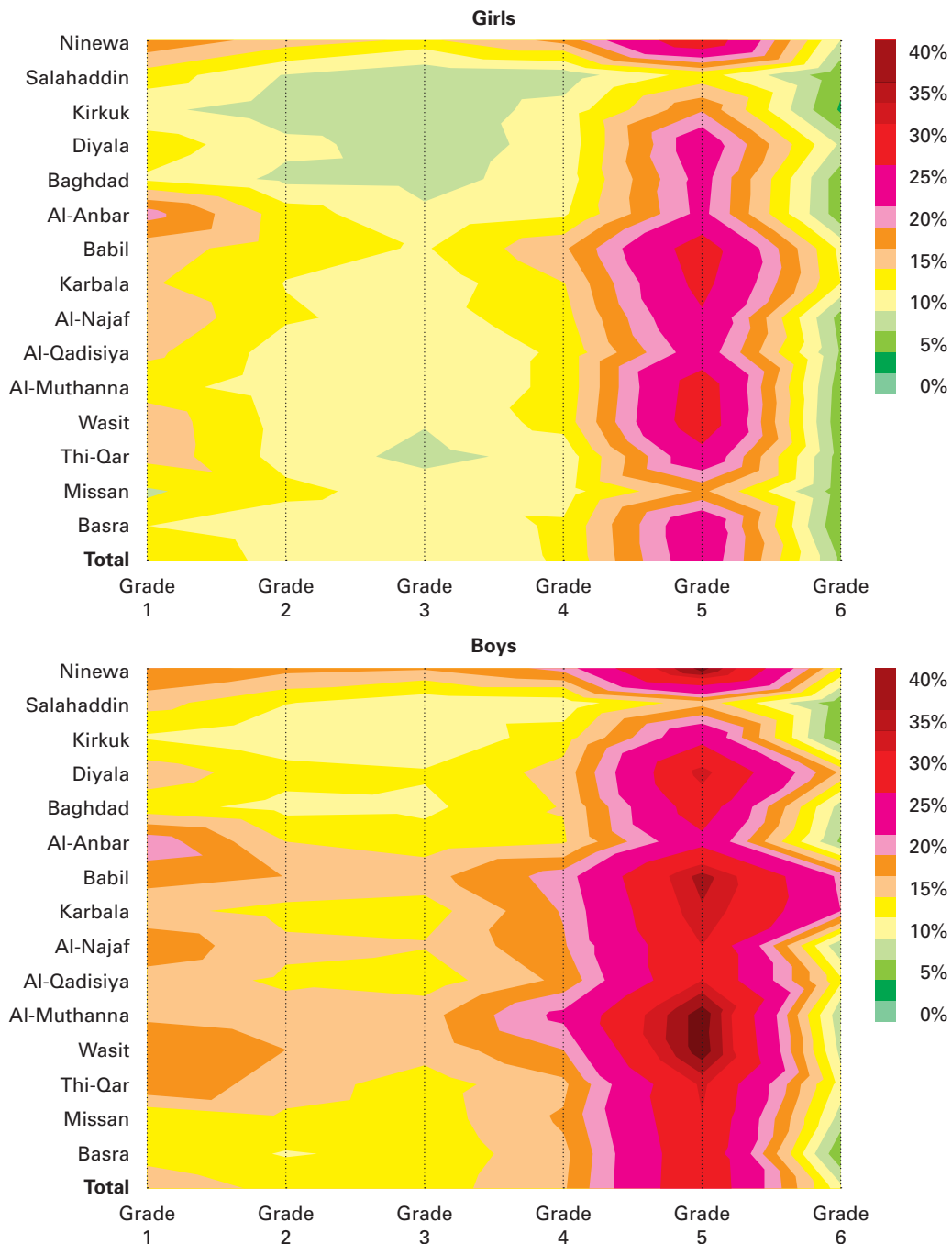
Source: Iraq Household Socio-Economic Survey 2012.

3.3.2 Supply

Availability of services

- Double shifts and lack of schools, particularly in rural areas.
The most urgent complaint among focus groups and workshop participants is the insufficient number of schools, double shifts, overcrowded classrooms, and schools being located far from students' homes. The National Strategy for Education diagnosed this shortage and identified the need for 14,440 new buildings for primary schools and kindergartens, and 4,200 new buildings for high schools, from the present time to 2022.
- The inefficiency of teachers and their teaching methods.
One of the goals of the MoE in the centre and the Kurdistan region, as identified by the Ministry of Education Law, is to develop programmes to prepare and train teachers, coordinate with the Ministry of Higher Education and Scientific Research, provide continuing education to teachers during their time of service, and enhance their professional and scientific abilities. But the lack of coordination between the MoE and colleges of education in Iraqi universities prevents active teachers from benefitting from new research in the field of teaching. The goal of these colleges is to prepare teachers for students aged 4-18 years old. In addition, many graduation projects of post-graduate students in the educational sections are in the field of teacher preparation programme development and inventing new teaching methods to keep pace with the new changes. But the lack of interest in providing good and effective training of cadres, or in providing continuing education to each teacher according to competence, has led to a pool of incompetent teachers who continue to use traditional teaching methods that are not consistent with the country's ambitions.
- Weakness in the effectiveness of the system for evaluating students.
The MoE in the centre applies a screening system that requires students to pass their classes, specifically by passing two central exams (baccalaureate) to move from primary school to lower secondary, and from lower secondary to upper secondary. The MoE in the Kurdistan region applies a basic education system that requires students to pass one ministerial exam to move from the lower secondary stage to the upper secondary stage depending on a single student evaluation form, which is the cognitive achievement test. This test alone is not a sufficient indication of a student's improved understanding of course material, or whether the student is worthy of advancement to the next level of education. The change of test type from an oral to a written exam has generated, among students of the fifth and sixth grades, a sense that a new barrier has been imposed that will be difficult for them to pass. This is one of the causes of student failure in the fifth and sixth primary grades.

Figure 3.20 Repetition rates in the primary stage by governorate, grade and gender (2012)



Source: Ministry of Education.

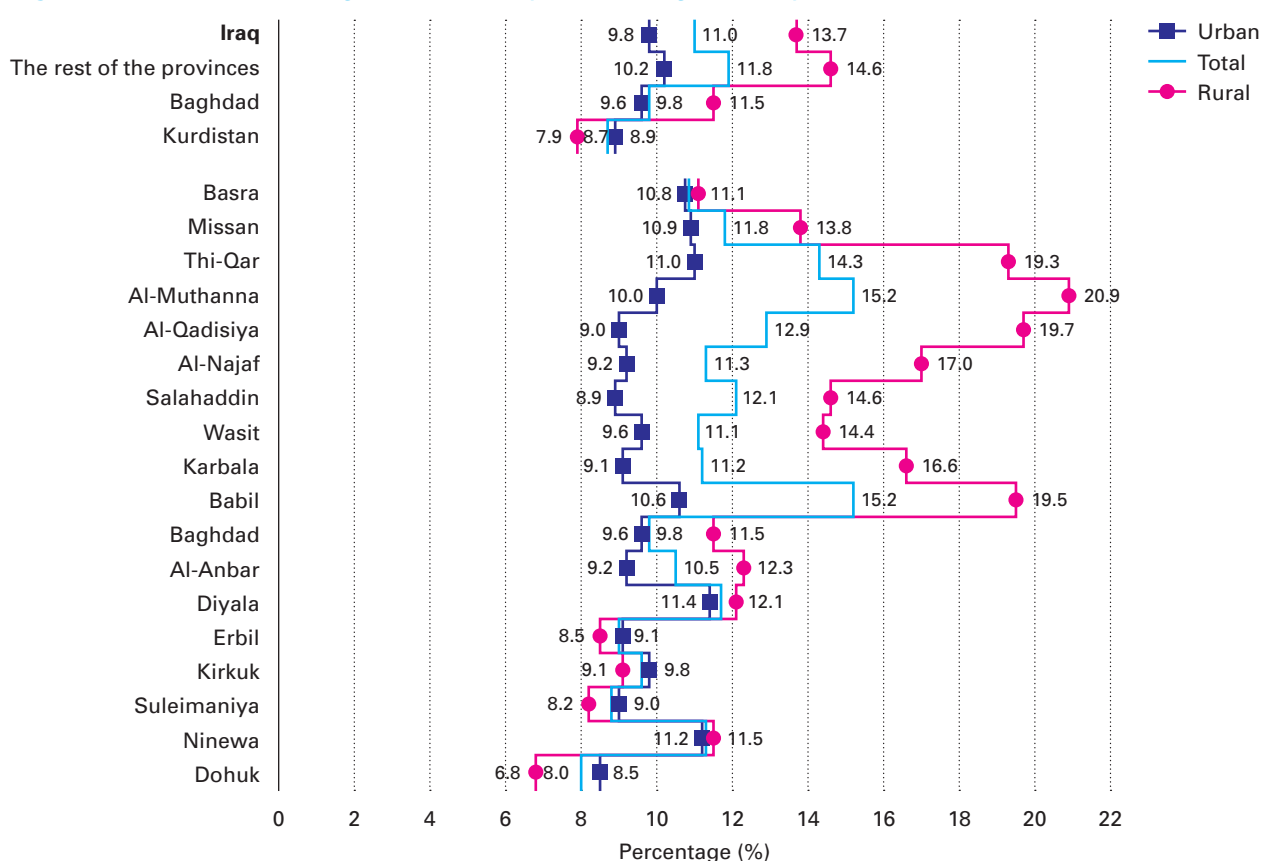
- Lack of school services, especially the lack of water and sanitation facilities.
Many schools in both the centre and the Kurdistan region suffer from a lack of basic services, especially drinking water and sanitation facilities. Additionally, schools that include special education classes suffer from a lack of necessary supplies for an effective learning environment.
- Shortage of equipment and educational aids.
Schools suffer from a lack of standard specifications and a significant shortage of laboratory equipment, smart boards, electronic libraries, computers, and accessories, not to mention modern educational techniques. The most important 'accessories' offered are chairs to sit in and white boards.

- The school environment is inappropriate. Administrative and educational staff do not keep up with the latest developments in the field of teaching and education. This is due to lack of continuous training opportunities, as well as weak programmes for the preparation of teachers and staff working in this area before and during their time of service.

Access to services

The unavailability of schools that are acceptably near where some children live prevents those children from enrolling. The results presented above show that this issue is a barrier for 18 per cent of children aged between 10 and 14 years old who have never attended school. The proximity of schools can be measured by the time spent to get to school. The Household Socio-Economic Survey results show that Iraqi children between the ages of 6 and 14 spend 11 minutes getting to school. There is significant variation between regions and provinces; this period drops to less than eight minutes in the urban areas of some provinces, and rises to more than 20 minutes in the countryside of other provinces, as shown in the following figure.

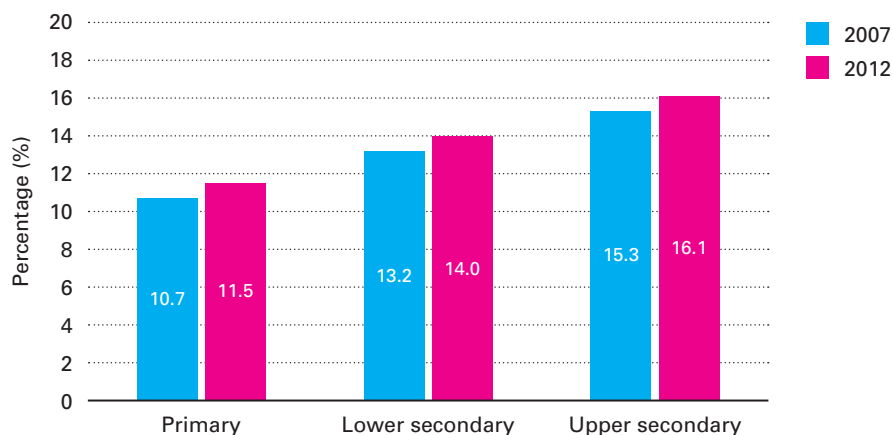
Figure 3.21 Time taken to get to school by children aged 6-14 years (in minutes)



Source: Iraq Household Socio-Economic Survey 2007.

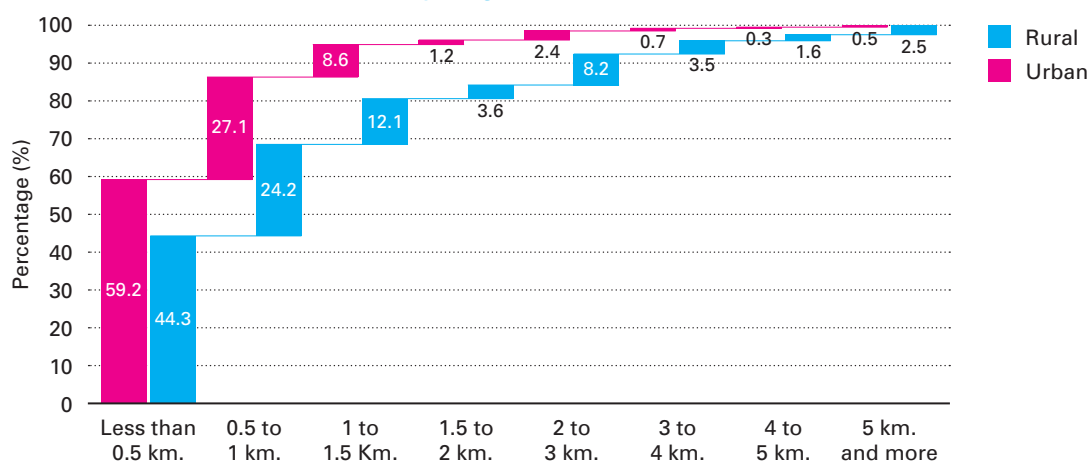
The results of Iraq Household Socio-Economic Survey show that time spent to get to school rose across all levels of education by about one minute between 2007 and 2012. This may be due to the difficulty of movement, as well as the continuous supply deficit, in terms of the lack of school buildings at the primary and secondary school level. The following figure shows the evolution of time spent to get to school for children enrolled in the various stages of education.

Figure 3.22 Evolution of the time taken to get to school by educational level between 2007 and 2012 (in minutes)



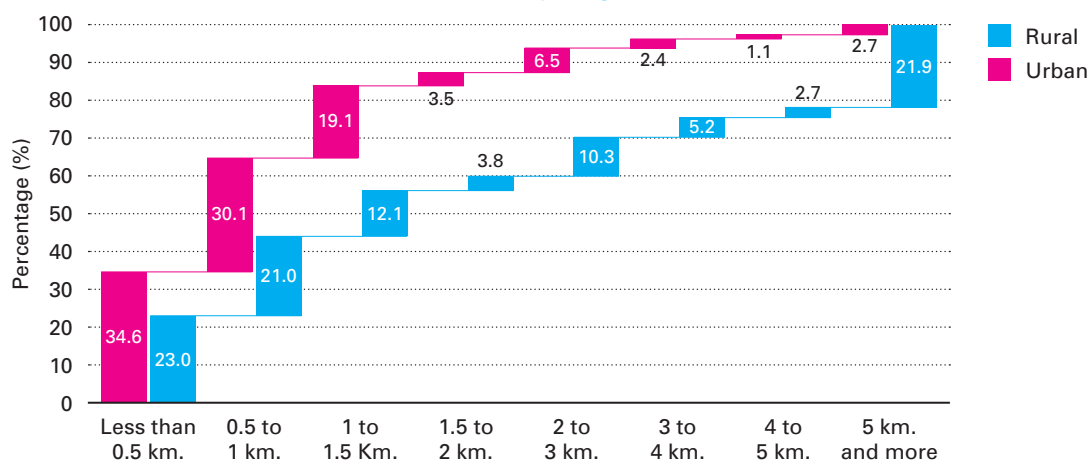
Source: Iraq Household Socio-Economic Survey 2007 and 2012.

Figure 3.23 Distribution of students by the distance between school and their place of residence: Primary stage



Source: Iraq Household Socio-Economic Survey 2007.

Figure 3.24 Distribution of students by the distance between school and their place of residence: Lower secondary stage

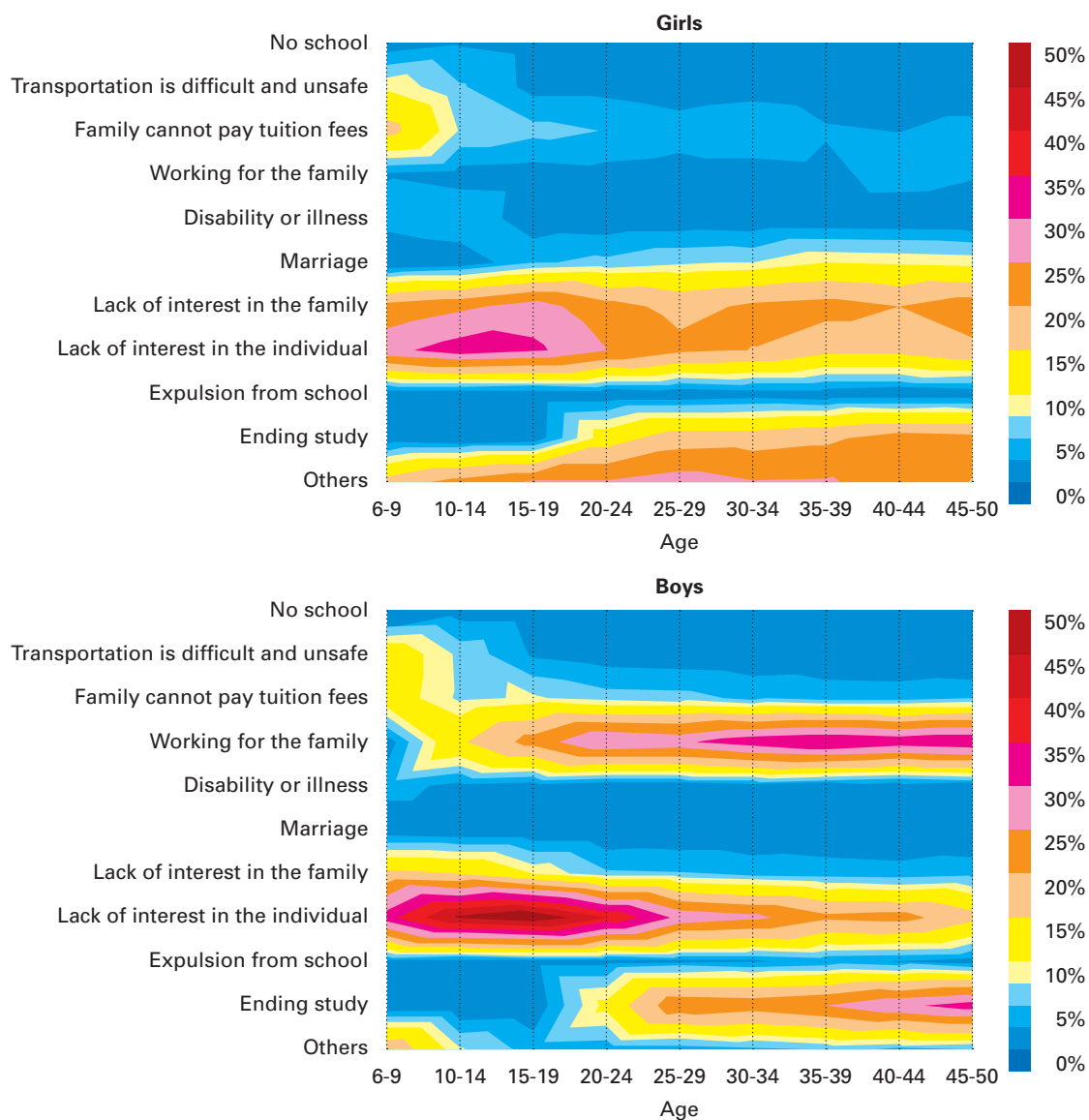


Source: Iraq Household Socio-Economic Survey 2012.

3.3.3 Demand

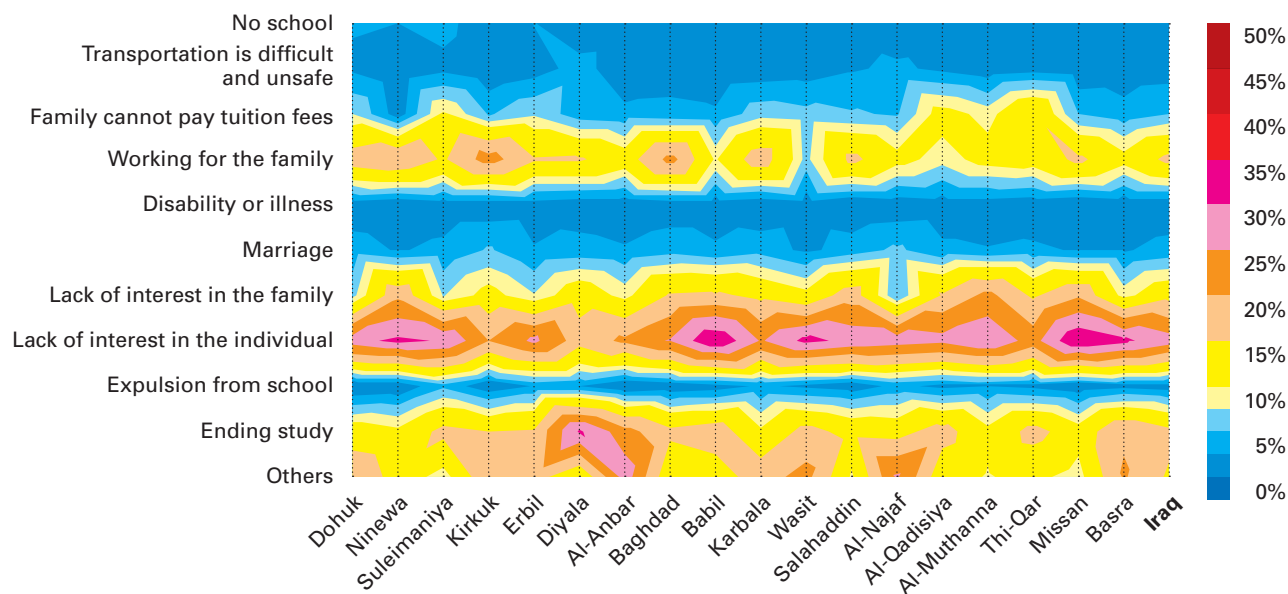
In section 1.3.3, Specification of Causes, issues related to demand are specified as reasons for dropping out or not attending school, accounting for between 70 per cent and 85 per cent of all factors mentioned. The following figures show the importance of social factors in non-enrolment, distributed by age group in the first figure and by province in the second.

Figure 3.25 Distribution of children who have dropped out by age group and reasons for dropping out (2007)



Source: Iraq Household Socio-Economic Survey 2007.

Figure 3.26 Distribution of children who have dropped out by governorate and reason for dropping out (2007)



Source: Iraq Household Socio-Economic Survey 2007.

In the focus groups, the research team tried to diagnose the real reasons that led students to drop out of primary and lower secondary schools, to reach a consensus about formulating effective and realistic proposals for reducing dropout rates. Team members met 12 students who had dropped out (no more than 18 years old), eight parents, and four teachers or school administrators from each province and jurisdiction. A set of questions was prepared that required separate responses from the students themselves, parents, teachers and school administrators, but the discussions were held collectively.

After wrapping up the collective discussion, the following was concluded:

- First, students who had dropped out of school had a definite desire to return. But social pressure, family needs and school conditions had a significant impact on dropping out. Despite this, acceptance rates of students who had dropped out and enrolled ranged, in estimation, between 90 per cent and 95 per cent in both Samawah and Baghdad, although they did not exceed 75 per cent in Missan.
- Second, the order of the reasons for students dropping out were given as follows in the below table.

Table 3.6 Order of reasons for dropping out by focus groups

	Al-Muthanna	Missan	Baghdad
Need for extra work to provide the requirements of welfare living	1		2
Unavailability of school fees for some households	1	2	2
Lack of law that deters students and prevents them from dropping out			
Shrinking attractiveness of school for several reasons: double shifts, lack of playgrounds, low sanitation conditions, treatment of teachers, difficulty of prescribed materials, density of classes	4	3	2
School is far from home	1		
Lack of awareness about the importance of school certificates	3		
Illiteracy of parents and its indirect impact on children		2	
Need for a safer and more stable situation			5
Large family size and lack of conditions at home to study			4

Inability of poor families to cover school fees

Education is free in Iraq; it is a right that is guaranteed by the State. This is stipulated by the Iraqi Constitution of 2005, and school fees are to provide the basic necessities for students' enrolment and the continuation of their regular attendance. This includes transportation, materials, pocket money and other expenses. Due to the severe economic conditions and poverty among some households, the provision of these basic requirements has become difficult.

Practices

- Lack of involvement of parents in school life.
Parents, especially fathers, are generally busy providing for the needs of their families, sometimes leading them to pay insufficient attention to the proper raising of their children. This can lead children to feel neglected.
- Decline in the social attractiveness of education.
Due to a poor alignment between educational outcomes and the labour market, education in Iraq has lost much of its social appeal because, often, it no longer provides the means for people to live well. University degrees have lost a significant part of their material usefulness.

4

Recommendations and way forward

4.1 In the field of politics

- Activate Compulsory Education Law no.118 of 1976 concerning mechanisms of monitoring and accountability to implement its controls.
- Follow up on the implementation of the literacy law, pursuant to the National Strategy for Education; provide the law's necessary requirements and accelerate the distribution of grants for literacy centres, as approved by the parliamentary committee of scholars.
- Expand the category of compulsory education to include, in the various governorates of Iraq, the 5-14 year age group (from the pre-primary stage to the end of lower secondary school), by mandating compulsory education for children aged five years old in Kurdistan and by expanding compulsory education in Iraq – centre from 6-11 years to 5-14 years (this expansion was given as an option for the National Strategy for Education in the centre and the Kurdistan region, despite the fact that it would require a constitutional amendment).
- A comprehensive study of human resources at the MoEs was conducted, confirming the distribution of teachers across the three sectors of education (pre-primary, primary and secondary) for all schools and kindergartens and in all parts of Iraq, which takes into account the issue of equity between rural and urban areas and schools that suffer from overcrowding. Newly appointed teachers, as employees of the MoE and graduates of education colleges and teacher institutes, undertake to work for five years in the districts and areas of their assigned provinces; they will be given allowances for additional work and provided with transportation. Teachers who do not fulfil their obligations will be penalized with deterrent measures, whereas those who perform well will be given financial bonuses and other incentives.
- Develop and implement a training strategy for teachers in kindergartens and in public education, particularly for kindergarten teachers currently in service, and restructure training programmes for kindergarten teachers in basic education colleges and teacher training institutes.
- Coordinate the work of the MoE and Ministry of Higher Education and Scientific Research in the field of development, restructure the programmes preparing teachers of primary and secondary schools, and adopt new methods in the fields of education, psychology and teaching methodology.
- Increase the number of school buildings, or increase the number of classes within schools, eliminating triple shifts in all provinces; and adjust the mechanism to determine school remoteness, by making it a three kilometre distance.
- Encourage interest in youth schools, accelerated learning programmes, virtual education, remote education, and evening schools; provide specialized cadres and necessary material resources.

- Provide facilities to the private sector to open kindergartens and national schools. Terms and conditions have been established for the specifications of buildings, the adopted curricula, and the teaching and service cadres as well as the development of a mechanism shared with the public sector on the issue of final exams. These kindergartens and schools are subject to the procedures for monitoring and evaluation by educational supervision in the MoE. As well as the work of the MoE to legislate controls to determine the registration fee.
- Follow up on the implementation of monthly financial grants, specified for students of primary and lower secondary schools, helping provide basic needs to complete their studies.
- Increase allocations for the MoE from the State budget and develop financial programming methods and efficient ways of implementing the budget.
- Give serious attention to improving the economic situation of Iraqi families, expanding the category of those who are eligible for free school lunches, providing means of transportation for students and teachers especially in rural and poor areas, and verifying these costs in the annual State budget.
- Give priority to caring for children with special needs.
- Promote cooperation between the Ministry of Labour and Social Affairs and the MoE in the development of institutes for persons with special needs, increasing the number of such institutes, training specialized educational cadres, creating a positive learning environment, and expanding this initiative to all provinces.
- Work to reduce the phenomenon of failure in primary schools, especially in the first three phases, while keeping the use of the school report card as a tool for student performance assessment and improvement, and work to find remedies to reduce failure rates in the fifth grade.
- The Ministry of Labour and Social Affairs should pay serious attention to homeless children, children living and working on the street, and amend laws for their sponsorship. The Iraqi State should play a bigger role in taking care of such children, issuing strict controls to prosecute those who take advantage of their children by forcing them to work in the streets and elsewhere.

4.2 In the field of awareness raising and participation

- Activate the role of the parents' council, giving them the power required to follow up on student dropout and bring them back to school. Cooperate with families with children who are at the risk of dropping out of school, working seriously to solve their problems and prevent their children from dropping out.
- Raise awareness among families, especially in rural, poor and remote areas, about the need and importance of education for both girls and boys, by means of audio-visual media, because of the major role they play in this area. The task of spreading awareness is the joint responsibility of the MoE and the Ministry of Culture.
- Involve houses of worship in the process of raising awareness about education, and to offset recent social trends that have marginalized girls' education and encouraged early marriage; involve the religious establishment in reducing child labour and child workers. This process may be carried out in cooperation between the bureaus of religious endowments and the MoE.
- Develop a plan to raise public awareness. As a first stage, relevant authorities at the MoE should develop educational programmes for households, introducing them to the value of education and learning, defining the risks of their children's dropping out or not enrolling to begin with, discouraging the culture of discrimination among children on the basis of gender in education, and encouraging community awareness about the risks of illiteracy.

4.3 In the field of education and quality of services

After it became clear that the number of students at risk of dropping out had become dangerously high, it was necessary to present schools and kindergartens as attractive places for children, through the following measures:

- Emphasize the practical side of school education, for instance how knowledge about science can be useful in everyday life; also emphasize the moral and nationalistic aspects of education.
- In kindergarten, provide education using puzzles, stories, poetry and songs about patriotism, loyalty, and love of family and school.
- Reinforce the role of educational counsellors in schools (primary and lower secondary) and give them the necessary powers to instruct, guide and follow up on students, particularly those who are at risk of dropping out, not leaving this responsibility under the exclusive purview of the educational faculty, who are usually controlled by the school principal.
- Ensure cooperation between schools and medical clinics affiliated with the MoH in conducting regular medical examinations of students, raising health awareness and providing students and service staff with all necessary medical services to help them stay in good health.
- Adopt a system of rewards and punishments along with methods of positive evaluation, without resorting to physical punishment, and holding the administrations of the schools where physical punishment is applied accountable.
- Provide remedial education for students with learning disabilities.
- Grant rewards of encouragement for outstanding students and teachers, and provide scholarships to eligible teachers to complete their studies within or outside Iraq.
- Develop teacher efficiency through attendance at training sessions during their period of service, and disseminate the experiences of developed countries in the field of education by organizing field trips to inform them about the educational environment in those countries.
- Adopt curricula based on activities and technology that create an effective learning environment and that utilize scientific methodology, and provide the requirements of these curricula, namely competent teachers, effective educational management, modern buildings, laboratories and technology, libraries stocked with the latest books and periodicals both printed and online, and athletic facilities, taking into account students' current interests, and catering to the needs of the community. All these initiatives are described clearly, while their implementation is controlled by the educational supervision body and parents' councils.
- Equip schools with an effective and active service cadre to meet school needs.
- Expand the use of varied student assessment methods, each according to its goal, and not limited to evaluating a student's knowledge alone.
- Provide workshops equipped to train students during summer vacation in some basic professions, each according to the needs and culture of the local community, available at the lowest fees.
- Re-establish libraries for young students in schools where they are needed. Buildings that once housed such libraries were exploited by local officials and adapted for their own use, not only as libraries but as cinema halls and theatres. This should be done with cooperation between the Ministries of Culture and Education.
- Nurture and develop vocational education, according to international standards, by building schools and vocational centres so as to accommodate the largest possible number of students who are out of school, as well as the disabled and students with special needs who are able to work; provide a variety of facilities and financial incentive bonuses for those who are enrolled, and diversify professional education programmes to harmonize with the needs and conditions of the local community.

4.4 To complement this report

To complement this report, the research team suggests the following recommendations:

- Conduct an annual follow-up survey of the actions taken to execute the suggestions made in this report, for the purpose of evaluating and measuring achievements in increasing the number of enrolled children.
- Decide upon an accurate scientific mechanism to determine the characteristics of students at risk of dropping out by doing a field research study, and then specify their numbers in each governorate, taking statistics into account in calculating these numbers.



Annexes

Annex 1 Population Statistics: Population estimates by age group, environment and gender, 2012 (Iraq)

Age	Urban			Rural			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
0	335,553	331,996	667,549	182,141	169,828	351,969	517,694	501,824	1,019,518
1	326,983	323,244	650,227	177,490	165,351	342,841	504,473	488,595	993,068
2	317,357	313,816	631,173	172,265	160,528	332,793	489,622	474,344	963,966
3	310,760	298,770	609,530	168,684	152,832	321,516	479,444	451,602	931,046
4	311,523	297,267	608,790	169,097	152,063	321,160	480,620	449,330	929,950
0-4	1,602,176	1,565,093	3,167,269	869,677	800,602	1,670,279	2,471,853	2,365,695	4,837,548
5	311,454	288,108	599,562	169,356	158,081	327,437	480,810	446,189	926,999
6	311,300	285,989	597,289	169,272	156,919	326,191	480,572	442,908	923,480
7	310,382	283,531	593,913	168,773	155,570	324,343	479,155	439,101	918,256
8	308,552	280,700	589,252	167,778	154,016	321,794	476,330	434,716	911,046
9	305,145	277,092	582,237	165,926	152,037	317,963	471,071	429,129	900,200
5-9	1,546,833	1,415,420	2,962,253	841,105	776,623	1,617,728	2,387,938	2,192,043	4,579,981
10	302,791	277,952	580,743	160,602	144,518	305,120	463,393	422,470	885,863
11	295,996	272,773	568,769	156,998	141,825	298,823	452,994	414,598	867,592
12	287,707	266,894	554,601	152,601	138,768	291,369	440,308	405,662	845,970
13	278,508	260,540	539,048	147,722	135,465	283,187	426,230	396,005	822,235
14	269,364	254,093	523,457	142,873	132,113	274,986	412,237	386,206	798,443
10-14	1,434,366	1,332,252	2,766,618	760,796	692,689	1,453,485	2,195,162	2,024,941	4,220,103
15	273,155	256,713	529,868	126,662	120,142	246,804	399,817	376,855	776,672
16	266,289	250,818	517,107	123,478	117,383	240,861	389,767	368,201	757,968
17	260,663	245,266	505,929	120,870	114,784	235,654	381,533	360,050	741,583
18	255,313	239,862	495,175	118,389	112,255	230,644	373,702	352,117	725,819
19	249,501	234,158	483,659	115,694	109,585	225,279	365,195	343,743	708,938
15-19	1,304,921	1,226,817	2,531,738	605,093	574,149	1,179,242	1,910,014	1,800,966	3,710,980
20	253,934	242,872	496,806	101,815	91,302	193,117	355,749	334,174	689,923
21	246,127	234,678	480,805	98,685	88,221	186,906	344,812	322,899	667,711
22	237,618	225,706	463,324	95,273	84,849	180,122	332,891	310,555	643,446
23	228,956	216,616	445,572	91,800	81,432	173,232	320,756	298,048	618,804
24	220,653	208,042	428,695	88,472	78,207	166,679	309,125	286,249	595,374
20-24	1,187,288	1,127,914	2,315,202	476,045	424,011	900,056	1,663,333	1,551,925	3,215,258
25	215,672	195,578	411,250	82,248	79,605	161,853	297,920	275,183	573,103
26	208,022	188,434	396,456	79,331	76,697	156,028	287,353	265,131	552,484
27	200,762	182,017	382,779	76,562	74,086	150,648	277,324	256,103	533,427
28	193,937	175,660	369,597	73,959	71,498	145,457	267,896	247,158	515,054
29	187,211	169,670	356,881	71,395	69,060	140,455	258,606	238,730	497,336
25-29	1,005,604	911,359	1,916,963	383,495	370,946	754,441	1,389,099	1,282,305	2,671,404
30	179,453	162,542	341,995	69,378	69,596	138,974	248,831	232,138	480,969
31	171,793	159,471	331,264	66,417	68,281	134,698	238,210	227,752	465,962
32	163,969	157,545	321,514	63,392	67,457	130,849	227,361	225,002	452,363
33	155,840	156,274	312,114	60,249	66,912	127,161	216,089	223,186	439,275
34	148,571	154,830	303,401	57,438	66,295	123,733	206,009	221,125	427,134
30-34	819,626	790,662	1,610,288	316,874	338,541	655,415	1,136,500	1,129,203	2,265,703
35	141,053	153,600	294,653	58,033	64,245	122,278	199,086	217,845	416,931
36	138,996	149,838	288,834	57,187	62,671	119,858	196,183	212,509	408,692
37	139,012	145,106	284,118	57,194	60,692	117,886	196,206	205,798	402,004
38	139,839	140,053	279,892	57,534	58,579	116,113	197,373	198,632	396,005
39	140,072	135,434	275,506	57,629	56,646	114,275	197,701	192,080	389,781
35-39	698,972	724,031	1,423,003	287,577	302,833	590,410	986,549	1,026,864	2,013,413

Source: Central Bureau of Statistics.

Annex 1 Population Statistics: Population estimates by age group, environment and gender, 2012 (Iraq) (continued)

Age	Urban			Rural			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
40	139,632	136,962	276,594	56,484	49,239	105,723	196,116	186,201	382,317
41	136,180	133,255	269,435	55,088	47,907	102,995	191,268	181,162	372,430
42	131,091	130,040	261,131	53,029	46,751	99,780	184,120	176,791	360,911
43	125,739	126,924	252,663	50,864	45,631	96,495	176,603	172,555	349,158
44	120,762	123,536	244,298	48,850	44,413	93,263	169,612	167,949	337,561
40-44	653,404	650,717	1,304,121	264,315	233,941	498,256	917,719	884,658	1,802,377
45	121,269	119,105	240,374	40,399	43,370	83,769	161,668	162,475	324,143
46	114,258	114,018	228,276	38,063	41,518	79,581	152,321	155,536	307,857
47	106,755	108,273	215,028	35,564	39,426	74,990	142,319	147,699	290,018
48	99,259	102,707	201,966	33,067	37,399	70,466	132,326	140,106	272,432
49	92,180	97,442	189,622	30,707	35,483	66,190	122,887	132,925	255,812
45-49	533,721	541,545	1,075,266	177,800	197,196	374,996	711,521	738,741	1,450,262
50	91,409	97,878	189,287	21,987	26,877	48,864	113,396	124,755	238,151
51	83,453	90,264	173,717	20,073	24,786	44,859	103,526	115,050	218,576
52	75,867	82,249	158,116	18,248	22,585	40,833	94,115	104,834	198,949
53	67,886	73,578	141,464	16,329	20,204	36,533	84,215	93,782	177,997
54	60,940	65,954	126,894	14,659	18,111	32,770	75,599	84,065	159,664
50-54	379,555	409,923	789,478	91,296	112,563	203,859	470,851	522,486	993,337
55	53,010	57,003	110,013	17,592	21,103	38,695	70,602	78,106	148,708
56	52,512	56,127	108,639	17,427	20,779	38,206	69,939	76,906	146,845
57	54,450	57,817	112,267	18,070	21,404	39,474	72,520	79,221	151,741
58	57,696	60,698	118,394	19,147	22,471	41,618	76,843	83,169	160,012
59	60,378	62,888	123,266	20,036	23,282	43,318	80,414	86,170	166,584
55-59	278,046	294,533	572,579	92,272	109,039	201,311	370,318	403,572	773,890
60	60,290	64,744	125,034	20,257	21,352	41,609	80,547	86,096	166,643
61	56,059	60,777	116,836	18,835	20,044	38,879	74,894	80,821	155,715
62	49,250	54,419	103,669	16,548	17,947	34,495	65,798	72,366	138,164
63	41,803	47,558	89,361	14,045	15,684	29,729	55,848	63,242	119,090
64	35,828	41,972	77,800	12,038	13,844	25,882	47,866	55,816	103,682
60-64	243,230	269,470	512,700	81,723	88,871	170,594	324,953	358,341	683,294
65	32,038	36,027	68,065	9,575	13,430	23,005	41,613	49,457	91,070
66	28,892	32,279	61,171	8,635	12,033	20,668	37,527	44,312	81,839
67	27,337	29,599	56,936	8,170	11,033	19,203	35,507	40,632	76,139
68	26,118	27,102	53,220	7,806	10,103	17,909	33,924	37,205	71,129
69	24,911	24,823	49,734	7,445	9,252	16,697	32,356	34,075	66,431
65-69	139,296	149,830	289,126	41,631	55,851	97,482	180,927	205,681	386,608
70	24,682	23,358	48,040	6,155	8,129	14,284	30,837	31,487	62,324
71	22,849	21,427	44,276	5,698	7,457	13,155	28,547	28,884	57,431
72	20,993	19,876	40,869	5,235	6,917	12,152	26,228	26,793	53,021
73	19,535	18,699	38,234	4,871	6,508	11,379	24,406	25,207	49,613
74	18,661	17,964	36,625	4,654	6,252	10,906	23,315	24,216	47,531
70-74	106,720	101,324	208,044	26,613	35,263	61,876	133,333	136,587	269,920
75	16,142	16,772	32,914	5,423	6,003	11,426	21,565	22,775	44,340
76	13,740	14,778	28,518	4,616	5,289	9,905	18,356	20,067	38,423
77	11,086	12,572	23,658	3,725	4,500	8,225	14,811	17,072	31,883
78	8,645	10,482	19,127	2,904	3,752	6,656	11,549	14,234	25,783
79	6,972	9,001	15,973	2,343	3,221	5,564	9,315	12,222	21,537
75-79	56,585	63,605	120,190	19,011	22,765	41,776	75,596	86,370	161,966
80+	67,977	46,202	114,179	26,081	30,944	57,025	94,058	77,146	171,204
Total	12,058,320	11,620,697	23,679,017	5,361,404	5,166,827	10,528,231	17,419,724	16,787,524	34,207,248

Source: Central Bureau of Statistics.

Annex 2 Population Statistics: Population estimates by age group, environment and gender, 2012 (Iraq – centre)

Age	Urban			Rural			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
0	280,282	277,983	558,265	163,406	159,323	322,729	443,688	437,306	880,994
1	273,124	270,655	543,778	159,233	155,123	314,356	432,357	425,778	858,134
2	265,083	262,761	527,844	154,545	150,599	305,144	419,629	413,359	832,988
3	259,573	250,162	509,735	151,333	143,379	294,711	410,906	393,541	804,447
4	260,210	248,904	509,114	151,703	142,657	294,360	411,913	391,561	803,475
0-4	1,338,272	1,310,464	2,648,736	780,220	751,081	1,531,301	2,118,492	2,061,545	4,180,037
5	260,153	241,235	501,388	151,936	148,303	300,239	412,088	389,538	801,626
6	260,024	239,461	499,485	151,860	147,213	299,073	411,884	386,674	798,558
7	259,257	237,403	496,660	151,413	145,947	297,360	410,670	383,350	794,020
8	257,729	235,032	492,761	150,520	144,489	295,009	408,249	379,522	787,770
9	254,883	232,011	486,894	148,858	142,633	291,491	403,741	374,644	778,385
5-9	1,292,045	1,185,142	2,477,187	754,587	728,585	1,483,172	2,046,632	1,913,727	3,960,359
10	252,916	232,731	485,648	144,082	135,579	279,661	396,999	368,310	765,309
11	247,241	228,395	475,636	140,849	133,052	273,901	388,090	361,447	749,537
12	240,317	223,472	463,789	136,904	130,185	267,089	377,221	353,657	730,878
13	232,633	218,152	450,785	132,527	127,086	259,613	365,160	345,238	710,398
14	224,995	212,754	437,749	128,177	123,941	252,118	353,172	336,695	689,867
10-14	1,198,103	1,115,505	2,313,608	682,539	649,843	1,332,381	1,880,642	1,765,347	3,645,989
15	228,162	214,948	443,110	113,633	112,711	226,344	341,795	327,658	669,454
16	222,427	210,012	432,439	110,777	110,122	220,899	333,204	320,134	653,338
17	217,728	205,363	423,091	108,437	107,684	216,121	326,165	313,047	639,212
18	213,259	200,838	414,097	106,211	105,311	211,523	319,470	306,150	625,620
19	208,404	196,062	404,466	103,793	102,807	206,600	312,198	298,869	611,067
15-19	1,089,980	1,027,223	2,117,203	542,852	538,635	1,081,487	1,632,831	1,565,858	3,198,690
20	212,107	203,359	415,466	91,342	85,655	176,997	303,449	289,013	592,462
21	205,586	196,498	402,084	88,534	82,764	171,298	294,120	279,262	573,382
22	198,479	188,985	387,464	85,473	79,601	165,074	283,952	268,586	552,538
23	191,243	181,374	372,618	82,357	76,395	158,752	273,601	257,769	531,370
24	184,308	174,195	358,503	79,372	73,370	152,741	263,679	247,565	511,244
20-24	991,723	944,411	1,936,134	427,078	397,784	824,862	1,418,801	1,342,195	2,760,995
25	180,147	163,759	343,906	73,788	74,681	148,469	253,935	238,440	492,375
26	173,757	157,777	331,535	71,171	71,953	143,124	244,928	229,730	474,658
27	167,693	152,404	320,098	68,687	69,503	138,190	236,380	221,908	458,288
28	161,992	147,081	309,074	66,351	67,075	133,427	228,344	214,157	442,501
29	156,374	142,066	298,440	64,051	64,788	128,839	220,425	206,854	427,280
25-29	839,965	763,088	1,603,053	344,048	348,001	692,049	1,184,013	1,111,089	2,295,102
30	149,894	136,098	285,992	62,242	65,291	127,533	212,136	201,389	413,525
31	143,496	133,526	277,022	59,585	64,057	123,643	203,081	197,584	400,665
32	136,961	131,914	268,874	56,871	63,284	120,156	193,832	195,198	389,030
33	130,171	130,849	261,020	54,052	62,773	116,825	184,222	193,623	377,845
34	124,099	129,640	253,739	51,530	62,194	113,724	175,629	191,835	367,463
30-34	684,621	662,027	1,346,648	284,280	317,601	601,880	968,900	979,628	1,948,528
35	117,819	128,610	246,430	52,064	60,271	112,335	169,883	188,882	358,764
36	116,101	125,460	241,562	51,305	58,794	110,099	167,406	184,255	351,661
37	116,115	121,498	237,613	51,311	56,938	108,249	167,425	178,436	345,862
38	116,805	117,267	234,073	51,616	54,956	106,572	168,421	172,223	340,644
39	117,000	113,400	230,400	51,701	53,142	104,843	168,701	166,542	335,243
35-39	583,840	606,237	1,190,077	257,996	284,101	542,097	841,836	890,338	1,732,174

Source: Central Bureau of Statistics.

Annex 2 Population Statistics: Population estimates by age group, environment and gender, 2012 (Iraq – centre) (continued)

Age	Urban			Rural			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
40	116,632	114,679	231,312	50,674	46,193	96,867	167,306	160,873	328,179
41	113,749	111,575	225,324	49,422	44,944	94,365	163,170	156,519	319,690
42	109,498	108,883	218,382	47,574	43,859	91,434	157,073	152,743	309,815
43	105,028	106,274	211,302	45,632	42,808	88,440	150,660	149,083	299,743
44	100,871	103,438	204,308	43,825	41,666	85,491	144,696	145,103	289,799
40-44	545,778	544,850	1,090,628	237,127	219,471	456,597	782,905	764,321	1,547,226
45	101,294	99,728	201,022	36,243	40,687	76,931	137,538	140,415	277,952
46	95,438	95,468	190,906	34,148	38,950	73,098	129,586	134,418	264,004
47	89,171	90,658	179,829	31,906	36,987	68,893	121,077	127,645	248,722
48	82,909	85,997	168,907	29,666	35,086	64,751	112,575	121,083	233,658
49	76,996	81,589	158,585	27,548	33,288	60,837	104,545	114,877	219,422
45-49	445,809	453,440	899,248	159,511	184,998	344,509	605,320	638,438	1,243,758
50	76,352	81,954	158,306	19,725	25,215	44,940	96,078	107,169	203,246
51	69,707	75,579	145,286	18,008	23,253	41,261	87,715	98,832	186,547
52	63,370	68,868	132,238	16,371	21,188	37,559	79,741	90,056	169,797
53	56,704	61,607	118,312	14,649	18,954	33,604	71,353	80,562	151,915
54	50,902	55,224	106,126	13,151	16,991	30,142	64,053	72,215	136,268
50-54	317,036	343,232	660,268	81,905	105,600	187,505	398,941	448,832	847,773
55	44,278	47,729	92,007	15,782	19,798	35,580	60,061	67,527	127,588
56	43,862	46,996	90,858	15,634	19,494	35,128	59,497	66,489	125,986
57	45,481	48,411	93,892	16,211	20,080	36,291	61,692	68,491	130,183
58	48,193	50,823	99,015	17,177	21,081	38,259	65,370	71,904	137,274
59	50,433	52,657	103,089	17,975	21,842	39,817	68,408	74,498	142,906
55-59	232,247	246,615	478,862	82,781	102,294	185,075	315,028	348,909	663,937
60	50,359	54,211	104,570	18,173	20,031	38,205	68,533	74,242	142,775
61	46,825	50,889	97,714	16,898	18,804	35,702	63,723	69,693	133,416
62	41,138	45,565	86,703	14,846	16,837	31,683	55,984	62,402	118,386
63	34,917	39,821	74,738	12,600	14,714	27,314	47,518	54,535	102,052
64	29,927	35,143	65,070	10,800	12,988	23,787	40,726	48,131	88,857
60-64	203,166	225,629	428,795	73,317	83,374	156,691	276,483	309,003	585,486
65	26,761	30,166	56,927	8,590	12,599	21,189	35,351	42,765	78,116
66	24,133	27,027	51,160	7,747	11,289	19,035	31,880	38,316	70,196
67	22,834	24,783	47,618	7,330	10,351	17,680	30,164	35,134	65,298
68	21,816	22,693	44,509	7,003	9,478	16,481	28,819	32,171	60,990
69	20,808	20,784	41,592	6,679	8,680	15,359	27,487	29,464	56,951
65-69	116,352	125,454	241,806	37,349	52,396	89,745	153,700	177,850	331,551
70	20,616	19,558	40,174	5,522	7,626	13,148	26,138	27,184	53,322
71	19,085	17,941	37,026	5,112	6,996	12,108	24,197	24,937	49,134
72	17,535	16,642	34,177	4,697	6,489	11,186	22,232	23,131	45,363
73	16,317	15,657	31,974	4,370	6,105	10,475	20,687	21,762	42,449
74	15,587	15,041	30,629	4,175	5,865	10,041	19,763	20,907	40,669
70-74	89,142	84,839	173,981	23,876	33,082	56,957	113,017	117,921	230,938
75	13,483	14,043	27,526	4,865	5,632	10,497	18,348	19,675	38,023
76	11,477	12,374	23,851	4,141	4,962	9,103	15,618	17,336	32,954
77	9,260	10,527	19,787	3,342	4,222	7,563	12,602	14,748	27,350
78	7,221	8,777	15,998	2,605	3,520	6,125	9,826	12,297	22,123
79	5,824	7,537	13,360	2,102	3,022	5,124	7,926	10,558	18,484
75-79	47,265	53,257	100,521	17,055	21,357	38,412	64,320	74,614	138,934
80+	56,780	38,685	95,465	23,398	29,030	52,428	80,178	67,715	147,894
Total	10,072,122	9,730,098	19,802,220	4,809,917	4,847,233	9,657,150	14,882,039	14,577,330	29,459,370

Source: Central Bureau of Statistics.

Annex 3 Population Statistics: Population estimates by age group, environment and gender, 2012 (Kurdistan region)

Age	Urban			Rural			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
0	55,271	54,013	109,284	18,735	10,505	29,240	74,006	64,518	138,524
1	53,859	52,589	106,449	18,257	10,228	28,485	72,116	62,817	134,934
2	52,274	51,055	103,329	17,720	9,929	27,649	69,993	60,985	130,978
3	51,187	48,608	99,795	17,351	9,453	26,805	68,538	58,061	126,599
4	51,313	48,363	99,676	17,394	9,406	26,800	68,707	57,769	126,475
0-4	263,904	254,629	518,533	89,457	49,521	138,978	353,361	304,150	657,511
5	51,301	46,873	98,174	17,420	9,778	27,198	68,722	56,651	125,373
6	51,276	46,528	97,804	17,412	9,706	27,118	68,688	56,234	124,922
7	51,125	46,128	97,253	17,360	9,623	26,983	68,485	55,751	124,236
8	50,823	45,668	96,491	17,258	9,527	26,785	68,081	55,194	123,276
9	50,262	45,081	95,343	17,068	9,404	26,472	67,330	54,485	121,815
5-9	254,788	230,278	485,066	86,518	48,038	134,556	341,306	278,316	619,622
10	49,875	45,221	95,095	16,520	8,939	25,459	66,394	54,160	120,554
11	48,755	44,378	93,133	16,149	8,773	24,922	64,904	53,151	118,055
12	47,390	43,422	90,812	15,697	8,583	24,280	63,087	52,005	115,092
13	45,875	42,388	88,263	15,195	8,379	23,574	61,070	50,767	111,837
14	44,369	41,339	85,708	14,696	8,172	22,868	59,065	49,511	108,576
10-14	236,263	216,747	453,010	78,257	42,846	121,104	314,520	259,594	574,114
15	44,993	41,765	86,758	13,029	7,431	20,460	58,022	49,197	107,218
16	43,862	40,806	84,668	12,701	7,261	19,962	56,563	48,067	104,630
17	42,935	39,903	82,838	12,433	7,100	19,533	55,368	47,003	102,371
18	42,054	39,024	81,078	12,178	6,944	19,121	54,232	45,967	100,199
19	41,097	38,096	79,193	11,901	6,778	18,679	52,997	44,874	97,871
15-19	214,941	199,594	414,535	62,241	35,514	97,755	277,183	235,108	512,290
20	41,827	39,513	81,340	10,473	5,647	16,120	52,300	45,161	97,461
21	40,541	38,180	78,721	10,151	5,457	15,608	50,692	43,637	94,329
22	39,139	36,721	75,860	9,800	5,248	15,048	48,939	41,969	90,908
23	37,713	35,242	72,954	9,443	5,037	14,480	47,155	40,279	87,434
24	36,345	33,847	70,192	9,100	4,837	13,938	45,446	38,684	84,130
20-24	195,565	183,503	379,068	48,967	26,227	75,194	244,532	209,730	454,263
25	35,525	31,819	67,344	8,460	4,924	13,384	43,985	36,743	80,728
26	34,265	30,657	64,921	8,160	4,744	12,904	42,425	35,401	77,826
27	33,069	29,613	62,681	7,875	4,583	12,458	40,944	34,195	75,139
28	31,945	28,579	60,523	7,608	4,423	12,030	39,552	33,001	72,553
29	30,837	27,604	58,441	7,344	4,272	11,616	38,181	31,876	70,056
25-29	165,639	148,271	313,910	39,447	22,945	62,392	205,086	171,216	376,302
30	29,559	26,444	56,003	7,136	4,305	11,441	36,695	30,749	67,444
31	28,297	25,945	54,242	6,832	4,224	11,055	35,129	30,168	65,297
32	27,008	25,631	52,640	6,521	4,173	10,693	33,529	29,804	63,333
33	25,669	25,425	51,094	6,197	4,139	10,336	31,867	29,563	61,430
34	24,472	25,190	49,662	5,908	4,101	10,009	30,380	29,290	59,671
30-34	135,005	128,635	263,640	32,594	20,940	53,535	167,600	149,575	317,175
35	23,234	24,990	48,223	5,969	3,974	9,943	29,203	28,963	58,167
36	22,895	24,378	47,272	5,882	3,877	9,759	28,777	28,254	57,031
37	22,897	23,608	46,505	5,883	3,754	9,637	28,781	27,362	56,142
38	23,034	22,786	45,819	5,918	3,623	9,541	28,952	26,409	55,361
39	23,072	22,034	45,106	5,928	3,504	9,432	29,000	25,538	54,538
35-39	115,132	117,794	232,926	29,581	18,732	48,313	144,713	136,526	281,239

Source: Central Bureau of Statistics.

Annex 3 Population Statistics: Population estimates by age group, environment and gender, 2012 (Kurdistan region) (continued)

Age	Urban			Rural			Total		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
40	23,000	22,283	45,282	5,810	3,046	8,856	28,810	25,328	54,138
41	22,431	21,680	44,111	5,666	2,963	8,630	28,098	24,643	52,740
42	21,593	21,157	42,749	5,455	2,892	8,346	27,047	24,048	51,096
43	20,711	20,650	41,361	5,232	2,823	8,055	25,943	23,472	49,415
44	19,891	20,098	39,990	5,025	2,747	7,772	24,916	22,846	47,762
40-44	107,626	105,867	213,493	27,188	14,470	41,659	134,814	120,337	255,151
45	19,975	19,377	39,352	4,156	2,683	6,838	24,130	22,060	46,191
46	18,820	18,550	37,370	3,915	2,568	6,483	22,735	21,118	43,853
47	17,584	17,615	35,199	3,658	2,439	6,097	21,242	20,054	41,296
48	16,350	16,710	33,059	3,401	2,313	5,715	19,751	19,023	38,774
49	15,184	15,853	31,037	3,159	2,195	5,353	18,342	18,048	36,390
45-49	87,912	88,105	176,018	18,289	12,198	30,487	106,201	100,303	206,504
50	15,057	15,924	30,981	2,262	1,662	3,924	17,318	17,586	34,905
51	13,746	14,685	28,431	2,065	1,533	3,598	15,811	16,218	32,029
52	12,497	13,381	25,878	1,877	1,397	3,274	14,374	14,778	29,152
53	11,182	11,971	23,152	1,680	1,250	2,929	12,862	13,220	26,082
54	10,038	10,730	20,768	1,508	1,120	2,628	11,546	11,850	23,396
50-54	62,519	66,691	129,210	9,391	6,963	16,354	71,910	73,654	145,564
55	8,732	9,274	18,006	1,810	1,305	3,115	10,541	10,579	21,120
56	8,650	9,131	17,781	1,793	1,285	3,078	10,442	10,417	20,859
57	8,969	9,406	18,375	1,859	1,324	3,183	10,828	10,730	21,558
58	9,503	9,875	19,379	1,970	1,390	3,359	11,473	11,265	22,738
59	9,945	10,231	20,177	2,061	1,440	3,501	12,006	11,672	23,678
55-59	45,799	47,918	93,717	9,491	6,745	16,236	55,290	54,663	109,953
60	9,931	10,533	20,464	2,084	1,321	3,404	12,014	11,854	23,868
61	9,234	9,888	19,122	1,937	1,240	3,177	11,171	11,128	22,299
62	8,112	8,854	16,966	1,702	1,110	2,812	9,814	9,964	19,778
63	6,886	7,737	14,623	1,445	970	2,415	8,330	8,707	17,038
64	5,901	6,829	12,730	1,238	856	2,095	7,140	7,685	14,825
60-64	40,064	43,841	83,905	8,406	5,497	13,903	48,470	49,338	97,808
65	5,277	5,861	11,138	985	831	1,816	6,262	6,692	12,954
66	4,759	5,252	10,011	888	744	1,633	5,647	5,996	11,643
67	4,503	4,816	9,318	840	682	1,523	5,343	5,498	10,841
68	4,302	4,409	8,711	803	625	1,428	5,105	5,034	10,139
69	4,103	4,039	8,142	766	572	1,338	4,869	4,611	9,480
65-69	22,944	24,376	47,320	4,282	3,455	7,737	27,227	27,831	55,057
70	4,066	3,800	7,866	633	503	1,136	4,699	4,303	9,002
71	3,764	3,486	7,250	586	461	1,047	4,350	3,947	8,297
72	3,458	3,234	6,692	538	428	966	3,996	3,662	7,658
73	3,218	3,042	6,260	501	403	904	3,719	3,445	7,164
74	3,074	2,923	5,996	479	387	865	3,552	3,309	6,862
70-74	17,578	16,485	34,063	2,737	2,181	4,919	20,316	18,666	38,982
75	2,659	2,729	5,388	558	371	929	3,217	3,100	6,317
76	2,263	2,404	4,667	475	327	802	2,738	2,731	5,469
77	1,826	2,045	3,871	383	278	662	2,209	2,324	4,533
78	1,424	1,705	3,129	299	232	531	1,723	1,937	3,660
79	1,148	1,464	2,613	241	199	440	1,389	1,664	3,053
75-79	9,320	10,348	19,669	1,956	1,408	3,364	11,276	11,756	23,032
80+	11,197	7,517	18,714	2,683	1,914	4,597	13,880	9,431	23,310
Total	1,986,198	1,890,599	3,876,797	551,487	319,594	871,081	2,537,685	2,210,194	4,747,878

Source: Central Bureau of Statistics.

Annex 4 Population Statistics: Estimates of the United Nations Population Division (2000-2015): Women

(1,000)

Age	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
0	401.6	414.5	423.1	428.2	432.0	436.5	441.7	446.8	452.7	459.6	467.9	474.0	481.7	490.5	499.8	508.5
1	387.3	399.4	408.9	416.3	422.6	428.8	435.2	441.2	447.2	453.8	461.6	467.7	475.1	483.5	492.2	500.4
2	374.2	385.6	395.7	404.7	412.9	420.4	427.9	434.5	440.8	447.4	454.9	461.1	468.4	476.4	484.6	492.5
3	362.3	373.1	383.5	393.5	402.9	411.5	419.8	427.0	433.7	440.4	447.9	454.3	461.5	469.3	477.2	484.8
4	351.5	361.6	372.1	382.7	392.9	402.1	411.0	418.8	425.9	432.9	440.5	447.1	454.4	462.1	469.7	477.2
5	341.6	351.1	361.4	372.2	382.8	392.3	401.7	409.9	417.5	424.9	432.7	439.7	447.1	454.8	462.3	469.7
6	332.5	341.5	351.5	362.1	372.7	382.3	391.9	400.6	408.6	416.4	424.6	431.9	439.6	447.3	454.9	462.3
7	324.2	332.7	342.1	352.3	362.6	372.2	381.8	390.8	399.3	407.6	416.3	424.0	431.8	439.7	447.4	454.8
8	316.4	324.5	333.4	343.0	352.7	362.0	371.5	380.7	389.6	398.5	407.6	415.7	423.9	432.0	439.8	447.4
9	309.2	316.8	325.1	333.9	343.0	351.9	361.2	370.5	379.8	389.2	398.7	407.2	415.7	424.1	432.1	439.9
10	302.5	309.7	317.3	325.2	333.4	341.8	350.8	360.1	369.8	379.6	389.6	398.5	407.3	416.0	424.4	432.3
11	296.4	303.2	310.0	316.7	323.8	331.5	340.2	349.5	359.6	370.0	380.5	389.8	399.0	408.0	416.6	424.7
12	290.1	296.5	302.7	308.7	315.0	322.3	330.4	339.6	349.6	360.1	370.9	380.5	390.0	399.4	408.4	416.8
13	283.0	289.2	295.3	301.3	307.5	314.5	322.1	330.6	339.9	350.0	360.6	370.4	380.4	390.2	399.6	408.4
14	275.7	281.7	287.9	294.2	300.8	307.7	314.7	322.3	330.6	339.8	349.9	359.9	370.2	380.6	390.5	399.6
15	268.6	274.4	280.8	287.4	294.2	301.0	307.4	314.0	321.3	329.7	339.2	349.4	360.1	370.9	381.3	390.9
16	261.6	267.3	273.8	280.9	287.9	294.5	300.3	306.0	312.1	319.5	328.5	338.8	349.9	361.3	372.2	382.2
17	255.2	260.7	267.2	274.3	281.3	287.7	293.0	298.0	303.4	310.0	318.6	328.9	340.1	351.7	362.8	373.1
18	249.6	255.0	261.0	267.6	274.1	280.2	285.2	290.0	295.3	301.8	309.9	320.0	331.0	342.3	353.3	363.5
19	244.7	249.7	255.1	260.8	266.5	272.2	277.2	282.2	287.7	294.3	302.1	311.9	322.4	333.1	343.6	353.7
20	239.6	244.4	249.3	254.2	259.3	264.6	269.4	274.6	280.3	286.9	294.4	303.9	313.8	323.9	334.0	344.0
21	234.6	239.3	243.6	247.7	252.0	256.9	261.7	267.1	273.2	279.8	286.9	296.1	305.3	314.7	324.3	334.1
22	229.2	233.7	237.7	241.4	245.4	250.0	254.7	260.1	266.1	272.5	279.2	288.1	297.0	305.9	315.2	324.9
23	222.8	227.5	231.6	235.5	239.6	244.1	248.6	253.5	259.0	264.9	271.1	279.7	288.6	297.6	307.1	316.8
24	215.9	220.7	225.4	229.9	234.4	238.9	243.1	247.4	252.0	257.1	262.8	271.2	280.2	289.7	299.5	309.3

Source: United Nations Population Division.

Annex 5 Population Statistics: Estimates of the United Nations Population Division (2000-2015): Men

(1,000)

Age	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
0	425.8	439.6	448.9	454.4	458.2	462.8	468.5	474.1	480.3	487.6	496.3	502.9	511.3	521.0	531.1	540.4
1	410.4	423.4	433.6	441.5	448.1	454.5	461.5	467.9	474.3	481.3	489.5	496.1	504.1	513.2	522.6	531.5
2	396.4	408.6	419.5	429.0	437.7	445.5	453.6	460.7	467.3	474.3	482.3	488.9	496.8	505.4	514.3	522.7
3	383.7	395.2	406.3	417.0	427.0	436.0	444.9	452.5	459.5	466.7	474.6	481.4	489.2	497.5	506.0	514.2
4	372.1	382.9	394.1	405.4	416.3	425.9	435.4	443.6	451.1	458.5	466.5	473.6	481.4	489.6	497.8	505.8
5	361.6	371.7	382.7	394.2	405.5	415.5	425.4	434.1	442.0	449.8	458.1	465.5	473.4	481.5	489.6	497.5
6	351.9	361.5	372.1	383.4	394.7	404.8	414.9	424.0	432.4	440.6	449.3	457.0	465.1	473.3	481.4	489.3
7	343.0	352.0	362.1	373.0	383.9	394.0	404.1	413.5	422.4	431.1	440.2	448.3	456.6	464.9	473.1	481.1
8	334.8	343.3	352.8	363.0	373.4	383.1	393.1	402.7	412.0	421.3	430.8	439.3	447.9	456.4	464.8	472.8
9	327.2	335.2	344.0	353.4	363.0	372.3	382.1	391.8	401.4	411.2	421.1	430.0	438.9	447.8	456.3	464.5
10	320.1	327.7	335.7	344.1	352.7	361.5	371.0	380.7	390.7	400.9	411.3	420.5	429.8	439.0	447.8	456.2
11	313.6	320.8	328.0	335.1	342.5	350.5	359.6	369.4	379.8	390.5	401.4	411.0	420.7	430.1	439.2	447.8
12	306.8	313.7	320.2	326.6	333.2	340.6	349.2	358.7	369.1	379.9	391.0	401.0	411.0	420.8	430.3	439.1
13	299.3	305.9	312.3	318.6	325.2	332.4	340.4	349.2	358.8	369.2	380.1	390.2	400.5	410.8	420.7	429.9
14	291.3	297.7	304.4	311.2	318.0	325.2	332.6	340.5	349.0	358.4	368.8	379.0	389.6	400.3	410.7	420.3
15	283.7	290.0	296.8	303.9	311.0	318.1	324.8	331.7	339.1	347.7	357.5	367.8	378.7	389.9	400.7	410.8
16	276.1	282.3	289.3	296.9	304.4	311.3	317.4	323.2	329.4	336.9	346.2	356.5	367.8	379.5	390.8	401.2
17	269.2	275.2	282.2	289.9	297.4	304.1	309.6	314.7	320.1	326.9	335.7	345.9	357.3	369.1	380.7	391.3
18	263.2	269.0	275.6	282.7	289.6	296.0	301.3	306.2	311.5	318.1	326.5	336.5	347.5	359.0	370.3	380.9
19	257.8	263.3	269.2	275.3	281.5	287.5	292.6	297.8	303.5	310.2	318.2	327.9	338.4	349.1	359.9	370.3
20	252.3	257.6	262.8	268.2	273.6	279.2	284.3	289.6	295.6	302.3	309.9	319.4	329.2	339.3	349.5	359.6
21	246.8	251.9	256.5	261.0	265.8	271.0	276.0	281.6	287.9	294.7	302.0	311.1	320.3	329.5	339.1	348.9
22	240.8	245.8	250.2	254.2	258.5	263.5	268.4	274.1	280.3	286.9	293.8	302.6	311.4	320.2	329.3	339.0
23	233.8	239.0	243.7	248.0	252.3	257.2	261.9	267.1	272.7	278.7	285.1	293.7	302.4	311.3	320.6	330.3
24	226.3	231.8	237.0	242.0	246.8	251.6	256.0	260.5	265.2	270.4	276.2	284.6	293.6	303.0	312.6	322.3

Source: United Nations Population Division.

Annex 6 Population Statistics: Estimates of the United Nations Population Division (2000-2015): Total (2000-2015)

(1,000)

Age	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
0	827.4	854.1	872.0	882.6	890.2	899.3	910.1	921.0	933.0	947.2	964.1	976.9	992.9	1,011.5	1,030.9	1,048.8
1	797.7	822.8	842.5	857.8	870.6	883.3	896.8	909.1	921.4	935.1	951.1	963.8	979.3	996.7	1,014.8	1,031.8
2	770.6	794.3	815.2	833.7	850.5	865.9	881.5	895.2	908.1	921.7	937.2	950.0	965.2	981.9	998.9	1,015.3
3	746.0	768.3	789.8	810.5	830.0	847.4	864.7	879.6	893.2	907.0	922.5	935.7	950.7	966.8	983.1	999.0
4	723.6	744.5	766.1	788.1	809.2	828.0	846.4	862.4	876.9	891.3	907.0	920.7	935.8	951.6	967.5	983.0
5	703.1	722.8	744.1	766.4	788.3	807.8	827.0	844.0	859.4	874.6	890.8	905.1	920.4	936.2	951.9	967.2
6	684.4	703.0	723.5	745.5	767.4	787.1	806.8	824.6	840.9	857.1	874.0	889.0	904.7	920.6	936.2	951.6
7	667.2	684.7	704.3	725.4	746.6	766.2	785.9	804.3	821.6	838.8	856.5	872.2	888.4	904.7	920.5	935.9
8	651.3	667.8	686.2	706.0	726.1	745.1	764.7	783.5	801.7	819.8	838.4	855.0	871.8	888.4	904.6	920.2
9	636.4	652.0	669.1	687.3	706.0	724.2	743.3	762.3	781.3	800.3	819.8	837.2	854.6	871.8	888.5	904.4
10	622.6	637.4	653.0	669.3	686.1	703.3	721.8	740.9	760.4	780.5	800.9	819.0	837.2	855.0	872.2	888.5
11	610.0	624.0	637.9	651.8	666.3	682.0	699.7	718.9	739.3	760.5	781.9	800.8	819.6	838.1	855.8	872.5
12	596.9	610.2	623.0	635.3	648.2	662.9	679.6	698.3	718.7	740.1	762.0	781.5	801.0	820.2	838.7	855.9
13	582.3	595.1	607.6	619.9	632.7	646.9	662.5	679.8	698.8	719.2	740.7	760.6	780.9	801.0	820.3	838.3
14	567.0	579.4	592.3	605.4	618.8	632.9	647.3	662.8	679.6	698.2	718.7	738.9	759.8	780.9	801.2	820.0
15	552.3	564.4	577.5	591.3	605.2	619.1	632.2	645.8	660.5	677.3	696.8	717.2	738.8	760.8	782.1	801.6
16	537.7	549.6	563.1	577.8	592.2	605.9	617.7	629.1	641.5	656.4	674.7	695.3	717.7	740.7	763.0	783.4
17	524.4	535.9	549.4	564.2	578.6	591.9	602.7	612.7	623.5	637.0	654.3	674.8	697.4	720.8	743.5	764.4
18	512.9	523.9	536.6	550.2	563.7	576.2	586.5	596.2	606.8	619.9	636.4	656.6	678.5	701.3	723.6	744.5
19	502.5	513.0	524.3	536.1	548.0	559.7	569.8	580.0	591.2	604.4	620.3	639.9	660.7	682.2	703.5	724.0
20	491.9	502.0	512.1	522.4	532.9	543.8	553.7	564.2	575.9	589.1	604.3	623.3	643.0	663.2	683.5	703.6
21	481.5	491.2	500.1	508.7	517.8	527.9	537.7	548.7	561.0	574.5	588.9	607.2	625.6	644.2	663.4	683.1
22	469.9	479.5	487.9	495.6	503.9	513.5	523.1	534.1	546.4	559.5	573.1	590.7	608.3	626.1	644.6	663.9
23	456.6	466.5	475.3	483.5	491.9	501.3	510.5	520.6	531.7	543.6	556.2	573.4	591.0	609.0	627.7	647.0
24	442.1	452.5	462.4	471.9	481.1	490.5	499.1	507.9	517.2	527.4	539.0	555.8	573.8	592.7	612.1	631.6

Source: United Nations Population Division.

Annex 7 School Statistics: Iraq – centre: Number of kindergartens that are members of the educational establishment and children enrolled (1990-2014)

School year	Number	Number of faculty members			Number of registered children		
		Boys	Girls	Total	Boys	Girls	Total
1989-1990	583	—	4,653	4,653	43,649	39,772	83,421
1990-1991	585	—	4,557	4,557	42,983	39,072	82,055
1991-1992	580	—	4,598	4,598	40,992	38,014	79,006
1992-1993	578	—	4,778	4,778	47,180	43,656	90,836
1993-1994	580	—	4,919	4,919	49,162	45,849	95,011
1994-1995	576	—	4,972	4,972	47,808	45,220	93,028
1995-1996	571	—	4,932	4,932	43,889	41,135	85,024
1996-1997	569	—	4,842	4,842	37,801	35,917	73,718
1997-1998	566	—	4,692	4,692	35,865	34,720	70,585
1998-1999	564	—	4,595	4,595	35,114	33,055	68,169
1999-2000	563	—	4,517	4,517	34,595	33,106	67,701
2000-2001	565	—	4,404	4,404	32,773	31,607	64,380
2001-2002	566	—	4,515	4,515	34,885	33,294	68,179
2002-2003							
2003-2004	557	—	4,607	4,607	37,047	35,161	72,208
2004-2005	564	—	5,079	5,079	40,139	37,561	77,700
2005-2006	587	—	5,502	5,502	43,801	41,865	85,666
2006-2007	589	—	5,256	5,256	41,986	39,550	81,536
2007-2008	586	—	5,006	5,006	43,589	42,003	85,592
2008-2009	607	—	5,148	5,148	54,258	51,889	106,147
2009-2010	631	—	5,353	5,353	63,833	61,558	125,391
2010-2011	648	—	5,475	5,475	71,640	69,518	141,158
2011-2012	661	—	5,633	5,633	77,760	76,492	154,252
2012-2013	690	—	5,909	5,909	85,441	84,697	170,138
2013-2014	713	—	6,083	6,083	88,999	87,731	176,730

Source: Ministry of Education.

Annex 8 School Statistics: Iraq – centre: Primary stage: Number of schools that are members of the educational establishment and students enrolled (1990-2014)

School year	Number of schools				Number of faculty members			Number of students enrolled		
	Boys	Girls	Mixed	Total	Boys	Girls	Total	Boys	Girls	Total
1989-1990	759	472	6,424	7,655	38,618	84,832	123,450	1,546,961	1,234,409	2,781,370
1990-1991	810	536	6,672	8,018	35,456	83,126	118,582	1,600,912	1,312,540	2,913,452
1991-1992	810	552	6,618	7,980	34,434	85,629	120,063	1,556,972	1,267,584	2,824,556
1992-1993	835	580	6,588	8,003	41,587	89,684	131,271	1,580,411	1,277,056	2,857,467
1993-1994	933	706	6,349	7,988	41,494	91,702	133,196	1,606,333	1,295,906	2,902,239
1994-1995	912	693	6,453	8,058	42,510	97,437	139,947	1,614,560	1,298,973	2,913,533
1995-1996	993	803	6,349	8,145	42,185	103,270	145,455	1,602,071	1,301,852	2,903,923
1996-1997	1,142	896	6,258	8,296	40,942	100,185	141,127	1,628,888	1,318,329	2,947,217
1997-1998	1,234	1,007	6,092	8,333	41,230	100,705	141,935	1,677,965	1,351,421	3,029,386
1998-1999	1,210	976	6,168	8,354	39,617	101,962	141,579	1,735,476	1,392,892	3,128,368
1999-2000	1,226	990	6,289	8,505	42,249	112,393	154,642	1,791,107	1,433,495	3,224,602
2000-2001	1,310	1,071	6,368	8,749	42,825	115,343	158,168	1,888,535	1,496,603	3,385,138
2001-2002	1,729	1,462	5,924	9,115	42,905	122,833	165,738	1,962,369	1,545,606	3,507,975
2002-2003										
2003-2004	2,868	2,543	5,197	10,608	42,920	130,113	173,033	2,082,213	1,642,117	3,724,330
2004-2005	3,080	2,620	5,429	11,129	51,197	140,655	191,852	2,115,128	1,652,241	3,767,369
2005-2006	3,126	2,596	6,106	11,828	73,458	160,681	234,139	2,202,721	1,738,469	3,941,190
2006-2007	3,240	2,648	6,264	12,152	73,341	162,077	235,418	2,314,212	1,817,075	4,131,287
2007-2008	3,351	2,611	6,545	12,507	74,834	162,296	237,130	2,399,810	1,933,344	4,333,154
2008-2009	3,397	2,810	6,917	13,124	82,142	174,690	256,832	2,478,966	2,015,989	4,494,955
2009-2010	3,562	2,949	7,176	13,687	85,878	178,726	264,604	2,550,388	2,122,065	4,672,453
2010-2011	3,712	3,148	7,188	14,048	85,141	178,271	263,412	2,647,986	2,216,110	4,864,096
2011-2012	3,861	3,293	7,266	14,420	88,443	179,850	268,293	2,750,338	2,327,606	5,077,944
2012-2013	3,980	3,363	7,487	14,830	91,499	181,796	273,295	2,845,891	2,442,954	5,288,845
2013-2014	4,029	3,382	7,918	15,329	93,902	186,614	280,516	2,927,169	2,537,346	5,464,515

Source: Ministry of Education.

Annex 9 School Statistics: Iraq – centre: Secondary stage: Number of schools that are members of the educational establishment and students enrolled (1990-2014)

School year	Number of schools				Number of faculty members			Number of students enrolled		
	Boys	Girls	Mixed	Total	Boys	Girls	Total	Boys	Girls	Total
1989-1990	1,013	839	493	2,345	17,409	24,499	41,908	543,370	350,948	894,318
1990-1991	1,046	874	507	2,427	16,014	24,913	40,927	563,613	363,457	927,070
1991-1992	1,076	891	505	2,472	17,392	25,262	42,654	591,276	376,596	967,872
1992-1993	1,125	908	507	2,540	21,945	26,551	48,496	606,095	386,522	992,617
1993-1994	1,190	930	506	2,626	22,388	27,395	49,783	603,905	390,479	994,384
1994-1995	1,213	937	508	2,658	23,626	28,802	52,428	625,692	383,413	1,009,105
1995-1996	1,218	946	511	2,675	22,916	29,477	52,393	631,457	406,025	1,037,482
1996-1997	1,246	954	494	2,694	23,058	31,306	54,364	645,743	411,186	1,056,929
1997-1998	1,342	996	484	2,822	22,849	31,997	54,846	619,342	401,399	1,020,741
1998-1999	1,351	1,007	518	2,876	22,912	32,149	55,061	631,842	406,461	1,038,303
1999-2000	1,401	1,014	526	2,941	23,739	36,486	60,225	647,192	404,713	1,051,905
2000-2001	1,447	1,065	539	3,051	24,293	38,517	62,810	651,053	412,789	1,063,842
2001-2002	1,514	1,097	517	3,128	25,245	40,436	65,681	689,447	442,659	1,132,106
2002-2003										
2003-2004	1,689	1,214	611	3,514	27,955	43,019	70,974	785,771	497,840	1,283,611
2004-2005	1,785	1,237	554	3,576	31,348	44,660	76,008	869,930	567,912	1,437,842
2005-2006	1,864	1,367	689	3,920	49,820	61,663	111,483	820,189	568,828	1,389,017
2006-2007	1,922	1,421	767	4,110	50,028	62,847	112,875	881,960	609,182	1,491,142
2007-2008	1,995	1,481	888	4,364	50,616	64,129	114,745	945,517	658,106	1,603,623
2008-2009	2,133	1,609	1,014	4,756	56,430	72,047	128,477	1,029,729	720,320	1,750,049
2009-2010	2,263	1,760	1,159	5,182	59,958	76,006	135,964	1,100,950	776,484	1,877,434
2010-2011	2,396	1,863	1,213	5,472	59,923	76,523	136,446	1,149,015	804,751	1,953,766
2011-2012	2,523	1,957	1,266	5,746	60,924	77,475	138,399	1,301,800	872,677	2,174,477
2012-2013	2,648	2,086	1,335	6,069	63,219	79,372	142,591	1,405,813	942,519	2,348,332
2013-2014	2,784	2,221	1,391	6,396	67,516	84,681	152,197	1,442,906	1,001,026	2,443,932

Source: Ministry of Education.

For more information
visit our Website:
www.oosci-mena.org

UNICEF Iraq – Baghdad

International Zone
UNAMI compound
Baghdad, Iraq

Tel: +964 1.7809.126.785, +39.083.105.3774
+39.083.105.3724

Fax: +962 6.55.13.745

Email: baghdad@unicef.org
<http://www.unicef.org/iraq/>