Ministry of Education

General Directorate of General Education

Report on Anti-discrimination in Education

November 2012
Introduction

According to the educational philosophy and policy in Iraq, the Ministry of Education has given greatest attention to the educational process from kindergarten as mentioned in the regulation of kindergarten number (11) for the year 1978 and the regulation of primary schools number (30) for the year 1978 and the secondary schools' regulation number (2) for the year 1977.

This interest is embodied in that the education in various grades is free as stated in the Ministry of Education law number (124) for the year 1971, and it is compulsory according to the compulsory education law number (118) for the year 1976. Inevitably, not enrollment of children in primary schools only the narrowest circumstances such as severe illness or social conditions and the harsh living that occur for some of the Iraqi families.

The new law of the Ministry of Education number (22) for the year 2011 concentrates on the mentioned interest when it stresses that the education in the kindergarten, schools and centers affiliated to the Ministry is free, and that the primary education is general and compulsory to whom complete age six, it is possible to extend the compulsivity up to intermediate stage when there is the possibilities to do so. The preparatory education is general and diverse; it aims to discover the students' abilities, their tendencies and develop it in culture and the demands of good citizenship, and gradation in receiving of more diversity in knowledge fields, and training on their appliance to be qualified for the practical life in order to continuing the subsequent stages of the study. Interest in
education is not only at this point, the Ministry of Education has worked to issue legislation to ensure the right of adults in education and that by issuing the eradication of illiteracy law number (23) for the year 2011. According to this law, the Iraqi government announced in the thirteenth of September 2012 the start of the national campaign to eradicate illiteracy.

The constitution of the Republic of Iraq issued in year 2005 came to promote these trends. As stated in item (First) of Article (33) asserts that the education is a basic factor on the progress of society and a right guaranteed by the state, it is compulsory in the primary stage, and the state guarantees to combat illiteracy, and came in (Second) of the same article (the free education is a right for all Iraqis in its different stages), as well as stated in (Fourth) of the same Article (that private and indigenous education are guaranteed and regulated by law). Regarding the care of the handicapped and those with special needs, the Article number (32) of the constitution cites that the state sponsored and ensures their rehabilitation in order to integrate them into society and be regulated by law.

With regard to the education of minorities, the Iraqi constitution stressed the education of their children in their own languages. Mentioned law of the Ministry of Education number (22) for the year 2011 came to translate that, it established General Directorates for Kurdish, Turkoman, and Syriac studies. Following is a clarification of the formulas regarding the actions taken in application, and achieved accomplishment and the difficulties facing the educational process according to the general education departments.
First/Kindergartens:

Children are accepted in Kindergarten regardless of their gender, race and religion, and as stipulated in the kindergarten Regulation number (11) for the year 1978 and its modification, wherein, the first article asserts (kindergarten aims to enable children who have completed the age of four to six years to grow normally and develop their characters of physical and mental aspects including the emotional and moral aspects according to their needs and characteristics of their community to be a good housing to grow well, and to join primary education stage and to follow up upbringing themselves. Following is an explanation of the kindergarten march and the most important obstacles and the actions taken to address them and the attained achievements.

Teaching Profession:

Instruction in the kindergarten is limited to the female exclusively because of the nature of this stage being dedicated for young children, and the member of the teaching board works as an alternative mother for the real mother during child's staying in the kindergarten. The components of the staff are educational supervisors, directresses, teachers and other employees. This staff receives professional training away from discrimination.
The most important achievements in the field of kindergartens:

1- The number of children enrolled in kindergarten during the school year 2011-2012 is (154252), (77760) male and (76492) female. The enrollment ratio is 10% for ages from 4 - 6 years.

2- The number of teachers in the kindergarten during the school year 2011-2012 is (5633), the number of university graduate of whom (1037) teachers and with ratio 18.4%.

3- Open a number of new kindergartens in some Governorates in order to join largest number of children whose ages from 4 to 6 years. Holding number of educational seminars and workshops to discuss actual state of the kindergarten for the advancement of it educationally with participation of specialists, and preparing related educational researches.

4- Preparing educational curriculum and guides related to this stage, as follows:

- A guide of basic concepts for the comprehensive interactive curriculum (for kindergarten teacher).

- A guide of basic concepts for the comprehensive interactive curriculum (for kindergarten children). It is currently printing.

- Book of songs' grove.
The following are the obstacles preventing achieve the quality of education in kindergartens at the required level:

1- Shortage in the buildings of kindergartens, and others are very old, while part of them need for reparation to accommodate children in age of 4 - 6 years. The kindergarten buildings prefer to be designed as kindergartens.

2- Few games of all kinds and assistance teaching aids especially new ones.

3- Few specialized teachers in the field of kindergartens.

4- Few electric equipments (heating and cooling), and the furniture which are suitable for a kindergarten.

5- Few allotted amount for the kindergartens within the annual budget of Ministry and the budget of General Directorates of Education.

6- The absence of the transportation for children from home to the kindergarten and vice versa.

7- Simple nutrition is not available for children of kindergartens.

The most important procedures to handle the negatives and obstacles:

1- Overture the General Directorates of Education to pay more attention on the buildings of the kindergartens, in terms of either build new ones or repairing the existent ones.

2- Emphasis on the General Directorates of Education for the need to allocate funds within their yearly budgets for the
kindergartens to meet their needs of furniture, toys and other supplies.

3- Overture His Excellency the Minister to allocate functional degrees titled a university teacher specialized in kindergartens to supply the kindergartens with teachers specialized in the field of childhood.

4- The Ministry of Higher Education was requested to increase the number of female students admitted in the kindergartens departments/educational colleges to fill the shortage in this specialization in the kindergartens.

5- The coordination with the UNICEF been done to start early childhood development project to provide a suitable environment to stimulate early childhood education and activate it within early childhood stage from (0 to 8) years. The center for early childhood development was established and it is under development (supplied with library and a theater for Children), and training of specialized leaders in the field of early childhood, and distribution of educational handbags, and arranging training courses for kindergartens teachers.

Second/ Primary Education:

That the quality of education at present time has become measured quantitatively and qualitatively according to the degree of educational institution's response of the cognitive, epistemic, economic and social needs which that are consistent with the needs of learners on one hand, and the needs of the society and the requirements of development on the other hand. So the Ministry of Education legislated the law of compulsory education number (118) for the year 1976, which
through it the education in the primary stage became compulsory and free for all who covered by, the state is committed to provide all needed requirements. As stated in ninth paragraph of the article above: the Ministry of Education works to expand opening the classes of special education in primary schools for categories of slow learning, and visually impaired and hearing impaired, and others who are not classify within the categories of disabilities covered by the amended law of social care number (126) for the year 1980 to ensure their education and care, guidance and develop their capabilities to the desired level. As stated in the primary schools regulation number (30) for the year third article: primary schools include all children in their surroundings and open to accepting of different abilities, aptitudes , and the different of their socio-economic states without any discrimination to achieve their efforts in promotion of the national unity and create a society predominated with cooperation and unity.

**Executed Procedures:**

1- Overture the General Directorates of Education in order to survey the children covered by the compulsory education for the school year 2012-2013 through formed commissions for this purpose. These commissions distribute the children to the nearby schools whose birthdays are January 2006 and 2007 as mentioned in our outspread letter number (3134 in 1/3/2012).

2- Overture the State Ministry of Governorates Affairs to order the municipal councils in the Governorates to take an active role in the implementation of compulsory education law through formation of commissions in the administration units
as mentioned in our outspread letter number (5351 in 9/4/2012).

3- Overture the Ministry of Working and Social Affairs to work toward implementing a compulsory education law and to cooperate with our Ministry not to employ children under (15) of age, and follow-up workshops to limit this phenomenon as mentioned in our outspread letter number (5007 in 3/4/2012).

4- Overture Mayoralty of Baghdad for cooperation in implementation of the compulsory education law through follow up the service contractors not to run juvenile under 15 years especially during the school year, and to be the primary certificate the minimum requirement for employment, and obligate them to join nearby evening schools, as mentioned in our outspread letter number (5006 in 3/4/2012).

Obstacles Facing Primary Education:

1- Shortage in school buildings across the country especially in the marsh areas and remote villages, and the lack of those buildings for the gardens and the school barnyards, sports and technical activity halls, and sanitations.

2- Using the old traditional methods in teaching and most schools lack the modern e-learning methods.

3- Most schools lack laboratories and teaching aids of all kinds.

4- Most schools lack school libraries, scientific and literary books and stories which assist pupils and develop their knowledge.

5- Drop out of some pupils from the school seats.
Secondary Education:

The purpose of education is to set human who can adapt to meet the different conditions of life and to adopt ways to achieve this, and set a personal who capable personality to exploit the capabilities and to the mixmum extent and with less effort through integrated education concerned with the aspects of normal human personality, know their problems and determine their needs, understand patterns of his/her behavior. If we want to promote the education process in Iraq, this call begin to recognize the students' academic problems because identifying these problems helps us to regulate plans and programs designed for them structured in line with the educational goals.

Attained Achievements:

1- The Directorate of School Buildings demolished ramshackle school buildings, mud buildings, and rebuilds them with the rehabilitation and restoration of other school buildings.

2- Coordinating with the General Directorate of Curriculum regarding the supplying of schools with laboratories and provide laboratory assistant for preparatory schools then intermediate schools, with the need for the inclusion of school buildings with laboratories according to the modern designs.

3- Seperation of the secondary schools annually and gradually according to the possibilities.

4- Coordinating with the General Directorate of Educational Supervision to increase the number of educational supervisors with reconsidering the requirements for selecting them.
5- Obtaining the approval of His Excellency the Minister through presenting the subject of carrying out modification in the ratio of distributing of assured revenues from school shops according to the school shops law.

6- Proceeding to provide residence for teaching staff members in coordinating with the Ministry of Construction and Housing through preparing projects for this purpose.

7- Inclusion of the teaching staff members by transport allocations who are in schools located in remote areas to ensure fill the vacancy.

8- Coordinating with Information and Communication Center to increase the number of included schools in the computer system, with the inserting of the internet service, and applying electronic schools project on some schools.

9- Coordinating with the General Directorate of Examinations and Assessment to follow the performance assessment of the teaching staff members which will implement in the beginning of the school year 2012-2013.

10- Coordinating with the Ministry of Culture in order to animate and develop the libraries through implementing the project of developing them according to the Ministry's possibilities.

11- Facilitating the steps of moving for the teaching staff members among the Governorates according to their desire during the period of expulsion from 2006 to 2008 years.

12- Facilitating the procedures of students' moving and acceptance, and changing their examination centers where they wish from 2006 to 2008 years.
13- Facilitating the procedures of moving students among schools, and moving their examination centers in consideration of their circumstances.

14- Gaining the proper approvals for the students who could not join their schools during 2006 to 2007 years up to the examinations of midyear to join school seats.

15- Gaining the proper approvals for allowing the students who could not continue their study due to the security condition to study in style of what so called 'partially'. Such students can only attend midyear and final examinations.

16- Gaining the proper approvals for changing the study branch to desired students up to midyear examinations for school years 2006/2007, 2007/2008 in consideration to the country circumstances.

17- Coordinating with the General Directorate of Teachers' Preparation, Training and Educational Development on the involvement of teachers in developmental courses.

18- Coordinating with the General Directorate of Educational Supervision on the involvement of teachers with middle evaluation in developmental courses.

19- Coordinating with the General Directorate of Cultural Relationships on the involvement of teaching staff members in training courses outside Iraq.

20- Coordinating with the Ministry of Youth and Sports concerning the development of students' scientific capabilities and talents and expansion of its sportive and artistical programs.
21- Expanding to increase the number of distinguished schools and Baghdad College Secondary school after that was the reality of schools before 9/4/2003 very little, efforts to become all schools with high level.

22- Supporting the role of educational media through coordination with the educational space channel to presents activities of schools.

23- Coordinating with the General Directorate of Curriculum on the involvement of teachers in developmental courses to escorted with new curriculum.

Difficulties Facing the Work:

1- The shortage in the school buildings and lack of land allocations.

2- Most schools lack laboratories, which led to dominate the theoretical side over the practical side, in addition the persistent of power shutdown in the schools.

3- Inadequate number of specialized supervisors and administrators compared with numbers of schools, and their need to re-newing of the information and management techniques.

4- Congestion of students inside classrooms, more than 45 students inside a classroom, many schools suffer from the dualism and tripartite.

5- Disqualification of school buildings where some of which are not suitable and the other in need of restoration, and the validity of others within the old designs which need rehabilitation of their construction.
6- Lack of financial allocations.

7- The absence of the school library and the lack of attention.

8- Weakness of self-censorship and a sense of responsibility, and lack of awareness of the importance of the lesson and evasion of responsibility.

9- The teaching staffs and administrations need rehabilitation after reappointment thousands of them after 9/4/2003 and changes in the curriculum.

10- Many schools lack computers, and teaching of computer is theoretical only which reduce the student's understanding and comprehension of the scientific material.

11- The scientific level of the teacher is declined because of the lack of the follow up and development.

12- Expulsion circumstances and what came over of harm during years 2006 to 2008.

13- Dropoytof students due to living circumstances of Iraqi families, some of them burdened the responsibility to sustenance their families.

14- Lack of awareness among Iraqi families in rural areas and the reluctance of females joining to complete the study and seek to get them married at an early age.

Salaries of Teaching Staff:

Salaries of teaching staff members equal to the salaries of all employees except the employees in the schools located in the remote areas. Functional description of the teaching staff jobs been identified in addition to the privilege and allowances for
who carries scientific title of holding advanced degree master's and doctoral degrees.

**Four/ Special Education:**

Based on the principles of the universal declaration of human rights and the optimal application of the provisions of ninth article of the compulsory education law No.118 of 1976 to ensure education opportunities for special groups of children in primary schools, and continuing with the global developments in providing opportunities of the inclusive education in our schools and achieve the goals of education for all, been working in the strategic national project of educational integration for comprehensive education in order to improve the quality of education provided to children with special needs and expanding the project at the Governorates level and Districts.

The project aims at working with legal concept of educational integration for comprehensive education which has been described as a strategy contributes to promoting the establishment of community involved all children and youth of different nationalities and ages and abilities which are respect of all differences and appreciation and non-discrimination in education and take into consideration the cases of children with special needs.

**Planning to the Strategic National Project of Educational Integration for Comprehensive Education in Iraq:**

To become our schools integrated ones able to receive and teach all children including those with special educational needs, each school should does the process of development
and change starting from its educational vision and does not end by providing teaching aids for students, if this process begins with the will and the educational decision, it will transform after that to the track the cognitive development continues in it.

And, the planning process of the integrated school for comprehensive education included the following steps:

1- Organizing sessions and workshops for employees of the special education and the general education in order to define the project and its goals, and the process of planning to it through the following axes:-

- Adopt and commit policies and principles.
- Culture of integration in the school.
- A partnership between the school and parents.
- A partnership between the school and the civil society organizations.
- Curriculum and instruction.
- Human body in the school.
- Establishing resources room in the school.

2- Formulating instructions and controls for the implementation of the project and generalize them to the General Directorates of Education in the Governorates to be acted upon by the schools as follows:

**Instructions and Controls of Implementing the Strategic National Project of the Comprehensive Educational Integration in Primary School:**

**Spreading the Culture of Comprehensive Educational Integration in Educational System:**
1- Choosing the flexible and developed school administration which adopts the legal concept of educational integration for comprehensive education for those of special needs, and actual translation for these rights inside the comprehensive school, applying the principle of equal opportunities, acceptance of other, and no discrimination among children. Such administration has a future sight to educate all children in the local society and meet the needs of children fairly for change and development.

2- A qualified educational staff within the school has self-development incentive and creativity, and ensures the acceptance of other and respects the individual differences among children; all children are capable of learning whatever their abilities.

3- An administrative, technical and service cadre within the school believes in the principles of human rights, and the rights of people with special needs, respects the differences and non-discrimination, equal opportunities and equal rights.

4- Forming permanent committees of comprehensive educational integration within the comprehensive school to spread the culture of comprehensive educational integration and supervising the admission of pupils in comprehensive schools which are included by the educational integration program includes:-

a- The school principal.

b- A special education supervisor.

c- An educational supervisor of the school.
d- A special education teacher/ a responsible of the sources room.

e- A habitual teacher of first class.

5- Establishing the resources room in regular school:

Working in establishing a sources room within the regular school which is one of the alternatives and integrated options in offering educational services for pupils with special educational needs, and equipped it with the necessary tools, teaching aids, games for capacity development and supported technology for developing children's education, and providing school furniture for pupils and the teacher within the room.

The sources room is managed by one of the special education teachers of highly competent and experienced in educating pupils with special needs, and also a number of specialists in psychological care and training of speech. Pupils attend part-time during their school day in the room and the other part of their day in the regular classroom.

Goals of the Sources Room:

The sources room is designed to children of the special needs especially visually disabled, and children with special educational needs, and hearing impaired, a sight and speech and communication difficulties to achieve the general objectives of the integrated education as follows:-

1- Measurement and evaluation of disabled children(Visually, hearing, and mentally) and detect them and get to know their strengths and weaknesses states.
2- Planning for teaching and designing educational plans for individual children with special needs.

3- Designing programs for suitable behavior modification to reduce unwanted behaviors in children and the visually disabled.

4- Employment and use of technology to make life easier for visually disabled and other disabilities, it also includes use in various areas of life such as education, teaching and behavior modification programs and movement, and to identification, school work and others.

5- Provide support services for children, each according to their need, and physical treatment in some cases for specific groups in coordination with the health authorities.

6- Support families of children with special needs in different areas.

6- Curriculum and Teaching Methods within Regular classroom:

With the presence of individual differences among pupils in the areas of intelligence, mental and physical abilities and psychological and social states the modification of curriculum and adopting teaching methods become inevitable within the regular classroom in any school adheres to educate all pupils.

The integrated school is authorized to take measures about the consistence between the curriculum and instruction which commensurate with the needs and abilities of all children, including those with special needs in the areas:

1- Diversity of the educational techniques inside the classroom.
2- Adapting or modifying the educational goals and instructional plan in any lesson if necessary for any pupil within the classroom.

3- Using the curriculum, educational tools and teaching aides that are commensurate with the abilities and needs of each pupil.

7- Safe schlastic environment:

1- Make geometrical modifications in school construction to facilitate the movement of pupils inside the classroom and the school corridors, including those with special needs.

2- Appointment of human body within the school to cooperate with the special needs children and assist them in their walk and movement, including pupils who are friends of those of special needs from their peers inside the school.

3- Prepare the clean schlastic environment regarding suitable sanitation for pupils with special needs.

8- Controls of Acceptance Pupils in the Comprehensive School (welcoming):

1- Admitting pupils with special needs aged (6-7) in the comprehensive schools/regular classrooms which are within their home areas, who have normal mental capabilities by educational decision through permanent committee of comprehensive educational integration within the school after studying their special status with their parents.

2- In case of pupils suffer from illness or different disabilities and psychological states, the above mentioned committee
undertakes the responsibility to send them to the medical committees for special education in the health institutions accompanied by their parents to take appropriate decision in sending them to the (schools of educational integration- classrooms of special education- institutes of hindrance affiliated to the Ministry of Labor) each according to their own.

9- Partnership between the School and Parents:

Parents are the concerned party in educating and learning of school pupils because their children is a part of the school pupils and this make the partnership between the family and the school in the interest of both parties and this partnership include parents of the pupils with special needs exclusively to study their special situations and the level of their education.

10- Partnership between the School and Civil Society Organizations:

The unification of human, moral and social values between the school and civil society is a part of the educational process which aimed at children, and the fact that the school plays a key role in educating children of society, and basically it is a part of society, and the fact that civil society organizations have a role and impact on the culture of the community so the relationship between both is necessary for the integration of roles, and the fact that the integrated school has pupils with special needs, so the cooperation becomes necessary in spreading the culture of comprehensive educational integration, and participation in the development of the strategic plan for the school.
11- **Categories Covered by the National Project of the Comprehensive Educational Integration:**

1- Blinds/ adoption of Braille method in their education and a special program for their care, and work is ongoing to achieve it centrally.

2- Visually impaired in degree 6/60 and 6/24 after corrections by the medical glasses in both eyes.

3- Physically disabilities (upper and lower limbs) with the enjoyment of normal intelligence.

4- Hearing impaired degree (40-60) DB with the use of audio designated in the best ears.

5- Slow learning (average intelligence closer to normal).

6- Learning difficulties (simple mental disability) with the enjoyment of intelligence closer to the average.

7- Difficulties of speech and communication.

8- Learnable different disabilities.

12- **Evaluation of the Comprehensive Educational Integration Program** and included categories at the level of each school by the permanent committee of the comprehensive educational integration through submission of the annual report to the General Directorate to be submitted to the Ministry specifying the strengths and weaknesses points and to develop proposals to address the weak points of the program and field applications at the level of each school.

1- Within the planning stages 30% of schools in each Governorate are included by the project through following
homogeneous democratic system within the regular school, such system achieves the comprehensive quality in education and there is no discrimination among children. Attached is a data base about schools actuality included by the educational integration of comprehensive instruction and the sources' room for the school year 2011-2012.

2- Emphasis on special workshops for the school administrations that will be included by the project to define the instructions, controls and work under them.

3- Formation of a control group works in each General Directorate to follow up the implementation of the plan of inclusion schools by the educational integration of comprehensive instruction.

4- Considering schools included in the first diagnostic year in primary schools the start point to implement the integration in them from first to sixth class.

5- The educational integration of comprehensive instruction project was inserted within the strategy of the Organization of United Nations for Children UNICEF in 2012.

6- The mentioned organization held within the joint work plan with our Ministry a workshop in Erbil at the level of all Governorates about the formulation of the strategy and planning for a comprehensive education program. More than 80 educationists attended the workshop, and the results were
as follows:

a- The formation of a group works to put a comprehensive educational strategy in our Ministry.

b- Formulation of an outline for the executive program of the action plan to be implemented by the General Directorates of Education in the Governorates at the level of (the school administration – teacher – pupil – school environment – civil society – supervision and follow up).

The executive program of the action plan will be at the level of the same school in the framework of follow-up and evaluation at the implementation of the project.

It is hoped to follow-up the implementation of the plan accredited by the Ministry and UNICEF in the next academic year and we seek to provide appropriate support for the project and expanding it to bring about the desired change in our schools.
Data Base about Schools Actuality Included by the Educational Integration of Comprehensive Instruction and the Sources' Room for the School Year 2011-2012.

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Five/Educational Guidance:

Within the effort of the Ministry of Education to present a good quality of comprehensive integrated education of all its aspects, particularly with regard to the construction of the student's personality in all respects (physical—mental—emotional—congenital—and intellectual), because the education includes educational aspects not just indoctrination of the information, it also includes providing a good environment in which the student can get a true education by solving her/his problems and enhance self-confidence and achieve personal, psychology and social adjustment and improving the educational process. These in whole represent the goals of educational guidance. The Ministry of Education began implementing a plan to expand educational guidance to include all grades from kindergartens to secondary stage on gradual stages in accordance with the available possibilities. Previously it was limited to secondary stage, but at present and due to the changes in our society and educational development and the emergence of the means of modern technology and the diversity and increasing of problems becomes necessary to provide educational guidance for every pupil and student because it has become an urgent need as well as being part of the educational process, in this area the following has been accomplished:
1- Increasing the numbers of schools covered by educational guidance for different stages, as it was in the school year 2006-2007 (2340) school, whereas have become in the school year 2011-2012 (3701) school.

2- Develop efficiency of the educational conductors and training them on various psychological and guidance programs in coordination with the Institute of Training and Educational Development in our Ministry and the Ministries of Higher Education and Scientific Research, Health, Civil Society Organizations, and International Organizations.

3- Supplying the educational conductors with the guides and the new guidance programs, and organization the work of educational guidance in special registries.

4- Coordinating with the General Directorate of Educational Supervision to increase the numbers of the specialized supervisors in educational guidance to follow up and evaluate the educational guides.

5- Organizing specialized scientific conferences in educational guidance in the Ministry and the General Directorates of Education to discuss the guidance researches offered by the specialists as well as symposia and seminars.

6- Issuing new educational guidance instructions which organize the work of educational guides according to the progress made in this area as well as the work of the permanent committee of educational guidance and sub-
committees of the General Directorates in all Governorates.

7- Description the tasks of the principal and the classroom guide within the process of guidance which being a process of solidarity does not succeed without the cooperation of all parties in the educational process.

8- Overture the Open Educational College, the Ministry of Higher Education, and Scientific Committee to open departments of educational guidance in order to graduate specialized elements, and in turn the educational guidance departments have been opened in the Open Educational College and the Colleges of Basic Education which graduate specialized educational guides to work in the primary stages.

**Difficulties Facing the Work:**

1- The educational guides have no chance to participate in sessions outside Iraq to view the progress in the field of educational guidance.

2- Shortage of sources, books, and researches that can be found by educational guides to keep abreast of development in their field and to acquire modern information.

3- Weakness of audio and visual media in clarifying the importance of the educational guidance and its role in solving the problems of pupils and diagnose negative behavioral phenomenon.
4- There is no room for educational guide in many schools because the classrooms are overcrowded by pupils.

Procedures taken to address the difficulties:

1- Overture the General Directorate of Cultural Relations concerning the participation of the educational guides in sessions outside Iraq to acquaint over the countries' experiences in their field.

2- Overture the General Directorate of Curriculum for providing the General Directorates of Education by sources and modern books in the field of educational guidance.

3- Coordinating with the Educational Television about filming the lectures of collective guidance as well as presenting advisory programs by specialists in the field of psychological guidance and educational guidance.

4- Overture the General Directorate of the School Buildings to include the map of new schools structure a room for the educational guide and a hall for the collective guidance.