

The educational reality of gender in Iraq.

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Introduction

Education is a key factor in the advancement of the state of affairs, as it works to provide individuals, whether men or women, with the skills and capabilities that enable them to satisfy their multiple needs from limited resources in all areas of life without exception, and helps them to obtain a stable lifestyle. Therefore, the interest in women's education It contributes to increasing the well-being of it and society alike, because it is one of the two sides of human resources.

First - the research problem

- The main problem: What is the educational reality of women in Iraq? Sub-problems:

1. What is the concept of gender?
2. Is there qualitative equality between men and women in educational institutions in Iraq?
3. Is there a discrepancy in the parity indicators between men and women from one governorate to another in Iraq?

Second- Research Hypothesis

The main hypothesis: that the educational reality of women in Iraq does not rise to the level of ambition when compared with the reality of men, as there is a large qualitative gap between them in this regard.

1. Gender is the set of roles and responsibilities that society assigns to an individual according to his biological and psychological characteristics.

2. There is no qualitative equality between men and women in Iraq, as the educational reality of women is less efficient than the educational reality of men.
3. Parity indicators between men and women vary spatially from one governorate to another.

Third - Research Objective: The research aims to

1. Recognize the concept of gender and its stages of development.
2. Identifying the reality of gender in Iraq.

Fourth - the importance of research

The importance of the research comes from the importance of its topic "The educational reality of gender in Iraq", which looks at studying the educational reality of women in Iraq compared to men, to provide a clear and accurate picture of their nature, in order to help decision-makers develop solutions based on scientific foundations for its advancement and development.

Fifthly, the limits of the study

The limits of the research were represented by the spatial boundaries of the State of Iraq, which amount to (435052) km², and the astronomical boundaries between two latitudes (29.50-37.220) in the north, and longitudes (38.840-48.450) in the east.

Sixth- Research Methodology and Structure

In achieving the objectives of the research, the researcher relied on both the analytical approaches, which are concerned with analyzing the nature of the educational reality of women, and the feminist, which studies the study of women in their spatial framework. It concluded with a set of results and suggestions and a list of sources and references.

The first topic: the concept of gender and its stages of development

First - the concept of gender (gender) in language:

Gender is a term that includes all feminist studies in all fields of economic, political, cultural, religious, educational, medical, artistic and psychological sciences, as well as social sciences, work spaces, employment and the media, so it has received a lot of attention at the present time. The word (genus) is of Latin origin, which means origin, gender, or gender, and to distinguish between masculinity and femininity.

As for the word "gender" in the Arabic language, it is "the gender of the book: order the book according to what it was studied from. And the gender of the dress: it is returned after it is gone." Verbs: gendered something, i.e. fixed it.

The commonality between the Arabic and English languages in the word (gender) is nothing but a joint pronunciation, as it was used in the English language to denote gender in terms of

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masculinity and femininity, while it was used in the Arabic language in the context of correction, reform and reconciling crookedness (3).

The researchers went on to say that the true synonym of gender in the Arabic language is gender, and the term was introduced to the Arab countries in this sense, after it was approved by the document of the Cairo Population Conference in 1994 ().

Second - the concept of gender idiomatically:

The United Nations sees gender as “the different roles, rights, duties, obligations, relationships, responsibilities, images, and status of women and men, which are defined socially and culturally through the historical development of a society, all of which are subject to change”(), while Qasim Al-Dweikat went in his summary of his research (feminist geography as one of the modern trends in geographical research) to say that (male/female) behavior is carried out according to environmental influences, and is largely influenced by biological characteristics (nationality) ().

There are a number of researchers who deny the influence of biological differences in determining the roles, responsibilities and relationships between men and women, and see them as fabricated and artificial differences in society(), and this is what Simone de Beauvoir went to, who rejects the idea of femininity and believes that society He is the one who put women in the category of femininity instead of the other gender, while other researchers believe that gender is a constituent element of social relations, based on differences between the sexes, that is, it states that social organization is based on the difference between the sexes (), and this is what each of the The genetics specialist Ann Moyer and David Jessel, the two sexes are different because the structure of their brains is different from each other. Data and information in a different way in each of them as well, and this in turn leads to different concepts, roles, priorities and behaviors for each of them (), Therefore, it is difficult to talk about the existence of biological, natural and genetic equality between men and women, especially if we know that these differences are an essential feature of the integration between men and women ().

In light of the foregoing, it can be said that gender is the roles, responsibilities, tasks or behavior patterns of men and women, which are socially determined and culturally shaped in accordance with the biological (sexual) characteristics of each.

The second topic: the educational reality of Iraqi women:

Education is of paramount importance in the process of investing human capital, as educated women are more able and able to assume fruitful and constructive political, economic, cultural and social roles, as well as being a higher moral value for women in itself, regardless of the economic and developmental advantages it provides for them and for the society in which they live. In it (), which is a means of measuring the extent of the development and advancement of societies ().

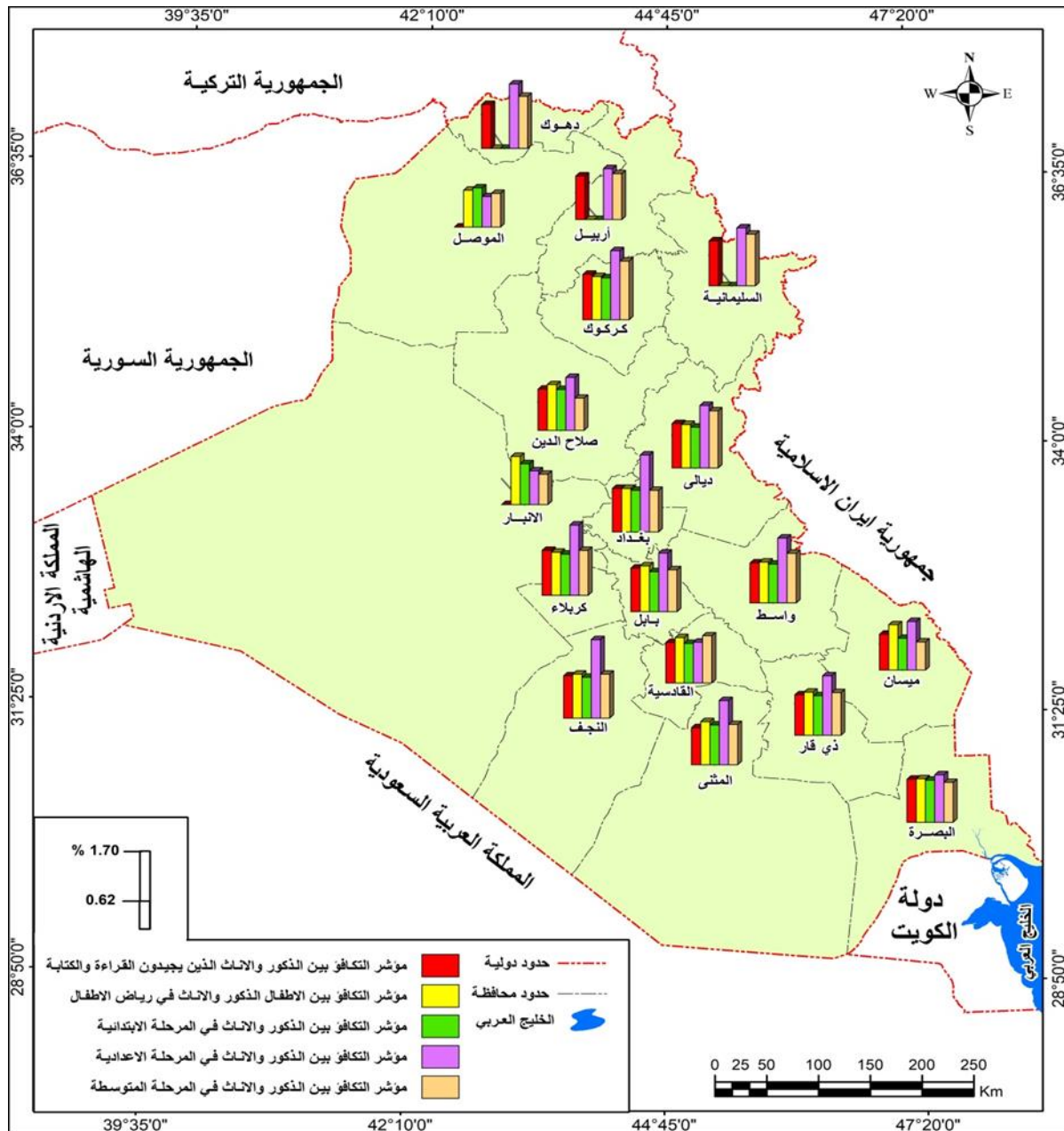
First- Reading and Writing: The percentage of those who are able to read and write is an important indicator in revealing the educational level. Through it, the percentage of the literate among the illiterate in society is identified, and then the nature of the educational reality of any country and the extent of its educated human resources that can be benefited from. In development programs in all its dimensions, as well as identifying uneducated human elements, to prepare and integrate them into development plans, including the reality of gender.

It is clear from table (17) and map (9) that the parity index between males and females in Iraq in 2016 in reading and writing amounted to about (0.94%), which varies from one governorate to another, as it reached in Kirkuk governorate about (1%) Referring to a state of parity between males and females, knowing that it is the only governorate in which the ratio between males and females is equal, all governorates came with parity rates less than (1%) (except for Nineveh and Anbar governorates, which were under the control of ISIS), but the lowest percentage It was the share of Maysan governorate with a parity rate (0.79%), so the illiteracy rate among females is higher than among males. (Table 1).

Table (1) : Percentage of those who are able to read and write at the age of (15-24) years by gender and governorate, 2016

parity index	Female ratio	male ratio	Governorate	No.
0.97	90	92.9	Dohok	1
-	-	-	Nineveh	2
0.99	94	95.2	Sulaymaniyah	3
1	96.6	96.4	Kirkuk	4
0.96	91.9	95.3	Erbil	5
0.98	89.2	90.8	Diyala	6
0.96	90.6	94.2	Baghdad	7
0.96	85.3	89.3	Babil	8
0.99	86.8	88.1	Karbala	9
0.88	78	88.9	Wasit	10
0.91	80.7	89.1	Salahuddin	11
-	-	-	Anbar	12
0.93	85	91.2	Najaf	13
0.89	79.2	89.4	Qadisiyah	14
0.82	70.8	86.6	Double	15
0.89	82.9	93.6	Dhi Qar	16
0.79	69.7	87.5	Maysan	17
0.95	82.1	86.3	Basra	18
0.94	86.4	91.6	Iraq total	19

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Map (1) Parity indicators between men and women in educational institutions in Iraq for the year 2019

Second - Kindergartens: It is noted from Table (19) and Map (9) that the total equivalence index ratio for those enrolled in kindergartens in Iraq for the academic year 2018-2019 (except for the governorates of the Kurdistan Region) amounted to about (0.96%), and the governorates can be divided according to The parity index has three main groups:

A - A group in which the parity index is in favor of females and includes each of the governorates (Al-Anbar, Babil and Salah al-Din).

B - A group in which the parity index between males and females is equal and includes each of the governorates of (Al-Qadisiyah and Maysan).

C - A group in which the parity index tends to favor males and includes the following governorates (Nineveh, Kirkuk, Diyala, Baghdad, Karbala, Wasit, Najaf, Muthanna, Dhi Qar and Basra).

It is clear that the parity index with regard to kindergarten tends to favor males at the expense of females, and expresses a state of inequality in this regard, indicating that the reality of female children is not good. (Table 2).

Table 2: Number of children in kindergarten by gender and governorate for the academic year 2018-2019.

parity index	Total	Females	Males	Government	No.
0.81	14713	6595	8118	Dohok	1
0.95	13317	6503	6814	Nineveh	2
0.96	8028	3931	4097	Sulaymaniyah	3
1.06	7084	3647	3437	Kirkuk	4
0.96	61264	30078	31186	Erbil	5
1.01	11304	5688	5616	Diyala	6
0.95	8936	4361	4575	Baghdad	7
0.90	9530	4526	5004	Babil	8
1.01	8939	4490	4449	Karbala	9
0.97	10730	5281	5449	Wasit	10
1.00	9037	4518	4519	Salahuddin	11
0.95	4317	2106	2211	Anbar	12
0.95	8046	3926	4120	Najaf	13
1.00	9215	4608	4607	Qadisiyah	14
0.96	24920	12174	12746	Double	15
-	-	-	-	Dhi Qar	16
-	-	-	-	Maysan	17
-	-	-	-	Basra	18
0.96	209380	102432	106948	Iraq total	19

Third - the primary stage: It is noted from Table (20) and Map (9) that the parity index for the number of students in the primary stage in Iraq for the academic year 2018-2019 was about (0.89%), noting that it varies from one governorate to another, but it tends in all governorates in favor of males at the expense of females. The highest percentage of the indicator was in Basra

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governorate about (0.93%), while the lowest percentage was in Maysan governorate (0.75%). Therefore, the reality of females in primary education is not at the required level. (Table 3).

Table 3: Number of students in primary school by gender and governorate for the academic year 2018-2019.

parity index	Total	Females	males	Government	No.
0.86	575592	266143	309449	Dohok	1
0.92	257619	123241	134378	Nineveh	2
0.90	304426	144606	159820	Sulaymaniyah	3
0.90	388529	183835	204694	Kirkuk	4
0.92	1611831	772810	839021	Erbil	5
0.88	423733	198056	225677	Diyala	6
0.91	276083	131439	144644	Baghdad	7
0.85	275655	126905	148750	Babil	8
0.90	339542	161114	178428	Karbala	9
0.90	322454	152625	169829	Wasit	10
0.87	258208	119984	138224	Salahuddin	11
0.88	175090	82045	93045	Anbar	12
0.87	432721	200874	231847	Najaf	13
0.75	247883	106548	141335	Qadisiyah	14
0.93	611687	294981	316706	Double	15
-	-	-	-	Dhi Qar	16
-	-	-	-	Maysan	17
-	-	-	-	Basra	18
0.89	6501053	3065206	3435847	Iraq total	19

Fourth - the secondary stage: It is noted from Table (21) and Map (9) that the parity index between males and females in the intermediate stage in Iraq for the 2016-2017 academic year amounted to about (0.94%), which of course varies from one governorate to another. However, it tends to favor males in general, so the governorates can be divided into two main groups according to the percentages of the parity index:

A - A group in which the percentage of the indicator is in favor of females and includes each of the following governorates (Dohuk, Sulaymaniyah, Kirkuk, Erbil, Diyala, Wasit and Qadisiyah), with ratios (1.15 - 1.14 - 1.26 - 1.01 - 1.26 - 1.9 - 1.04%) respectively.

B - The group of governorates in which the index ratios are in favor of males, and includes each of the following governorates (Nineveh, Anbar, Baghdad, Babil, Karbala, Salah al-Din, Najaf,

Muthanna, Dhi Qar, Maysan and Basra), with ratios (0.74-0.67-0.92-0.92- 0.99-0.71-0.97-0.89-0.94-0.62-0.88%) respectively.

It is also evident from the same table and map that the parity index between males and females for the preparatory stage in Iraq for the 2016-2017 academic year amounted to about (1.27%), meaning that it tends in favor of females, and it also varies from one governorate to another, so the governorates can be divided according to Parity index ratios into two main groups:

A - The group of governorates in which the index is in favor of females and includes each of the governorates (Dohuk, Sulaymaniyah, Kirkuk, Erbil, Diyala, Baghdad, Babil, Karbala, Wasit, Salah al-Din, Najaf, Muthanna, Dhi Qar, Maysan and Basra), with ratios (1.42-1.28-1.52-1) . ,12-1,38-1,70-1,29-1,55-1,43-1,17-1,73-1,42-1,31-1,07-1,05-1,27 %) Straight.

B - The group of governorates in which the indicator ratios are in favor of males, which are only three governorates (Nineveh, Anbar and Qadisiyah), with rates (0.67-0.74-0.90%), respectively. (Table 4).

Table 4: Percentage of students in secondary school by gender and governorate in Iraq for the 2017 academic year.

Middle school			middle School			Government	No.
parity index	Female	Males	parity index	Female	Males		
1.15	56.5	49	1.42	32.8	23.1	Dohok	1
0.74	40.1	54.3	0.67	15.5	23.1	Nineveh	2
1.14	63.4	55.5	1.28	52.1	40.6	Sulaymaniyah	3
1.29	74.6	57.8	1.52	50.4	33.2	Kirkuk	4
1.01	55.7	55.3	1.12	32.6	29	Erbil	5
1.26	78.2	62.1	1.38	43.1	31.3	Diyala	6
0.67	37.2	55.8	0.74	15.7	21.2	Baghdad	7
0.92	61.6	67.1	1.70	38	22.3	Babil	8
0.92	57.5	62.7	1.29	38.1	29.5	Karbala	9
0.99	58.2	58.7	1.55	51.5	33.3	Wasit	10
1.09	55.8	51.1	1.43	23.2	16.2	Salahuddin	11
0.71	47.7	66.9	1.17	32.9	28.2	Anbar	12
0.97	57.7	59.3	1.73	37.7	21.8	Najaf	13
1.04	57.2	55.1	0.90	29.7	33.1	Qadisiyah	14
0.89	46.1	51.9	1.42	21.5	15.1	Double	15
0.94	50.5	53.8	1.31	31.2	23.9	Dhi Qar	16
0.62	31	50	1.07	23.5	21.9	Maysan	17
0.88	49.2	56.1	1.05	31.3	29.9	Basra	18
0.94	54.9	58.6	1.27	33.2	26.1	Iraq total	19

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Fifthly - University level: It is clear from Table (22) that the parity index between males and females graduating from universities in Iraq for morning studies in the academic year 2018-2019 amounted to about (1.31%), meaning that it tends to favor females in general, which means The educational reality of females is better compared to their male counterparts, noting that the percentages of the index vary spatially from one university to another, as the parity index tends in favor of females in (20) Iraqi public and private universities out of (33) universities. (Table 5).

Table 5: Total postgraduate students in Iraq by gender for the academic year 2018-2019:

parity index	Total	Females	Males	University	No
1.94	8283	5465	2818	Baghdad	1
1.22	5396	2966	2430	Al-Mustansiriya	2
1.15	1508	807	701	technology	3
1.91	811	532	279	the two rivers	4
3.74	1651	1303	348	Iraqi	5
0.76	5915	2545	3370	Mosul	6
0.94	211	102	109	Nineveh	7
0.35	346	90	256	Al Hamdaniyah	8
0.61	106	40	66	Tal Afar	9
1.62	5584	3454	2130	Basra	10
0.79	70	31	39	Basra Oil and Gas	11
1.33	4267	2432	1835	Kufa	12
0.71	3326	1376	1950	Tikrit	13
0.77	441	192	249	Samarra	14
1.24	3710	2054	1656	Qadisiyah	15
1.12	3055	1611	1444	Anbar	16
0.52	198	68	130	Fallujah	17
2.00	4347	2897	1450	Babylon	18
1.08	502	261	241	green denominator	19
1.43	3410	2005	1405	Diyala	20
1.59	3132	1923	1209	Karbala	21
5.04	2010	1677	333	Dhi Qar	22
1.11	630	331	299	Sumer	23
1.22	2540	1396	1144	Kirkuk	24
1.03	3159	1600	1559	Wasit	25
1.68	1667	1045	622	Maysan	26
1.15	2331	1246	1085	Double	27
1.41	41	24	17	Information and Communication Technology	28

0.59	4844	1793	3051	Technical University in the Northern Region	29
0.86	10878	5030	5848	Technical University in the Central Region	30
0.91	6769	3220	3549	Technical University in the Middle Euphrates	31
0.84	5275	2413	2862	Technical University in the Southern Region	32
0.62	19900	7592	12308	private colleges	33
1.31	116313	59521	56792	total summation	34

Sixth - the post-university stage: Table (23) shows that the parity ratio between male and female graduate students in Iraqi universities for the year 2018-2019 amounted to about (1.05%), meaning that it is in favor of females, which means that the reality of women in this stage Post-university education is better than it is for men, the percentages vary from one university to another depending on many factors Social, economic and health, as Sumer University acquired a percentage of (2.30%), at a time when the percentage in the University was only (0.34%), but despite that it is better, because this is a strong indication that women are starting to take a role in The educational process, and that its educational reality is improving, and this will reflect positively on the aspects of its social, economic and cultural life and thus enhance its political position. (Table 6).

Table 6: Number of graduates from public and private universities for morning studies by gender in Iraq for the academic year 2018-2019 (first and second rounds).

parity index	Total	Females	Males	University	No.
1.09	8600	4482	4118	Baghdad	1
0.94	2718	1315	1403	Al-Mustansiriya	2
1.17	1224	661	563	technology	3
1.41	1291	755	536	the two rivers	4
0.90	1108	526	582	Iraqi	5
1.25	117	65	52	Mosul	6
0.96	2444	1200	1244	Nineveh	7
0.77	2327	1009	1318	Al Hamdaniyah	8
1.50	25	15	10	Tal Afar	9
0.83	2330	1054	1276	Basra	10
1.04	2345	1196	1149	Basra Oil and Gas	11
0.55	2798	987	1811	Kufa	12
0.67	402	161	241	Tikrit	13

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0.79	1217	539	678	Samarra	14
0.68	1227	497	730	Qadisiyah	15
0.34	75	19	56	Anbar	16
0.96	2947	1445	1502	Fallujah	17
1.18	142	77	65	Babylon	18
1.15	1114	596	518	green denominator	19
0.85	1066	490	576	Diyala	20
1.27	986	551	435	Karbala	21
2.30	33	23	10	Dhi Qar	22
1.16	828	445	383	Sumer	23
1.00	489	244	245	Kirkuk	24
1.31	268	152	116	Wasit	25
1.25	247	137	110	Maysan	26
0.90	76	36	40	Double	27
1.01	456	229	227	Information and Communication Technology	28
0.79	136	60	76	Technical University in the Northern Region	29
1.50	105	63	42	Technical University in the Central Region	30
1.05	39141	19029	20112	Technical University in the Middle Euphrates	31

According to previous educational indicators, the educational reality of women in Iraq is not good compared to the reality of men in all educational stages, for a number of reasons, foremost of which are social factors that do not favor women's education, as a result of male domination (male society) and a wrong understanding of religion, in addition to the economic factor, And security instability, especially in areas that were under the control of ISIS, so the educational reality for both needs more efforts in order to upgrade and improve it, because it is one of the basic requirements for the development process in all its dimensions, which is a necessity to achieve political stability, which in turn leads to an increase in the strength of The state, and strengthening its position in its regional and international environment.

Results

1. Gender refers to the roles and tasks assigned by society to both men and women according to their biological characteristics.
2. Education plays a major role in investing human capital, including women, as it develops women's energies and potentials and works to develop them in a way that contributes to bringing about development in all its social, economic, cultural and political dimensions.

3. The percentage of males who can read and write is higher than it is for females, as the percentage of males who are able to read and write in Iraq in 2016 reached (91.6%), while the percentage of females reached (86.4%). This means that the parity index (0.94%) is in favor of males by a large percentage.
4. The increase in the number of male children in kindergarten (106948) students, greater than what is the case for female children of (10,432) female students, meaning that the parity index of (0.96%) tends in favor of males at the expense of females .
5. The number of males enrolled in schools at the primary level is higher than that of females, reaching (3435847) males, compared to (3065206) female females, with a parity index in favor of males which amounted to (0.89%).
6. The percentage of adult males (58.6%) in the middle school is higher than the percentage of adult females (54.9%), meaning that the gender parity index (0.94%) tends in favor of males.
7. The percentage of males in the preparatory stage is lower, which reached (26.1%) than that of females, which amounted to (33.2%), meaning that the gender parity index tends to favor females.
8. The drop in the proportion of male graduates from Iraqi morning and evening universities for the year 2018-2019, whose number is (56,792), compared to the number of females, who number (59,521) graduates, meaning that the parity index of (1,31%) tends in favor of females.
9. The number of female students at the post-university level has decreased, amounting to (19029) compared to the number of male students (20112), meaning that the parity index of (1.03%) is in favor of males.
10. The educational reality for males is better than it is for females, although it requires more efforts for both.

Suggestions

1. The population census should be conducted, because it contributes to accurately identifying the reality of women in Iraq, including the educational reality, and thus helps in developing real solutions that fit the requirements of that reality.
2. Conducting a field survey to find out the most important reasons that lead to the non-enrollment of females in education and their dropping out of it.
3. Enhancing awareness among the members of the community of the importance of women's education and the positive outcomes that it entails on them and on the community through holding seminars and awareness programs designed to achieve this purpose.

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4. Increasing the number of schools for girls, especially in rural areas, because this addresses the issue of distance from school and encourages girls to enroll in them, in addition to increasing the number of women's educational cadres, especially in rural areas
5. To make education compulsory for those of learning age, especially for females.
6. Providing financial support and care to families who work to enroll their daughters in educational institutions, and punishing families that prevent them from sending them to them.
7. Providing direct financial incentives for women enrolled in educational institutions, especially in literacy programs.
8. Work to enhance the status of women and their roles in society through the use of educational contents that work to achieve this end and include them in the educational curricula.

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