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EDUCATION IN THE CITY OF BAGHDAD BETWEEN THE PAST AND THE PRESENT

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ABSTRACT

The Iraq has witnessed the manifestations of the cradle of the first letter, as its civilization is very ancient, and it is not surprising that the achievements spread in its territories, and it has left clear fingerprints on the face of history because its civilization was not marginal or emergent, that was appearing at one time and was disappearing at another time, as it is an ancient land with the antiquity of time, and is still engraved in memory time is its eternal eternity, and Baghdad is associated with the cities of Sapor and Kish, where two schools dating back to the era of Hammurabi in the period (539-526 BC) were found and the schools were then called (House of Panels).

INTRODUCTION

The construction of the city of Baghdad was not a purely urban matter, and its establishment was not a coincidence, or the result of a population gathering that witnessed increase, expansion and spontaneous growth, as this city was able to establish for humanity an advanced educational process, and the best example of this was the establishment of the two schools of Al-Mustansiriya and Nidhamia in the Abbasid era, which are among the most famous schools of Baghdad in that time, although it includes thirty other schools, was full its students at the time. The governorate of Baghdad suffered from neglect and backwardness during the period of the British occupation because the latter was keen to fight education for fear of increasing the educated, and the level of education was not at the required level during that period of time until the establishment of the Iraqi state in 1921 at the beginning of the second decade of the last century, as there were (84 elementary schools) In 1931, the Iraqi government brought in a committee from the nations Institute for Teachers College at Columbia University to study and develop the educational system in Iraq, and after a year (1945) education rapidly grow, as Baghdad witnessed many developments, which in turn reflected on the development of the number and type of schools for the primary and secondary stages and for both The two sexes represented the beginnings of modern education.

Education continued to grow during the 1960s and even the early 1970s, and education became public, free and compulsory at the primary level, and interest in education in general in (1970) and the so-called educational revolution appeared because it laid the foundations for educational philosophy and planning stages of education, especially after primary education witnessed a great interest after 1970. Plans were prepared for its popularization and spread.

The decision of free education in 1974 that achieved the principle of equal educational opportunities and the compulsory education law (No. 118) of 1976 which decided to oblige children (6-12 years) to complete primary school and the law of the comprehensive national campaign to eradicate illiteracy in 1978, which obligated the age group (15) - 45 years old) to enroll in literacy centers.

Baghdad, like other Iraqi cities, depended on an educational system that is considered one of the best in the Middle East until 1979/80 and since then the quality of education has declined continuously, especially during the last quarter of a century, driven by the conditions of wars and economic sanctions and the imposition of the blockade in 1990 and after the first Gulf War, the educational situation deteriorated. In Iraq, the percentage of participants in the education system decreased, as well as the percentage of government support for this sector, and due to these reasons, many children and youth went to the field of work, and the phenomenon of child labor became common with the rise in poverty, unemployment, and the low standard of living for the population.

With the events of 2003, the education process confronted failures during the last decade in all the facilities of the educational process due to the challenges that successive governments faced, including political conflicts, deteriorating security conditions, the emergence of terrorist organizations, and the spread of financial and administrative corruption.

There are many reasons that call us to be optimistic about the return, rehabilitation and renewal of the educational system, the first of which is the ancient cultural and civilizational history that characterizes Iraq, and finds its roots



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in the era in which Arab scholars were issued in the world, and the second reason is that Iraq possesses the qualifications, natural resources, and abundant human resources.

There are a number of proposals put forth by the author as proposals for the development of education in Iraq:

- Addressing the phenomenon of dropout and failing of students in primary schools to preserve generations from being lost.
- Conducting a screening process for the distinguished teacher who deliberately fails to give the class entitlement.
- Conducting a questionnaire process and taking data on the administration and school cadres by relying on their families within the geographical area for the purpose of activating the compulsory education law at the age of (6 years (
- Compensation for the cadres who are referred to retirement with youth cadres of unemployed graduates.
- Raising the pension level for the teacher by increasing his allowances and providing the foundations for a decent life for him and protecting the teacher through the activation of the employee protection law in general
- Reactivate all measures previously taken in dealing with illiteracy.
- Establishing controls for admission to graduate studies by competition, by relying on the grade obtained by the student in university studies.
- Initiate the opening of technical institutes in all specialties, which allow them the opportunity to acquire professions in a scientific way that support the process of construction and development and interfere with the reform of human building.
- Active and serious interest in providing all educational services, especially interest in school buildings and solving duplication of schools that reached triple and quadruple hours.
- Making a ministerial examination for the final stages of the government and private universities and colleges, in the same manner as the ministerial examination for sixth intermediate students.

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