

## **SPATIAL ANALYSIS OF THE GENDER GAP OF THE EDUCATIONAL REALITY IN DHI QAR GOVERNORATE**

**Dheyaa J. Alnajm, Mohammed G. Alshuwaili**

University of Kufa, Faculty of Arts, Department of Civil Society, Najaf, Kufa

### **Abstract**

The gender difference for kindergarten students has reached (78) students and the teaching staff (225) female teachers, and for the primary stage, the gender difference for students has reached (5070) students, and the teaching staff has reached (2373) female teachers. The gender difference for secondary education schools has reached (22017) students, and at the level of the teaching staff, the gender difference has reached (894) schools, and at the level of vocational education, the gender difference for students has reached (2842) students, and for the teaching staff, the gender difference has reached (195) Teacher.

**Keywords:** Gender gap, teaching staff, education, analysis

### **1. Introduction**

Education plays an important and essential role in building society by raising its children in a healthy upbringing, and thus lies the role played by the family in terms of teaching children the principles and values of the society to which they belong and thus preparing them to take responsibility and work on the development and development of society, which refers to ensuring that all daughters enjoy and boys with free, equitable and quality primary and secondary education that achieves adequate learning outcomes, access to good quality early childhood development and care and pre-primary education, as well as ensuring that all men and women have access to quality and affordable vocational education, and eliminating gender disparity in education Ensuring equal access to all levels of education and vocational training.

(2) - Research problem: The research problem emerges through the following question:

Is there a gender difference in the reality of education in Dhi Qar Governorate?

(3) - Research hypothesis: The hypothesis for this research is:

- Yes, there is a spatial variation of the gender difference in the reality of education in Dhi Qar Governorate.

(4)- Research objectives:

The research aims to study the spatial variation of the gender difference of the educational reality in Dhi Qar Governorate for educational cadres and for pupils and students, starting from kindergarten to secondary school.

(5) - The importance of research:

The importance of the research comes from the importance of the researched topic, which sheds light on the issues of women and men and the roles played by both sexes and the extent of equality between them, especially in the reality of education and benefiting from this research in strengthening the female component and taking its role effectively in the education

sector and when developing educational strategic plans and programs that That would achieve justice, equality and equal opportunities for both sexes, and the importance of the research comes from the scarcity of studies that dealt with the issue of gender in Iraq in general and in Dhi Qar Governorate in particular, which makes it a source that can contribute to increasing the resources in Iraqi libraries, and a database on gender social in the province.

(6)- Spatial and temporal boundaries:

(1-6)- Spatial boundaries: The boundaries of the research were represented in Dhi Qar Governorate, which is located in the southern part of Iraq, between latitudes (30.33° .32°) north and longitudes (37.45° .47.12°) east. Where it is bordered by Wasit Governorate from the north, and from the east by Maysan Governorate, while it is bordered by Basra Governorate from the south, and from the west it is bordered by Al-Muthanna and Al-Qadisiyah Governorates. A district and (5) sub-districts (Al-Ziyadi, 2016, p. 297), where the total area of the governorate reached (1,273,874) square kilometers, as shown in Map (1).

(6-2) Temporal boundaries: The temporal boundaries of this research are the reality of the state of Dhi Qar Governorate, represented by the year 2021 AD.

(3-6)- Human limits: Human limits were limited to studying the reality of kindergarten, primary, secondary and vocational schools.

education index

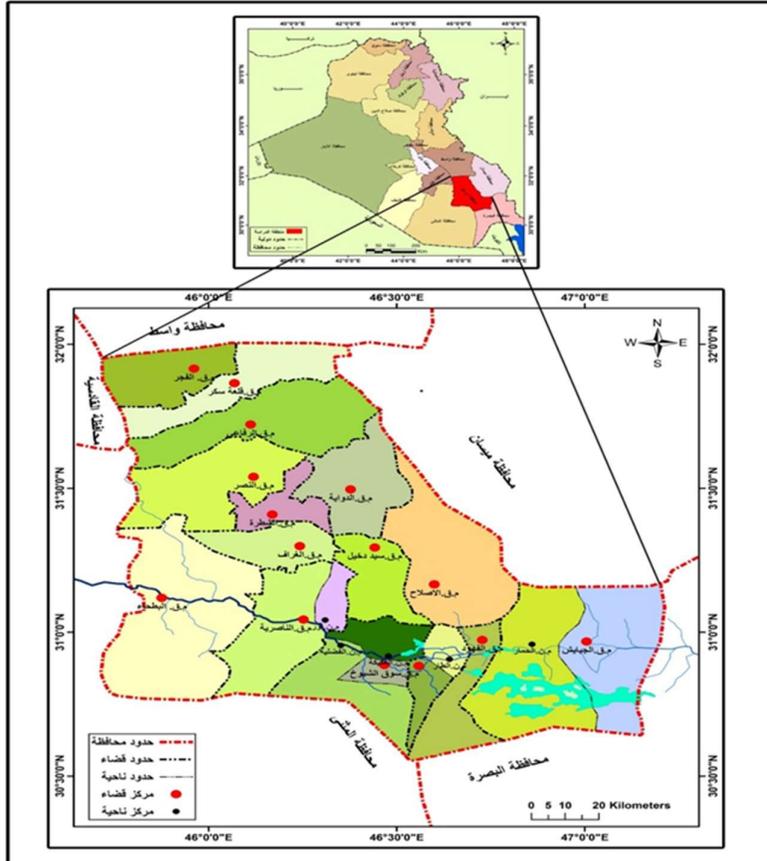
It is the process of acquiring information, knowledge, experiences, and skills through the learning process that the learner undertakes by himself or through others (the teacher). The occasion to transfer it from books to the minds of learners (Abdul Majeed and Al-Ani, 2014, p. 13-14) in which the teacher provides the student with guidance and holds him responsible for the student’s achievements to achieve educational goals (Hamdan, 2007, p. 122) Education is an inherent human right and it is the path leading to the opportunities that are available per capita, and it is also critical to facing current and future challenges such as climate change, inequality and conflicts that are escalating dramatically. Huge leaps have been made in the enrollment of millions of children in schools around the world, thanks to the Millennium Development Goals for universal primary education. Despite the tremendous progress in enrolling more girls and boys in schools, the results were uneven and learning levels remained unacceptably low (UNESCO, 2013, p. 9). Education is one of the basic elements in the development process and building effective administrative leaders in building work, which need expertise, skills, and specialization in all fields (Central Statistical Organization, 2018, p. 9). Schools constitute the vital space for the development of children and adolescents, and the achievement of their well-being and their cognitive and moral growth (Watfa, 2021 93).

Table (1) The area and percentage of administrative units in Dhi Qar Governorate for the year 2021

No.	Administrative units	Area (km <sup>2</sup> )	Percentage of area %
1	M . s.* Nasiriyah	<b>687,20</b>	<b>5,0</b>
2	n*. Ur	<b>116,71</b>	<b>0,8</b>
3	M . s. Al-Rifai	<b>1382,33</b>	<b>10,0</b>
4	M . s. Shouokh Market	<b>80,30</b>	<b>0,5</b>

5	n. Akikha	300,26	2,1
6	n. Fadhlia	572,63	4,1
7	M . s. Karma Bani Said	307,77	2,2
8	n. Altar	143,84	1,0
9	M . s. Chibayish	1107,66	8,0
10	n. Al-Ass (Al-Manar)	763,80	5,5
11	M . s. Shatrah	403,07	2,9
12	M . s. Al-Dawayhah	779,82	5,6
13	M . s. Alaa Salah	1241,48	9,0
14	M . s. Suhid Dakhil	525,36	3,8
15	M . s. Kahla Sucre	728,50	5,3
16	M . s. Alfohood	558,38	4,0
17	M . s. Garraf	666,15	4,8
18	M . s. Al-Nahsr	950,85	6,9
19	M . s. Al-Fajr	460,39	3,3
20	M . s. Batha	1962,48	14,2
	Governorate total	13738,74	%100

Map (1) The geographical location of Dhi Qar Governorate in Iraq



Education is the arm of education in implementing what it seeks, as it reflects its goals and translates its premises through its own educational institutions that feed the learner with sound thinking so that he is able to interact with the environment in which he lives and surrounds himself with an aspect of science and knowledge. It is the basis for education in achieving its goals, as the goal is not only for the student to learn, but the main goal is how learning from the learner is a person who has characteristics that differ from his characteristics that he had before learning (Al-Jubouri, 2002, p. 4). Education goes through several stages, where learning stages can be identified from infancy (early childhood, primary, and post-primary), and the connection between these groups varies according to region, country, and even according to the child, and in support of the idea that education takes place in a continuum, assuming the following table identifies stages and levels and the approximate age range for these stages, according to the UNESCO Institute for Statistics team that describes the stages of education (UNESCO, 2013, p. 17).

(1) - Kindergarten:

Kindergarten is the “pre-primary school stage” in which a child who completes (4) years of age and does not exceed (6) years of age is accepted, and it is divided into two stages, the kindergarten stage and the preliminary stage, and it aims to enable children to grow properly and develop their personalities from its aspects physical and mental aspects, including the emotional and moral aspects, according to their needs and the characteristics of their society, so that this would be a valid basis for their proper upbringing and their enrollment in the primary education stage (Al-Janabi, 2002, p. 17), and the kindergarten stage is one of the early educational stages, through which creative abilities can be revealed For children, taking care of their growth and directing it in the right direction, and even stimulating and accelerating it at other times. Caring for children has become a civilized requirement by which the extent of progress and civilization of nations is measured. The child is the first building block in society.

As the years preceding the child’s entry to school are considered a crucial stage in his life, and encourage the development of the child’s basic skills at an early age, which enables him to improve his ability to learn during the stages of his studies (Abdul Kafi, 2002, p. 49), Kindergarten is no longer as it was seen It was referred to at the beginning of its establishment as a civilized luxury or a place to house the children of working mothers. Rather, it has become a self-contained, purposeful educational stage that seeks to form the basics of physical, sensory, mental, social and emotional growth, and seeks to provide opportunities for organized play with educational and social values to enable the child to express himself. Kindergarten curricula in this area are directed towards the participation of more than one sense through educational means and through the activities it provides, psychological atmosphere, stimuli, social, human, mental and educational attitudes (Al-Baghdadi, 2005, p. 14), as the development of the child’s basic skills at an early age can To improve his ability to learn, and to develop his cognitive and human awareness in the various stages of his life, and that early experiences have a great role in human development that parallels the role played by genetics. The environment that encourages children to do Skills without being forced to help develop them earlier than others who did not receive the same encouragement (Moses, 2003, p. 2).

Table (2) and maps (2,3) show that the number of kindergarten schools in Dhi Qar governorate has reached (32) schools, and the Nasiriyah district center ranked first, as the

number of kindergarten schools in the district reached (12), while it reached There are (1) schools in each of the administrative units of Al-Akikah, Al-Fadhliyyah, Karmat Bani Said, Al-Chibayish, Sayed Dakhil, Al-Fuhud, Al-Gharraf, Al-Nasr, Al-Fajr, Al-Bathaa, and no kindergarten school was registered in the administrative units, Ur, Al-Tar, Al-Manar (Al-Hammar). ), the reform.

As for the number of kindergarten students, it amounted to (5416) students, and the gender difference was (78) students, and the highest soldier's difference was in the center of Nasiriyah district, which was (49) students, and the lowest gender difference was in the center of Qalaat Sukkar district, which was (3) for girls, while it was not The administrative units (Ur, Al-Tar, Al-Hammar, Al-Islah) record any gender difference because there are no kindergartens in them.

Either the number of teaching staff in kindergarten schools has reached (225) female teachers, and the gender difference has reached (225) female teachers, which indicates that there is no teacher within the teaching staff of kindergarten schools. Gender (4) in the administrative units (Al-Akikah, Al-Fajr, Al-Batha), while there is no gender difference in the administrative units (Ur, Al-Tar, Al-Hammar, Al-Islah), due to the absence of kindergarten schools

Table (2) The number of kindergarten schools, pupils, and educational institutions by gender, gender difference, and administrative units in Dhi Qar Governorate for the year 2021 AD

gender difference	Staff			gender difference	Students				Administrative units	N O.
	Tot al	Fema le	Mal e		Tot al	Fema le	Mal e	mixe d		
105	105	105	0	49	1,917	983	934	12	M . s.* Nasiriyah	1
0	0	0	0	0	0	0	0	0	n*. Ur	2
14	14	14	0	9	189	90	99	2	M . s. Al-Rifai	3
16	16	16	0	40	410	185	225	2	M . s. Shoukh Market	4
4	4	4	0	17	103	60	43	1	n. Akikha	5
10	10	10	0	20	150	85	65	1	n. Fadhlia	6
6	6	6	0	7	147	77	70	1	M . s. Karma Bani Said	7
0	0	0	0	0	0	0	0	0	n. Altar	8
6	6	6	0	28	152	90	62	1	M . s. Chibayish	9
0	0	0	0	0	0	0	0	0	n. Al-Ass (Al-Manar)	10
9	9	9	0	16	408	196	212	2	M . s. Shatrah	11

8	8	8	0	50	450	250	200	2	M . s. Al-Dawayhah	12
0	0	0	0	0	0	0	0	0	M . s. Alaa Salah	13
5	5	5	0	25	107	70	45	1	M . s. Suhid Dakhil	14
15	15	15	0	3	293	148	145	2	M . s. Kahla Sucre	15
5	5	5	0	26	300	137	163	1	M . s. Alfohood	16
5	5	5	0	17	217	117	100	1	M . s. Garraf	17
9	9	9	0	13	173	80	93	1	M . s. Al-Nahsr	18
4	4	4	0	6	174	90	84	1	M . s. Al-Fajr	19
4	4	4	0	4	218	111	107	1	M . s. Batha	20
225	225	225		<b>78</b>	<b>541</b>	2769	284	32	<b>Total</b>	
					<b>6</b>		7			

(2) - Primary education:

It is the first stage of formal education, and the beginning of the first educational ladder, which includes the age group (6-12) years, to pre-intermediate school (Habib, 2005, p. Branches of the educational system that includes all children between the ages of six and twelve, regardless of their social, cultural and economic circumstances. Pupils in primary education acquire the basic academic rules for learning “reading, writing and arithmetic” (Abbasiya, 2012, p. 15).

The current primary education has become more comprehensive and broad than the past in terms of knowledge content, different and varied teaching methods, educational activities, and all modern educational processes that help the learner to grow well and correctly, in addition to school culture, which contributes to the process of socialization (Abbasiya, 2012, p. 15). The educational system of any country has its will in educational policies and in the way in which it educates its citizens, because education is considered the starting point towards the progress of nations and peoples, and this is what makes the importance of primary education as the door that leads to correct education, from at this stage the student learns the mother tongue through It teaches him the skills of reading and writing, and in it the student knows the duties that will be assigned to him, and thus the student acquires in these stages scientific and technical knowledge and skills, which is considered the base of the educational pyramid (Hassouna et al., 2004, p. 2), on which the subsequent stages of education are based, in addition to that it includes a category of ages, which constitute the largest percentage of the population, when compared to other stages of education (Al-Amiri, and Al-Shaibani, 2009, p. 155) .

Table (3) and maps (4,5) show that the total number of primary schools reached (1361) schools, and the largest number is in the center of Nasiriyah district, which is (182) schools,

and the least number is in Al-Hammar sub-district, which is (10) schools. As for the number of students, it reached (434,656) students, and the gender difference was (5070) students. The highest gender difference was recorded in the Qalaat Sukkar district, which was (7235) students, and the lowest gender difference was recorded in Al-Hammar sub-district, which was (123) students. As for the number of educational institutions in Dhi Qar Governorate for primary education, it reached (21439) male and female teachers, and the gender difference reached (2373) female teachers. The highest gender difference was recorded in the center of Nasiriyah district, which was (2652) female teachers, and the lowest gender difference was recorded in the Karma district center. Bani Saeed and adult (21) teachers, and the center of Al-Nasr district and adult (21) female teachers.

Table (3) The number of primary schools, students, and educational institutions by sex, gender difference, and administrative units in Dhi Qar Governorate for the year 2021 AD

Staff				Students				Primary School				Administrative units	No.
Gender difference	Total	Female	Male	Gender difference	Total	Female	Male	Total	Mixed	Female	Male		
2652	44 26	353 9	88 7	1479	920 57	452 89	467 68	18 2	9	85	88	M . s.* Nasiriya h	1
164	15 98	881	71 7	1643	361 49	172 53	188 96	99	50	24	25	n*. Ur	2
75	15 17	796	72 1	2710	291 60	132 25	159 35	12 2	74	22	26	M . s. Al- Rifai	3
549	11 95	872	32 3	395	222 37	109 21	113 16	53	0	20	33	M . s. Shouokh Market	4
239	77 1	266	50 5	644	122 98	582 7	647 1	52	34	8	10	n. Akikha	5
39	63 3	336	29 7	325	127 73	622 4	654 9	39	21	9	9	n. Fadhlia	6
21	64 5	312	33 3	790	118 56	553 3	632 3	37	16	10	11	M . s. Karma Bani Said	7
116	23 0	57	17 3	328	442 0	204 6	237 4	16	10	3	3	n. Altar	8
87	48 5	199	28 6	211	923 3	451 1	472 2	37	12	13	12	M . s. Chibayis h	9

27	10 3	38	65	123	200 9	943	106 6	10	2	4	4	n. Al- Ass (Al- Manar)	1 0
926	28 88	190 7	98 1	991	489 03	239 56	249 47	12 9	51	38	40	M . s. Shatrah	1 1
311	74 9	219	53 0	1060	153 16	712 8	818 8	73	52	10	11	M . s. Al- Dawayh ah	1 2
247	64 1	197	44 4	754	974 0	449 3	524 7	55	45	5	5	M . s. Alaa Salah	1 3
263	69 9	218	48 1	1297	146 31	666 7	796 4	65	47	9	9	M . s. Suhid Dakhil	1 4
56	86 4	460	40 4	7235	217 64	106 34	178 69	74	41	16	17	M . s. Kahla Sucre	1 5
160	66 4	252	41 2	309	990 5	479 8	510 7	43	5	17	21	M . s. Alfohoo d	1 6
344	11 58	407	75 1	1464	252 12	118 74	133 38	10 6	76	13	17	M . s. Garraf	1 7
21	11 17	569	54 8	1728	194 04	883 8	105 66	80	41	17	22	M . s. Al- Nahsr	1 8
123	57 1	224	34 7	365	138 43	710 4	673 9	47	27	9	11	M . s. Al- Fajr	1 9
171	48 5	157	32 8	1053	990 3	442 5	547 8	42	27	7	8	M . s. Batha	2 0
2373	21 43 9	119 06	95 33	5070	434 656	208 793	213 863	13 61	640	339	38 2	<b>Total</b>	

### (3)- Secondary educations:

Education is of great importance in building and developing societies, especially in the secondary education stage, as it is relied upon to guide the learner in the direction that defines future features and build his personality (Al-Fatlawi, 2019, p. 159), which makes the education process classified as continuity and integration between educational institutions in any society, which is done During which it develops and develops the student's skills, as it provides students with experiences and qualifications and trains them in the desired behavior patterns in line with society and its future aspirations (Ataya, and Ramadan, 2013, p. 1070).

Secondary education is defined as that type of education that students who have completed basic education are enrolled in, and which aims to improve the level of knowledge, skills, and

competencies from a personal, civil, social, or employment-related point of view (UNESCO, 2016, p. 7). The secondary stage is considered one of the most important stages of education. In the life of the individual, because it covers the most important stage he goes through, which is the stage of preparing for the university, and it is also the stage of building the future project for the student, and this stage often extends from the age of (13) years to (18) years (Al-Najm, 2009, p. 39), and it is one of The most important educational stages in a student's life, due to the accompanying changes in the psychological, physical, cognitive, affective, and skillful aspects, as well as the formation of positive or negative trends in the learner's personality. 2019, p. 163).

Through Table (4) and maps (6,7), the total number of secondary schools in Dhi Qar Governorate has reached (661) schools, while the total number of students has reached (242941), and the gender difference has reached (22017) students. The highest gender difference for students has been recorded in the Center The district of Nasiriyah reached (5933) students, and the lowest gender difference was recorded in the Al-Bathaa district center, which amounted to (84) students. The total number of educational bodies reached (12417), and the gender difference reached (894) teachers, as the highest gender difference was recorded in the center The Nasiriyah district reached (527) schools, and the lowest gender difference in the center of Al-Chibayish district was (5) teachers.

Table (4) The number of secondary schools and the number of students and educational institutions by gender and administrative units in Dhi Qar Governorate for the year 2021 AD

Staff				Students				Secondary School				No
Gender difference	Total	Female	Male	Gender difference	Total	Female	Male	Total	Mixed	Female	Male	
527	3245	1886	1359	5933	64227	29147	35080	113	0	54	59	1
130	895	369	499	345	13895	6775	7120	49	27	12	10	2
26	832	403	429	3862	17572	6855	10717	43	17	11	15	3
27	639	333	306	2529	13667	5569	8098	32	0	15	17	4
52	282	115	167	1088	4588	1750	2838	18	10	3	5	5
88	296	104	192	1165	5823	2329	3494	19	11	4	4	6
96	234	69	165	3064	5446	1191	4255	16	3	5	8	7
58	64	3	61	1294	1488	97	1391	6	2	2	2	8
5	189	92	97	93	4775	2341	2434	16	2	6	8	9
12	44	16	28	183	893	355	538	4	0	1	3	10

47	156 5	806	75 9	403	2735 3	1347 5	1387 8	70	22	27	21	11
114	364	120	23 4	1684	9456	3886	5570	24	10	4	10	12
106	314	104	21 0	778	5418	2320	3098	22	11	5	6	13
88	328	120	20 8	654	6244	2795	3449	24	16	3	5	14
238	102 4	393	63 1	2850	1925 4	8202	1105 2	63	29	18	16	15
101	285	92	19 3	969	6217	2624	3593	19	1	6	12	16
139	621	241	38 0	1567	1229 9	5366	6933	44	24	8	12	17
86	602	258	34 4	941	1160 3	5331	6272	38	17	8	13	18
103	369	133	23 6	1345	7953	3304	4649	25	12	7	6	19
53	285	116	16 9	84	4670	2377	2293	16	8	3	5	20
894	124 17	5773	66 67	22017	2429 41	1060 89	1281 06	661	222	202	23 7	Tot al

#### (4) Vocational education:

What is meant by vocational education is that kind of formal education that includes educational preparation and the provision of professional skills and knowledge, which is carried out by formal educational institutions in order to prepare skilled workers in various industrial, agricultural, health and commercial specializations so that they have the ability to implement and produce so that they are an important link between the technical frameworks higher education prepared by universities and unskilled workers who did not receive any kind of formal technical and vocational education (Halabi, 2012, p. 407), and the Convention on Vocational Education adopted by UNESCO stipulates that vocational education means all forms and levels of the educational process that include (in addition to general knowledge ) Studying technologies and related sciences, and acquiring scientific skills, know-how, attitudes and perceptions related to professional practices in the sectors of economic and social life (UNEVOC, 2013, p. 3).

The definition of vocational preparation is that the individual obtains or provides him with skills, information and attitudes, or develops them in a way that leads to a change in his behavior and performance in order to be able to do a part of a job, an integrated job, or a group of jobs appropriately, and includes preparation for those programs that prepare the trainee to practice a specific profession. In many countries, vocational education and training is an integral part of the national education structure and supports economic development by facilitating the development of a skilled workforce linked to the needs of the labor market.



0	0	0	0	0	0	0	0	0	0	0	0	20
195	6 8 3	244	439	2842	558 8	1373	421 5	17	2	6	9	

**Conclusions**

1- The gender difference for kindergarten students has reached (78) students and the teaching staff is (225) female teachers. For the primary stage, the gender difference for students has reached (5070) students, and the teaching staff has reached (2373) female teachers.

2- The gender difference for secondary education schools has reached (22017) students, and at the level of the teaching staff, the gender difference has reached (894) schools, and at the level of vocational education, the gender difference for students has reached (2842) students, and for the teaching staff, the gender difference has reached (195) a teacher.

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