

Basic Education School System

Ministry of Education of Kurdistan Region

2009

Basic Education School System

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Education – (Translated from the Kurdish original)

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Printing Supervision: Othman Perdawid

Quantity: 1,000 copies

In the General Directorate of Public Libraries it is given
number (258) Year 2009

Hawler- 2009

Kurdistan Region-Iraq
Council of Ministers
Ministry of Education

**In the Name of God Most Gracious, Most
Merciful**

According to Ministry of Education's adjusted law no (4) Of (1992), and according to the decision number 7 of the Council of Ministers in meeting number 30 on 21st January 2009, the clarification has been introduced by H.E the Minister of Education, it has been decided to produce and implement this system:

Basic Education School System (2009)

Preface

Today The Ministry of Education introduces a new Basic and Secondary education school system to the educators and teachers of the Kurdistan Region.

Reform and change is a various multi-faceted process, that should be comprised of all the components in its field, which will come together to produce a strategy towards creating a complete and comprehensive system of education.

In acknowledgement of the above statement, The Ministry of Education during the fifth cabinet of the Kurdistan Regional Government devised a plan to make fundamental changes to the educational system including all the comprised fields of education.

Towards this purpose the Ministry of Education held a successful conference on 22nd -24th May 2007, inviting contributions from educators and specialists of the Kurdistan Region and abroad in order to draw upon their ideas and expertise. This was the first and only conference to submit suggestions for educational reform to the Kurdistan Regional Government Council of Ministers for approval; these suggestions were later voted on by Parliament and were passed with a unanimous vote, thus enabling the proposed reforms to become law. These events came after eight months of preparation and the welcomed participation of nearly 500 educational experts from various education fields at the conference in Hawler, under the slogan of

“By changing our philosophical ideas we can make fundamental changes to the educational system to ensure that everyone can reach their full potential”.

Today, under the light of this proposal, we have in Kurdistan for the first time a basic and secondary education school system that is in accordance with the

articles and items agreed to within the adjusted laws of the Ministry of Education and the directions of the Council of Ministers, which encompasses the components of the modern system and sets the goals of the Ministry of Education to achieve a democratic educational philosophy that will forge the way ahead towards preparing and educating the next generation to become loyal citizens to the homeland with the capacity to think analytically.

A citizen with good moral behavior incorporated with a solid educational background in science and arts will be able to understand and participate in local and global changes, enhancing development and leading to respect for human rights and democracy. This belief in democratic principals and citizenship, knowing their duties, feeling and understanding the fundamental principals of freedom and individual responsibility to the society, will produce well rounded individuals that will grow to become useful and productive citizens of the future, with the appropriate skills and knowledge to contribute towards the building and enhancement of the country.

The opportunity of access to a free and fair education system should be given to all without prejudice. This new system sets a comprehensive guide and provides support for teachers, headmasters and all educators, enabling them to achieve and implement the reforms in schools, helping them to work towards an improved education system.

*Dr. Dilshad Abdulrahman Mohammed
Minister of Education
1st June, 2008*

Basic Education School System

Approach 1

General Principles and Scientific Values

Article 1

First: The Ministry of Education is responsible for the composition of educational and teaching policy for the basic education stage, preparing plans, curricula, school textbooks and other supplementary books. Its duties include, identifying subjects in the curricula, compiling content, setting goals and the number of lessons.

All schools in Kurdistan should take into consideration the above mentioned and implement all the decisions, guidelines and principles; which are set and will be set in the future.

Second:

A-The Ministry of Education will provide all technical aspects that relate to the development and improvement of basic education within the plans of national education development. The Ministry will be responsible for the organization of staff in and between the governorates.

B- The financial and administration affairs of the schools should be governed according to the law of this system and the other adapted systems.

Article 2

Basic education will work with this system in order to enable children in the Kurdistan Region from the age of six to study compulsory education from stages 1 –

9. This will contribute to the building up of their personality and developing their national, physical and spiritual attitudes in order to become healthy, honest, open- minded citizens, so that they can play an important and positive role in the development of the society.

The following points should be taken into consideration-:

First: Deepening love and a sense of loyalty for the homeland, instilling national pride and respecting human rights.

Second: Providing the principles of education and instilling a love of science and a desire to seek and update knowledge in order to sustain the capacity for learning.

Third: Instilling a good work ethic and familiarization of work completion, attaining goals and using the correct equipment.

Article 3

The formation of a society including the principles of welfare and equality should coincide with global development, allowing educational access for all, regardless of gender, religion, ability, social status, economic situation or political background and the development of cognitive skills.

Article 4

The new education system aims to raise self-esteem and provide a democratic framework that will produce a healthy, faithful and loyal generation. The implementation of a fair system with the principles of

equal opportunity introduced to schools will take into consideration individual capacities in the classroom, so that students can reach their full potential. Classroom management and the organization of teaching and learning should reflect these measures.

Article 5

In the new education system of Kurdistan, boys and girls are equal in their rights and duties. Within this system, physical and psychological abuse of students is prohibited and schools will be charged with the responsibility of preventing these abuses. The welfare of the student is at the centre of the system and it will work to achieve the high moral values and knowledge imparted to the student.

Article 6

Learning will consist of imparting and acquiring knowledge through the critical reading of texts. The schools' duty is to educate and prepare students so that they can be useful and productive citizens in society in the future, acting responsibly, freely and effectively. The school should encourage analytical and creative thinking encouraging participation in all aspects of life.

Article 7

First: Basic education schools operate daily on a full time basis. Adjustments may have to be made when necessary to accommodate difficult and pressing circumstances, such as a large number of students, lack of available classrooms and lack of buildings. It is

not necessary that all classes from grade 1 to 9 should study in the same building.

Second: It is allowed when necessary and possible to open basic education evening schools.

Article 8

Education Directories can decide on two shift attendances when necessary within the Ministry of Education's instruction, on condition they inform the General Directorates with a given reason.

Article 9

Basic Education is free for all.

Article 10

Basic education schools are divided into three types: boy's schools, girl's schools and mixed schools.

Article 11

First: The number of students in each class should not be less than 15 and no more than 40, but when it's necessary the number will change and this will happen with the agreement of the General Directorates of Education.

Second: When the number of students in one class is less than 15, it can be merged with another similar sized class in the same level on condition the total number should not be more than 30 students.

Article 12

The Ministry of Education reserves the right to identify some basic education schools in order to perform pilot

projects pertaining to educational tests and learning, using certain teaching techniques, books, tools and equipment in testing and teaching, on condition these actions do not affect the general basic educational and teaching process and does not leave or contradict the Kurdistan Region's curricula.

Article 13

First: In some small remote villages and collectives, special types of schools called a 'one teacher school' will be opened; the number of teachers will be increased, according to the increase in students. Those schools will work according to the Ministry of Education's rules and regulations.

Second: The number of students in such schools should not be less than 15 students; if it is less, then the students should be transferred to a nearby school.

Article 14

First: Some private and specialized schools or classes will be opened for accelerated learning programs. Students should not be younger than 9 for boys starting at grade 1 and not older than 20 whilst the girls should not be younger than 9 starting at grade 1 and not older than 24.

Second: The duration of study for those schools is 5 years. An adjusted curriculum, teaching books and aids have been specially prepared for these students.

Third: Students who successfully complete their course of education in these schools will gain the basic education school certificate.

Fourth: These schools will organize themselves according to Ministry of Education's rules and regulations.

Article 15

First: Graduates from the Colleges of Education and Basic Education and The Central Teacher Institutes and Fine Arts Institutes can be appointed as teachers for basic education.

Second: It is possible for graduates from other university colleges to become a basic education stage teacher on condition they are trained and adhere to the instructions and guidelines set by the Ministry of Education.

Third: In the case of competition for a particular position, preference will be given to those in possession of a higher qualification.

Article 16

Teachers, who are appointed as basic education school principals, should meet the following criteria:

First: The teacher should have served as a basic education teacher in the center of a governorate for a minimum of 5 years or more and in a district, village or collective for a minimum of 3 years or more.

Second: He/She should have a strong personality, a good reputation, believe in democracy, human rights and civil society and not have a criminal record or have undergone an investigation on their educational practice or professional conduct.

Third: It is preferred to have educational management training or have worked as an assistant principal in the school for one year.

Forth: They should have the minimum qualifications required as mentioned in article 15.

Fifth: In the case of competition for a particular position, the highest qualified candidate will be preferred.

Sixth: When necessary in remote areas, principals will be appointed (temporarily) regardless of their service period.

Seventh: If the teachers or candidates meet with the criteria mentioned above, they must take two written tests and undergo an interview. They must gain a pass mark of 60% in order to be appointed as principal.

Article 17

School staff consists of the principal and teachers and together will form a school committee. The principal will head the committee and all the members will help towards achieving the school goals. One of the main tasks of the school committee is to follow up student's progress and welfare, taking into consideration their psychological state, teaching and educating them, so that they can progress, grow and develop perfectly.

Article 18

Exams are not the main instrument of regulation, but are used as methods of evaluation, assessing progress, so as to support students in reaching their goals.

Approach 2

Registering Students and Holidays

Article 19

Every child is registered for the first grade of basic education according to these conditions:

First: Any child who is 6 years old or will be 6 up to December 31st of the academic year.

Second: Children who do not complete 9 years old until December 31st of that year.

Third: Any student who is 20 years old, does not have the right to study at basic day schools, but can continue in evening schools.

Fourth: Basic Education is compulsory for all children in Kurdistan.

Article 20:

Every child who registers to study at basic education schools should produce the following documents:

First: Completed registration forms which have been issued by the Ministry of Education.

Second: An official document identifying the student's age. In case of non availability of this document in the villages and the remote places, a committee will be formed, consisting of the principal of the school, first grade teacher and a doctor from the area (if available) to estimate the student's age until official documentation is obtained.

Third: A health document from the (school health committee) or any official doctor's certificate showing that he is safe from infectious diseases.

Fourth: An immunization document against smallpox and polio.

Fifth: A student who has been absent for (30) days at the beginning of the new academic year after registering, will not be accounted as failed but as having withdrawn for that year. This will be indicated in the school record.

Article 21

In June of every year the Ministry of Education begins the school registration process of new students. The Ministry of Education reserves the right to prolong the period or change it.

Article 22

First: A special committee will evaluate the education level of those students who studied at private schools or in different systems from the Kurdistan schools' system. Their age will be taken into consideration in order to put them in a suitable class according to their academic level. Registering those students should be finalized before October and is applied only for grade 1 to 4.

Second: Special committees from the Ministry of Education will verify certificates and evaluate the academic level of those students returning from abroad in order to put them in the appropriate class.

Article 23

Apart from article 52 (1F), no student will be transferred from one school to another without the permission of their parents, carer or guardian.

Article 24

First: The study period of the year is nine months, starting from the middle of September of every year. If the schools are unable to open for any reasons they should compensate those days that the students have missed in order to finish the legal period of school time and complete the allocated curricula.

Second: Teachers should return to school on September 1st in order to fully prepare their scheme of work and plan of activities for the upcoming year.

Article 25

First: Holiday times for all basic education schools are as follows-:

A- First term holiday -: 25th December-2nd January.

B- Second term holiday -: 11th March -24th March.

C- Summer holidays for students -: begin after the final exams until September 14th of the same year. Students who participate in the second session exam will not have a holiday.

D- Official holidays

Second: Summer holidays for the teachers will start on July 1st until 31st of August, considering the content of Article 24 of this system.

Third: Schools should not close except during the specified times, which have been identified in the

items of the first point. Schools wanting to close must submit relevant reasons to the Directorate of Education, who will make a decision after investigating and assessing the administrative and health aspects.

Article 26

Students celebrating religious holidays on different days to those of Islam are allowed time off.

Article 27

Evening basic schools and village schools will set their timetable according to the instructions of the General Directorate of Education.

Article 28

Teaching staff should always work towards the full attendance of students at schools. Teaching staff are required to take the following measures in regard to 'Absence without good reason';

- A- Inform the parents if the absence lasts for one week.
- B- Call the parents to school if the absence lasts for two weeks.
- C- Fail the student for that year if the absence lasts for more than 25 days.

Article 29

Teaching staff should work towards the full attendance of students to class and request a valid reason for their absence. They should assist with the solving of any occurring problems relating to their absence with the parents. All rules and regulations of the Ministry of Education relating to compulsory education should be considered.

Approach 3

Teaching staff

Article 30

The teaching staff should work on the education and learning processes as indicated in this educational system and all related duties given to them by the school committee. All related duties have to be carried out under educational and professional supervision, either through school visits or through seminars, meetings or training sessions. Teachers are encouraged to benefit from continuous professional development during their time as an active teacher; these may take the form of programs, instructions or training sessions, which the Ministry of Education has devised for these teachers.

Article 31

Teachers can participate effectively and positively in teacher unions in order to embody and achieve their goals in learning, education, social and academic affairs.

Article 32

Teaching staff have to implement all the principles, instructions and decisions according to the education system, especially those which relate to curriculum, pedagogy, evaluation, guidance and strengthening the partnership between schools, parents and socially

related establishments in general, in order to have their say in the learning process.

Article 33

First: All teachers at the beginning of the academic year should do the following-:

- a) Prepare lesson plans.
- b) Prepare a plan to evaluate the progress of the student throughout the year.
- c) Prepare a plan of school activities.

Second: Teachers are required to attend class, unauthorised absence is not permitted. Teachers are required to participate in all activities out of the classroom, such as attending school committee and teacher - parent association meetings.

Article 34

The teacher is required to make an annual plan particularly for those projects, which are to be implemented throughout the year.

Article 35

Each teacher has to cooperate with the principal, professional and educational supervisor in order to organize, evaluate and adjust her/his own duties in their field. All plans and their results will be shown particularly to those named in article 33 items a-b-c- in first.

Article 36

First: Teachers have to regularly teach 24 lessons weekly. Teachers at the age of 50 or when the teacher will teach first graders will be required to teach two lessons less per week.

Second: Lessons will be divided between the teaching staff according to their ability, professionalism and expertise.

Third: The principals should teach 5 lessons and their assistants 10 lessons.

Fourth: If there is no teacher for one week for a class, then by order of the principal with the co-operation of the teachers and the principal's assistant, they will decide upon a teacher for that class, if it is for more than one week then a professional teacher will teach as a lecturer for that class.

Fifth: If the teacher does not complete their quota of 24 lessons, then they should complete the quota in a nearby school or teach another subject near to their specialization.

Sixth: The education director will decide upon the lecturer's payment for the extra lessons taught.

Article 37

One of the teacher and principals' duties is to participate in appropriate training which has been organized by the Ministry of Education or in cooperation with the General Directorate of Education or other educational organizations, so as to improve and strengthen capacity capabilities of the staff enabling them to fulfil their obligations and tackle problems within the school and familiarise themselves with the modern pedagogy.

Approach 4

School Administration

Article 38

According to this system, the principal is responsible for managing the school related duties, which should be carried out in an appropriate manner. The principal is responsible for implementing the decisions and instructions set down by the Ministry of Education regarding basic education. The Principal is also responsible to make sure the school staff, employees and students are aware of Ministry of Education rules, decisions and instructions.

In order to implement all the points mentioned above the principal should do the following:

First: School Organization and Commitment:

The principal is a faithful and constant symbol for his /her school; therefore his/her presence is required during school hours. They should supervise and record the staff attendances and absences, request reasons for absence and report it to the Directorate of Education.

Second: The principal supervises teaching staff and monitors the learning process.

To do this the following should be carried out-:

A- Divide the subjects and classes between the teachers according to their talent, professionalism and qualifications for the student's benefit. Preparation for the school should be completed by the September deadline.

- B- All scheduling and subject dividing between teachers, is the duty of the principal. The draft of the school plan must be sent to the Directorate of Education, this will include the organization of the school programme according to the Ministry of Education framework.
- C- Follow up the implementation of all subject curriculums according to relevant instructions and decisions.
- D- Co-operation with the teaching staff in order to improve the teaching and learning process.
- E- Supervision and presentation of the subject schedule and students registration list in the classrooms.
- F- Observation of teacher's performance in the classroom and making them aware of the study plans. Reviews and observations to be recorded in a special register.
- G- Co-operation and facilitation for supervisors, such as data preparation on information of students and teaching staff and evaluating their efforts in order to take advantage of the instructions from the supervisors for the benefit of both teachers and students.

Third: Supervision of the examinations:

The principal should carry out the following duties:

- A- Check the students' evaluation forms which have been prepared by the teaching staff and assist with the development of the forms.
- B- Supervise the exams according to the instructions and regulations.
- C- Inform the entire teaching staff and students of the final and public exams date and dates of both term

tests in advance so that the parents are well informed.

D- Publish and inform the parents of the test results on time.

Fourth: School Maintenance:

The Principal has to look after the school ensuring it is clean, checking the classrooms and equipment in all areas of the school buildings filing reports and requests for those areas in need of renovation in good time. The principal should have all the information about the school and prepare comprehensive annual reports.

Fifth: Reports.

At the beginning of the school year the principal has to prepare a report outlining the school plans and activities, in the same way at the end of the year the principal should submit the following reports to the Directorate of Education.

A- A special report outlining each teacher's activities and performance. Also the report should include the teacher's relationship with the students and life outside the classroom as well as their participation in the development of the learning process.

B- A report on the state of the school building should include all aspects that have been mentioned in point 4 of this article.

C- A general report regarding the school including all activities, development, evaluation and results of examinations. This report should include the school's need assessment for the following year.

D- A special report on the evaluation of students.

Sixth: Exchange of formal documents.

The principal must supervise and take responsibility for the exchange of all the formal documents and letters coming in and going out of the school. All documents and letters should be kept in a special file. He/she also has to inform the teaching staff of the content of these formal documents and work with them to implement the instructions.

Seventh: School registers

A-The principal should supervise all the files and school registers and observe the filing system, which should be done in an appropriate manner. He/She is also responsible for setting up the filing system and content.

These registers include the following:

- 1- A register for monitoring the student's academic level.
- 2-A register for educational and professional supervisor visits.
- 3- A special register for school buildings.
- 4- A general register for the student's name list.
- 5- A special register for curriculum textbooks.
- 6- A register for examination results.
- 7- A special register regarding teacher information.
- 8- A register for students' attendance.

- 9- A register for school committee and parents meetings.
 - 10- A register for school committee decisions.
 - 11- A register for student results.
 - 12- A register for instruction, adjustment committee decisions.
 - 13- A register for the school shop.
 - 14- A register for library books.
 - 15- An incoming and outgoing register.
 - 16- School materials register (finance 13).
 - 17- School laboratory register.
 - 18- Sports equipment register.
 - 19- Arts material register.
 - 20- School educational and learning statistics register.
 - 21- A register for principal's classroom observation of teachers.
 - 22- A special register for the staff.
 - 23- A register for official visits.
 - 24- A register for incoming and outgoing certificates.
 - 25- A register on committee decisions in cases of physical abuse against students.
- B-**The principal should supervise all the registers under the Ministry of Education orders and instructions.

- C-** The principal has to supervise all registers (1-4) while he is authorised to request one his assistant's to supervise the registers (5-13). He /she is also authorised to divide other registers between his assistants and the school staff according to all the instructions that were issued at the beginning of the year.
- D-** All the above-mentioned registers have to be arranged according to the instructions of the Ministry of Education.
- E-**According to the Ministry of Education instructions, the former principal has to hand over the relevant documentation to the incoming principal.
- F-** The principal is responsible to keep and save school stamps.

Article 39

First: When the number of the students in the school reaches 150, the principal is allowed to employ an assistant and when the number reaches 350, another assistant can be employed.

When the number of students exceeds 650, a third assistant has to be employed. When the number increases to 1000 then the school has to work in two shifts and a fourth assistant has to be employed. The number of assistants has not to exceed more than four, in the exception of school working a system of

three shifts and the number of students increasing to 1500, then a fifth assistant must be employed.

Second: In general, the assistant has to help the principal with the school's duties and has the responsibility of any other duties required of him.

Third: If a principal is dismissed or is on leave through the summer holidays, then the assistant takes on his/her duties (if an assistant is employed at the school) otherwise, one of the teachers should be nominated for that purpose and the Directorate General should be informed. In event of teacher shortage, approval and advice for permission to leave should be sought from the Directorate of Education.

Fourth: The assistant to be employed should meet the requirements mentioned in article (15) in this system report, except for one condition, the assistant should have had at least three years teaching experience in basic education schools.

Article 40

First: The school committee meets twice a month after the school day, in order to discuss and evaluate the educational, learning, administration and social issues. A work plan should result from the meeting.

Second: The school committee is authorized to form a special committee within its staff to perform the schoolwork effectively. Supervisors are advised to be

involved in the meetings. All the committee's decisions must be recorded.

Third: The school committee's responsibilities include the overseeing of teaching staff plans which are implemented in groups or individually in and out of school. One of the duties includes taking administrative responsibility and co-operation with nearby basic education schools to organize conferences, meetings, seminars, preparing learning, educational, social and other physical, and art activities.

Fourth: A draft of the school committee meetings will be sent to the Directorate of Education and Directorate of Professional and Educational Supervision.

Approach 5

Educational and Learning Activities

Article 41

The teaching staff duties include studying and analysing the basic education school programs and working on implementing them. In order to do that, these points have to be included:

First: Enhance principles and main concepts in the programs and work on instilling their values on students in order to influence these values in their daily life.

Second: Enhancement of exams, expertise, education and learning through the use of modern resources, which are adapted to meet the child's age and ability. The teacher should facilitate and explain the use of these resources to students, so that they can be accessed during their daily life.

Third: Enhance high moral values in teaching the curriculum and work on the embodiment of these morals, which influence and impact of the child's daily life.

Fourth: Use of Kurdish language and other local languages in the Kurdistan Region, so that students can express themselves freely. The language of instruction should be used competently. These instructions do not apply to those lessons which are taught in a foreign language.

Fifth: The teaching staff have to apply modern learning and educational pedagogy; to achieve the

goal of enabling the students to think academically and analytically in order to solve problems and tackle them from all angles.

Sixth: Take into consideration confidentiality relating to the child, health aspects and ability to cope and adapt with the surroundings. Introduction of Dynamic education; through play, drama, art, sport and music, in order to place an important role in the process of learning and education to help with child cognitive development. This aspect should be reflected in curriculum and pedagogy.

Seventh: Work is one of the basic principles of life and core to human values, therefore students should be taught, assisted and learn these values through practical skills such as handicrafts.

Eight: Highlight the importance of the environment of Kurdistan and teach children how to look after and respect the environment in line with international standards. Introduction of the surrounding environment and viewing it from a moral standpoint is the duty of the teaching staff.

Article 42

Students will be allocated to different classes according to their level; in this case the number of students in each class will be taken into consideration, which has been mentioned in article 11 of this system.

Article 43

Teaching staff are to work on their pedagogy in order to improve their professional practice. Improved pedagogy will allow lessons to be adjusted to meet student ability and enable them to improve their skills.

Teaching staff should strengthen students' skills through various programmes and identify the reasons of failure and measures should be taken to improve student performance. The Directorate of Education supports all these measures and will be responsible for the provision of resources to achieve the aims of this article.

Article 44

First: Teaching staff should work on revising and reforming their own pedagogy for the benefit of students and try to avoid the classical teaching methodology and memorization in order to raise student's level of learning; this is in line with the modern learning and educational pedagogy conditions.

Second: Teachers should select more than one methodology and implement differentiation teaching methods in the classroom in order to close the gap between the students' level of understanding and engage them more effectively.

Third: Teachers should assist students to be more analytical in their study and raise their academic achievement level.

Fourth: Teaching staff should work on providing and producing teacher resources in order to enhance the lesson. Students may assist in materials development.

Fifth: The teaching staff should review the curriculum textbooks and study the effective forms of pedagogy, referring to the teacher's guide as supplied by the Ministry of Education and additional resources in order to stimulate and encourage students to learn and read more.

Article 45

Teaching staff in the same school should meet with teachers from a variety of schools according to their meeting timetable in order to review and revise aspects of their teaching methods and exchange experience. They can offer different suggestions on items such as the new curricula, teacher guides and pedagogy between themselves and concerned parties.

Article 46

First: The school is responsible for the teaching process.

Second: The teaching staff should give homework as a complement to the schoolwork. Homework is more than just writing, it allows students to review their schoolwork, read stories, noting issues including their opinions and conclusions, discussing and consulting subjects with other students, parents and family. The ability of each child should be taken into consideration when allocating tasks.

Article 47

First: Every basic education school or every two to three basic education schools in the neighbourhood should have a library.

Second: The Ministry and Directorate of Education are responsible to provide and stock the school library with books.

Third: The teaching staff should work to instil a desire of reading in students. This should be encouraged through regular visits to the library.

Approach 6

Instruction

Article 48

Students will be imbued with a respect for humanity and be encouraged to respect their colleagues and elders. Also elders should respect the students and respond to their needs, involving them in the problem solving process.

Article 49

The teaching staff have a direct influence on the development of the students' personality, therefore it is important to co-operate with the students to prevent child abuse and not antagonise them, supporting them by listening to their concerns, respecting them and dealing with them in an ethical manner. Teachers should be a role model for students, as the embodiment of loyalty to work and nation, incorporating the values of respect for human rights, duty, performance and responsibility. Teachers should try to implement the above principles.

Article 50

Teaching staff should work on instilling the love of the homeland and national loyalty, strengthening the spirit of affiliation to the home nation. At the same time, students should be taught to deal with problems at home and abroad in a fair and just manner.

Article 51

First: Teaching staff should value and thus motivate students who are talented in some field of study, as indicated in article 49 and 50 of this system. In this regard, teaching staff should send a letter to the students mentioning their talent and encouraging them to continue through a system of rewards.

Second: This article refers to those students who do not excel in their study; they should be encouraged to excel in other fields (as mentioned in the first point in this article).

Article 52

First: In the event of a problem occurring with a student, teachers should take the following measures.

- A- Consultation and estimation of the problem(s) with the concerning student individually or in a group.
- B- Consult and involve the student's parents.
- C- Make the parents aware of the student's negative attitudes.
- D- Involve the parents in the final school decision in case of problem complications.
- E- Expel students from school for no more than 3 days.
- F- Move students to another school filing in confidence the reason of moving.
- G- Involve professionals in the process such as a school social worker or educational advisor taking into consideration the welfare of the student.

Second: All kinds of psychological and physical abuse is prohibited and is mentioned in the school policy. This is in regard to student - student or student –

teacher or teacher-student. According the Ministry of Education policy, the principal is responsible for resolving any conflict.

Third: The principal and class guide are authorised to implement point A section 1.

Fourth: The principal is authorized to implement points B, C, D in section 1; the class guide after being authorized by the principal can implement point B of section 1.

Fifth: Implementation of point E of section 1 requires the school committee approval. The decision will only be implemented if the principal agrees to the approval and considers it appropriate. Parents should be informed of the decision by a formal letter.

Sixth: Points B, C, D, E, from section1 and all subjects in which are mentioned in that meeting are confidential.

Article 53

First: Any student that is involved in the following will be considered for expulsion by the school committee for the full duration of the school year.

A- Carrying a knife, gun or any other type of weapon – with or without a licence inside the school.

B- An attack against a teacher, administrator or school employee during the year, inside or outside the school.

C- Jeopardising the safety and security of the school individually or in a group.

D- Spreading bad and corrupt behaviour in the school.

Second: In order to apply the rule of section 1 of this article officially, it must go to the Directorate of Education for approval. If the case is not approved it

must go back to the school committee for review and further discussion.

Third: If the school committee insists on their decision, they will send it back to the Directorate of Education where a final decision will be made regarding the case.

Fourth: Students, who have been expelled from their school, are allowed to repeat the year on condition that the student, parents or the student's guardian promise not to let the incident be repeated. The school committee is authorized to suggest the moving of the student to another school (if there is an alternative school available).

Social Activities

Article 54

First: Teaching staff are responsible to organize various activities in and out of the school, to raise student awareness and understanding regarding the concept of citizenship and society norms in a democratic way.

Second: Outdoor activities include; learning and educational activities which consist of social, physical, arts, and excursions to companies, public or private organizations such as media, government offices, universities, parliament and ministries. All these activities are planned to increase the academic and social awareness about the natural environment, common work and production processes. Students will be encouraged to form opinions on various issues and connect the school with other parts of society. For some activities parents can partake if necessary.

Article 55

Teaching staff within the school will form the following permanent committees at the beginning of every year:

First: Committees in regard to educational and social activities will include the following:

- A committee for the prevention of violence and harassment against students. (The principal is the head of the committee).
- Disciplinary committee.
- Educational guidance committee. (The principal is the head of the committee).

- Extra curricula activities committee.
- Media committee.
- School shop and expenses committee.
- Examination committee. (The Principal is the head of the committee).
- Examination inspection committee.
- Parent - teacher committee.
- Cleanliness and hygiene committee.
- School development committee
- Social and art activity committee.

Second: The academic and intellectual committees will be set up according to these fields such as language, natural sciences and social sciences.

Third: To set up the above mentioned committees and their professional fields, the formation has to comply with the regulations of the Ministry of Education.

Article 56

First: Teaching staff in order to enhance the relations between parents and the school should take the following measures;

A- Formation of a teacher - parents committee.

B- The committee have to invite parents to the school in order to discuss student's performance.

C- The committee can invite parents to partake in some school activities such as sports, arts and outings.

Second: The above mentioned committee in point 1 of this article, should meet twice a year. At the end of each meeting a report should be given to the school committee.

Examination and Assessment

Article 57

The teaching staff should supervise assessment and examinations through a number of modern approaches, and seek to update the methods utilised.

Article 58

First: The basic education stage consists of classes 1 to 9.

Second: Students from the basic education classes 1,2,3 will be transferred to a higher class according to their academic level and activities. Teachers will pay attention to the underperforming students to ensure they reach the correct level according to the set curriculum.

Article 59

An examination committee will be set up, headed by the principal and his/her assistant, who will also be a member (if there is one) and three teachers whom are elected by the school committee (with the principal) will be responsible for supervising the examinations and declaring and recording the results. Where there are only one or two teachers in the school they must carry out this duty.

Article 60

The system of school terms in all basic education schools will be applied as follows:

- 1-The school year consists of two school terms.
- 2- Each school term from class 4 to 9 has a half term examination.
- 3-The final result of the student is calculated as follows:
Final result = Total marks of first term + total marks of the second term ÷ 2
- 4-minimum pass mark is 50
- 5-maximum pass mark is 100

Article 61

The three basic education stage classes are 1, 2 and 3:

- 1- Final result in these three classes:
Final result = Assessment total of the first term + Assessment total of the second term ÷ 2
- 2- In each term four assessments in each term will take place and will be rated at 25% for each assessment.
- 3- The results are arranged as follows, (weak, acceptable, medium, good, very good and excellent)
- 4- There is no fail or written examination in these three classes.

Article 62

General Examination

First: By order of the Minister of Education, a committee will be formed which is headed by the

Deputy Minister under the name 'permanent committee of general examination' then it is recognized as a permanent committee.

Second: Members of the permanent committee choose from persons who are loyal, responsible, fair and experienced in education and teaching. The General Director of Examinations will be the deputy head of the committee.

Third: The permanent committee is responsible for running the general examination, setting questions, confidentiality and the organization of special instructions for running of the examination and the announcement of the results and follow-up. The committee's duties are considered as exceptional to the normal administration duties.

Article 63

The Ministry of Education will hold national examinations for different classes except the national examination for fifth basic education class which will be held by the Directorate of Education in the districts.

Article 64

Kurdish is the official school language in all schools in the Iraqi Kurdistan Region and both Arabic and English language are taught next to the Kurdish language.

Article 65

In those schools that study in a language other than Kurdish, Arabic or English, students will be allowed to take the exam in the language of instruction (optional). The Minister of Education will decide to add another subject to general examinations.

Article 66

The basic education stage external examinations are held according to the instructions of the Ministry of Education.

Article 67

Pass, fail with repeat, fail

- A- In classes (4, 5, 6, 7, 8, and 9) of the basic stage, if the student fails in two subjects or more in the first term the student can retake the examinations that were failed in the second term. If the student fails one subject in the second term, the student will be allowed to pass. The final marks will be recorded in the student's file.
- B- If a student fails only one subject he/she will be considered as passed, but the student has to retake the subject in the first term of the following year, if the student fails again, then he/she can retake in the second term of the same year, but if the student fails again then he/she will be considered as failed.
- C- In classes (7, 8, and 9 basic stage) if a student fails one subject they can pass to the next class, but they have to make an application to the school within 15 days if he/she wishes to retake the exam in the second term in the subject that they failed and the final mark of the second term exam will be recorded.
- D- If the student wants to transfer to other governorates within Iraq, except for the Kurdistan Region, the subject in which he/she failed but was allowed to pass to the next class will be given the mark of 50 only.

E- The results of the final examinations for both terms will be designated as a pass or fail.

Article 68

Calculation of the total marks of class 9 is as follows:-

- A. 15% will be taken from the total marks of class seven.
- B. 15% will be taken from the total marks of class eight.
- C. 70% will be taken from the total marks of class nine.
- D. The average of the total marks of classes (7, 8, 9) will be considered as the result for enrolling in academic, vocational secondary schools and institutes. This will be according to the student's assessment report in which the mark of each subject is recorded.
- E. In the schools which study Assyrian and Turkmen languages, these two subjects will be calculated with other subjects that are mentioned in points (a, b, c). This will be done on the request of the school. These two subjects will be taken into consideration when calculating the final average.

Article 69

Student's fail the year if;

- 1-the final result of two subjects or more is less than 50 in the second term.
- 2- he/she does not attend the examinations in the second term no matter what the reason.

3- the student fails a subject during the current year and then passes to the following year and then gets less than 50 in the second term of that following year.

Article 70

First: Class evaluation and examinations held by the teachers.

Second: Examinations held in two terms under the instructions of the Directorate General of Examinations.

Third: The national examination will be held according to the instructions of Directorate General of Examinations, so as to assess the level of understanding by the students.

Fourth: If the day of examinations falls on an official public holiday then the examinations will be held on the next day and will continue according to the sequence of examination timetable.

Fifth: The Minister of Education or anyone who has his authority can change the time of examination.

Article 71

First: Class examinations of the basic education stage are held both written and orally in all subjects under the instructions of the Directorate General of Examinations by consulting with the Curriculum Directorate General.

Second: Examinations in sport, drawing, music and similar courses are held practically.

Third: The examination of technical subject classes (7 and 8) is held accordingly 60% of written and 40% practically.

Article 72

Students are not allowed to be absent from the daily and monthly exam without reasonable justification.

- A- The subject teacher will decide whether to accept the given reason of the student in connection to the daily evaluation and tests.
- B- Both the subject teacher and the school principal will decide whether to accept the given reason in connection to the half term exams.
- C- A sick student may sit the examination in the second term under the instructions and approval of the Directorate General of Examinations and the submission of the Medical Committee's report.
- D- In the second term examination, medical reports and absent documents will not be taken into consideration and this will result in a fail.

Article 73

First: Students who fail two consecutive years in the same class are not entitled to continue in the day school and can enter the third year in evening schools or can participate in the general examination as an external student by taking an entrance test under the instructions of the Ministry of Education.

Second: Students with special circumstances who are not able to take the second term exams according to the instructions will not be considered as failed.

Article 74

Additional instructions and clarifications might be issued in order to facilitate the implementation of the articles of this system.

Article 75

All previous instructions contrary to this system are abolished on the publication of this new system.

Nechirvan Barzani
Prime Minister
21st January 2009