



Gender in The Sustainable Development Goals in Kurdistan Region- Iraq

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ABSTRACT

This research will stress the importance of achieving the SDG4 of gender equality as a prerequisite to achieve all the other SDGs, for instance the relationship of girls or women's education background and other development outcomes like child health and children's performance at school and its correlation with their mother's education background in Kurdistan region of Iraq. Primary and secondary data will be used to dive into the girls representation in education and then use the scale to compare with the rest of Iraq and other neighboring countries just to get an insight as to how much progress has been made and how this progress can be scaled on the international list, then I will attempt to draw a correlation between mother's education and their children's performances by administering two questionnaires, one for the teachers and the other one is for those women whose their children is at school, the sample size will be more than 150 schools which they will be randomly selected all across Kurdistan Region.

The gender issues according to the available data in KRI started to improve in 1992 right after the regional government gained its independence, though after the same year there were some equality issues, but with continues efforts by the ministry of education things started to improve.

Chapter One

Problematic and research methodology

1.1 Introduction and background of the KRI Education

In the past decades advances have been made by the Ministry of education of Kurdistan Region to include gender perspective in education and provide equal access to both boys and girls not only in the Basic education but also at all levels of education all across KRI. Despite the economic setbacks for the past four years, legislations, instructions and proposals have been issued at the higher levels of the government to promote gender integration and mainstreaming. MOE is implementing a gender-blind policy when it comes to the school sex, the trend towards expanding on the coeducation is growing steadily and equal chances to both boys and girls to access the school building without any community resistance and religious influence on mixing both genders in the same school building.

1.2 Rationale

In 2007, the Kurdistan Regional Government's Ministry of Education overhauled the educational system. This effort was motivated by the desire to modernize the school's old-fashioned curriculum, the priorities of the MOE were more focused on the improvement of the school facilities, and improve the standard of instruction in the classroom. The work to change the system and the curriculum started before 2007, and then in 2007 after many meetings MOE hosted a conference and in that conference, it announced the introduction of a new curriculum which was implemented the same year throughout KR-I, and it became mandatory for schools from grade 1 to grade 9 of basic education and from grade 10 to 12 of preparatory education.

Furthermore, various problems and challenges have been identified in education, such as insufficient school facilities and a shortage of teaching equipment's and amenities, lack of experienced teachers, large class sizes, and so on. But despite these enormous challenges and setbacks the Ministry's vision to achieve the SDG4 of gender equality has been ongoing to boost, foster and enhance the education sector in this area. We will have to ask more questions in order to become acquainted with

the latest development in the school sector and with gender statuses and their access to education.

1.3 Research Problematic

In order to improve quality and equality and also even equity, the ministry of education of Kurdistan Region started to reassess the local provision of Basic and preparatory school.

In terms of the infrastructure, there is currently an insufficient number of school buildings to meet the current demand for schooling, and traditional design techniques are inherently slow and inefficient.

Available statistics in the ministry shows that KR-I (Kurdistan Region of Iraq) currently has 4,468 basic schools serving grades 1 all the way through 9. More than 65 percent of such schools are in rural or village settings, with the remaining percentage in urban settings. With regards to the school's distribution between urban and rural settings, it has been highlighted that in the rural settings; 60 percent of schools located in the villages typically host less than 50 students while the remaining 40 percent host less than 100 students.

In addition to the above-mentioned challenges that have impacted education quality, there are other teacher-related challenges that have contributed significantly to the deterioration of education quality in the Kurdistan region. These challenges in fact did not affect the girls' and boys' access to education, even if the education type which they receive might not be in a good quality.

1.4 Research questions

The primary research question is:

Is the gender equality in the Primary Education in Kurdistan Region has been improved?

The following questions must be answered in order to answer this question:

- 1) How does the Government maintain the gender equality in KRI at the school level?
- 2) Do Parent's educational background affect the overall student's performance for both girls and boys?

1.5 Objectives of the research

The objectives of the research are as follows:

- (1) To gain basic insight into the concept of gender equality in education in the context of the Iraqi Kurdistan Region.
- (2) To point out critical progresses and advances in students' access and their achievement in terms of performance, completion, treatment and learning outcomes for both boys and girls in the basic education.

1.6 Scope and limitations

This research will analyze the gender equality of education in the public basic schools in KRI by using the past trends available. The scope of the research in the public basic education will be limited to parent's education background as well as their impact on the student's achievements. The study would use data from the Ministry of Education, as well as accessible research studies performed in KRI and other sources such as the World bank online database, and also from a questionnaire which is been conducted in 150 schools in each governorate (Erbil, Duhok, Sulaimaniah) in KRI.

1.7 Methodology

The primary data and information in the KRI will be analyzed quantitatively and qualitatively in this research. In order to gain a better understanding of gender inclusion in education, and how effective it is a questionnaires was developed and administered to three governorates in KRI just to gather the perceptions from 150 principals and parents on the overall students' performance for both girls and boys at the school level, and A NOVA, chi Square and also SPSS were used to analysis the responses for various respondents in Erbil, Sulaimaniah and also Duhok.

Chapter Two

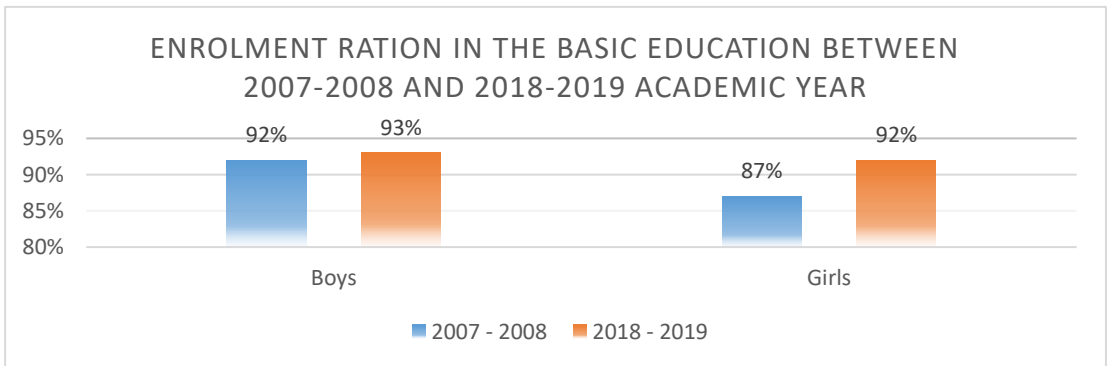
2.1 Access to Education

In 2015 the minister of education of Kurdistan region attended the world education forum in Incheon, South Korea to announce the sustainable development goals which is the continuation of the Education For All (EFA) the Millennium Development goals

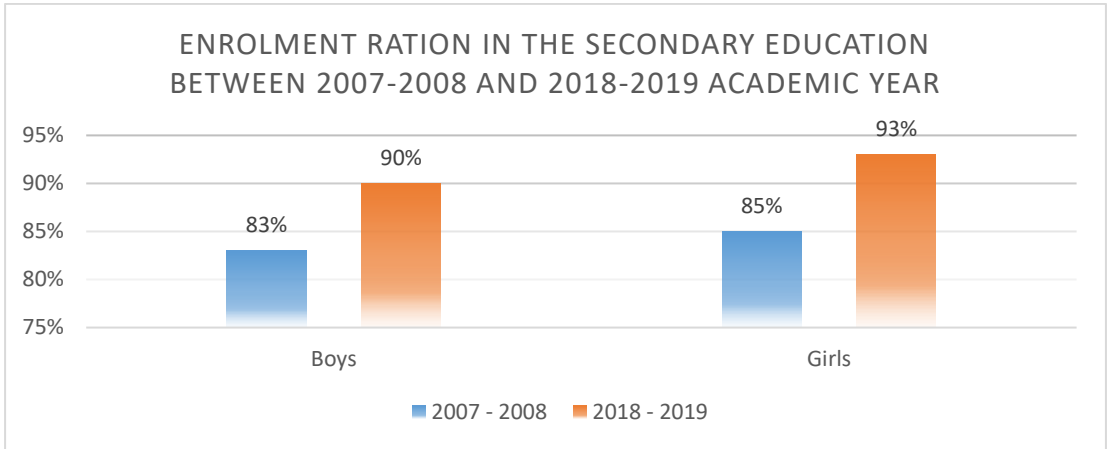
(MDG) on education, and reaffirmed Kurdistan Regional Government’s commitment to the attainment of the SDG goals particularly SDG4 which clearly states that all countries need to ensure all children boys and girls have access to an inclusive and quality education by 2030 (OECD, June 2017).

Kurdistan Regional government recognizes the fact that gender equality in education is critical and it ensures progress towards poverty reduction, cognizant of the fact that girls and women participation in the labor market can be effective and they can increase economic productivity (Koyuncu, & Yilmaz, 2016), the government through various projects mainly through vision 2020 is endeavoring to ensure access to a good quality education for girls and women and break the wrong stereotype that women are weak and they should stay at home and do the household chores.

According to the national education statistics in 2007-2008 academic year which is received by the department of statistics at the ministry of education, the net enrollment ration at the basic education is (92%) for boys and (87%) for girls, ten years later this ratio has seen a dramatic change, in 2017-2018 academic year this ration changed, for boys is (93%) and girls is (92%). Likewise in the secondary education the enrollment ratio for boys is (83%) and for girls is (85%), while in 2017-2018 this trend went up to (90 %) for boys and (93%) for girls, see the below graph.



Source: MOE-KRG 2019



Source: MOE-KRG 2019

In KRI there are total (4884) basic education schools and (1171) secondary school buildings in 2018-2019 academic year, despite the fact that the increase in the number of school building did not keep pace with the increase in the number of students due highly to a chain of crisis such as economic crisis and the fight against ISIS, but the ministry of education managed to keep the gender balance at both levels of education.

In most countries there are gaps between the policies and also the practices, in other words some countries changed their policy to permit more participant of girls and women into education but in reality it became a challenge for them to put these policy in practice, for instance in the government has changes their policy to allow mothers to re-enter schools after giving birth, but this policy faced a strong resistance by the schools personnel, because these were so concerned that young mothers would have bad influence on the girls education as girls in the classroom might be encouraged to imitate them and marry at the early ages (Human Rights Watch, 2018). However, the government know and understands that gender inequality can be a major driver of women’s poverty, that’s why the government has been trying and has also successfully managed to mainstream gender equality in each governorate all across Kurdistan Region with the intention to address the gender-specific barriers women face in each governorate and also to tackle and



uproot the symptoms of inequality. Hence there are a lot of efforts to improve gender equality and women's empowerment in education, but the government understands that education is only one of the areas of social policy to incrementally diminish gender inequality and empower of women and progress in education per se is not sufficient, there should be a chain or a sequence of efforts by various sectors.

The targets for sustainable development goal 4, encourages all governments all across the world to provide an equitable good quality education for all (OECD, June 2017), so therefore the ministry of education of Kurdistan region besides school building and teachers education prioritized the girls education, and as figure below show, in the past few years there has been substantial overall increase and improvement of girls education not only in the enrollment but also in retaining them in all levels of education. Measurement of gender parity index in education demonstrates the impact of the government's initiatives and efforts in improving girl's education.

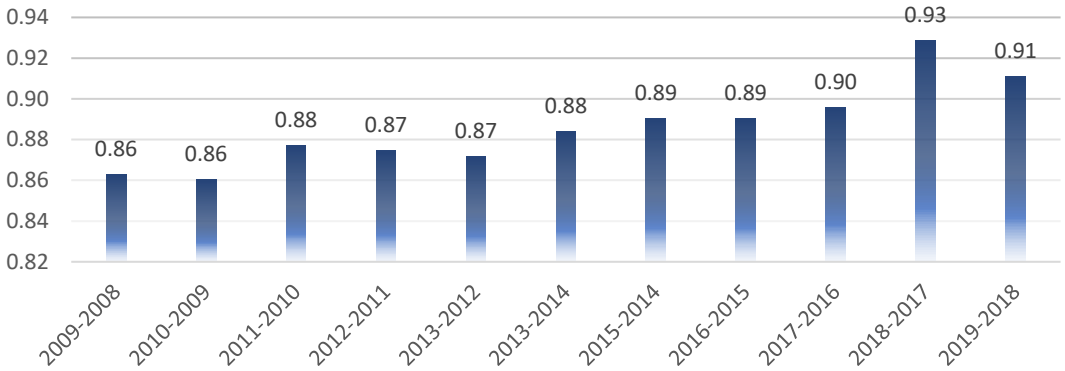
Gender Parity Index

Kurdistan region has made significant advances, particularly in goal 4 which it has ensured that equal numbers of boys and girls are enrolled in basic education, and it has been verified by many international organizations that the ministry is on the verge of attaining gender parity which is considered as a first step towards attaining full gender equality.

Gender Parity Index is a socioeconomic index which is used to measure the relative access of boys and girls in education, it is calculating data in its simplest way to identify the difference between girls and boys in education, if the given ratio is below 1 it means that there more boys enrolled than girls in schools, but if the ratio is above 1 it means that more girls are enrolled than boys, and if the number is equal to 1 which means that the number of boys and girls are equal in education (UNESCO institutes for Statistics, November 2009).

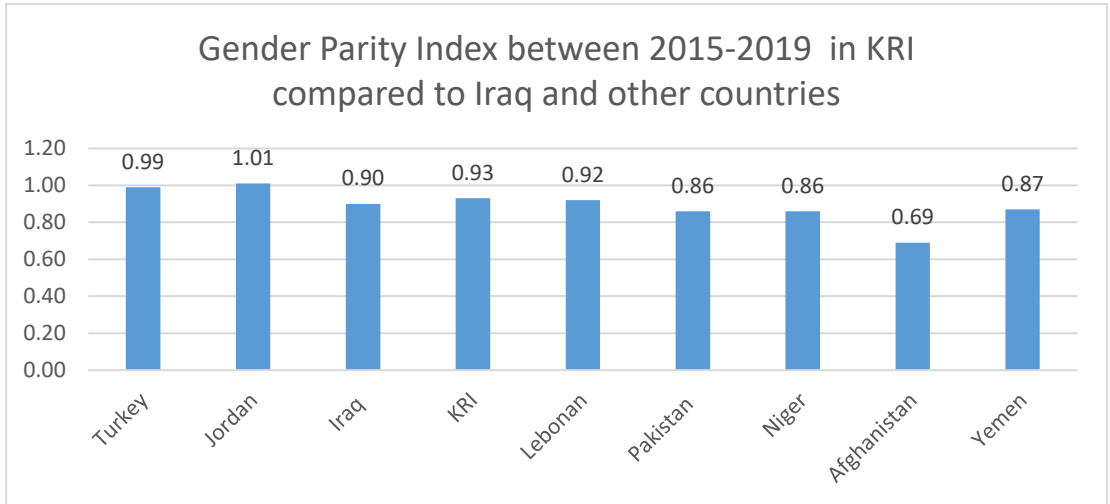
The following charts demonstrated the trend of GPI at Basic education from 2008-2009 academic years to 2018-2019:

GENDER PARITY INDEX IN THE BASIC EDUCATION FROM 2008-2009 TO 2018-2019 ACADEMIC YEAR



SOURCE: KRG, MINISTRY OF EDUCATION-2019

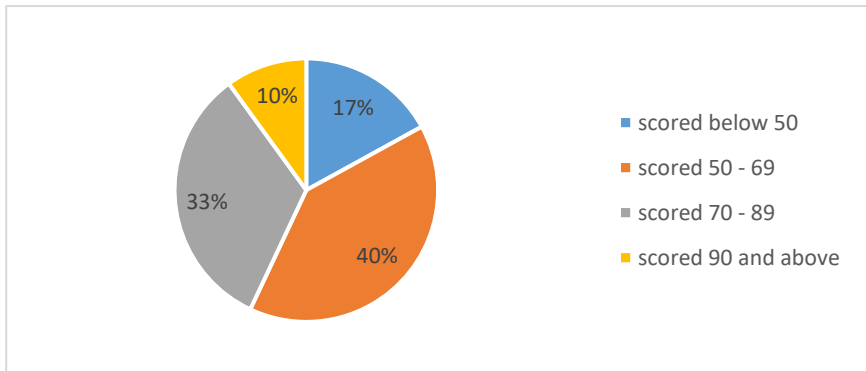
In 2008-2009 academic year in Kurdistan Region the GPI value was 0.86, means that 89 girls are enrolled in the basic education for every 100 boys, but in 2018-2019 academic years due to the continuous efforts of the government this value increased drastically to 0.91. if we go as far back as twenty years, then girls education and their enrolment particularly in the rural settings were highly affect by the society, in other words some places where heavily patriarchal and to change this strict culture the government and the ministry of education had to engage the elders, community, religious leaders to advocate for more girls participation and enrollment and of course the role of the non-governmental organizations, women’s union and also teachers and students union should not be overlooked.



It's important to compare the gender parity index of KRI with Iraq, neighboring and other countries with similar levels. As it's demonstrated in the graph above that some countries are going through unprecedented progress such as Jordan where the gender parity index at the primary education reached at 1.01 which means that more girls are enrolled than boys in the system. In Yemen and Afghanistan, the GPI stands at 0.87 and 0.67 consecutively, which means in Yemen about 87 girls are enrolled for every 100 boys and in Afghanistan is even much worse; 69 girls enrolled for every 100 boys this low rate of GPI might be due to the war, political instability and also religious influence in these communities. KRI' gender parity index is 0.92 which this is mean that KRI show relative disparities between girls and boys, the ministry of education of KRI could have achieved gender equality if there weren't any economic and political problems as these challenges have been underlined previously in this study, but despite these challenges KRI is still doing better than Yemen, Afghanistan, Nigeria and Pakistan. As for Iraq we assume the GPI is about 0.90, because the GPI in 2007 was 0.84 and 12 years later Iraq might have progressed despite all the hardships which this country went through, in other sources we see that this number was inflated a lot and we believe that the GPI which was provided by other sources are factious.

Student Performance

The performance of the students is relatively below expectations: results of the 2017-2019 in grade 7 through grade 9 of the basic education shows that the performance of the KRI's student is relatively not good on the whole, at least relative to the implied standards set by the test. At least 17% of the students did not pass the English, physics or math tests, receiving score lower than 50 (the passing grade). Most of the passing students scored in the lowest passing brackets with the scores of 50 to 69, and 33% of the students scored higher than 85 in any of the subjects. The below figure shows the percentage of student in 2018 according to scores they achieved.



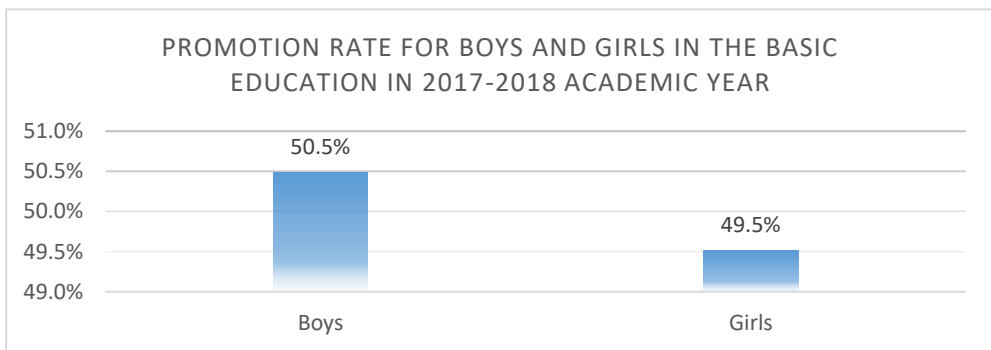
Source: KRG, Ministry of Education-2019

Since 2007, right after the reform, education in Kurdistan Region was made compulsory from grade (1) up to grade (9). Recently studies on the gender differences in achievement has mainly focused on the underachievement of boys in comparison with girls, and most of them point at the difference in school attitudes between boys and girls and that (Mieke. , 2004), but in KRI it appears that boys and girls in terms of their academic achievement in the basic education are doing equally good. In 2017-2018 academic year the difference in promotion rate between both genders is insignificant, because due to the continuous efforts by the government to eliminate this culture that boys are underperforming than girls have quite been successful, especially since 2010 when the ministry started to devolve more power to the school level so that schools are able to engage communities more through PTA and involve

parents in to the decision related to the improvement of the school. Teachers in some schools have been trained to deliver the contents of the curriculum by taking into a thorough account of the differences and needs between boys and girls.

Promotion Rate

According to the recent data achieved from the ministry of education, 50.5 % of boys 49.5 % of girls promoted in every grade of the basic education. When looking at subjects, then we will discover wide variations between girls and boys from grade 1 up to grade 9. In some cases through face to face interview with parents, teachers and school principal which we have conducted during the development of this study it has been reported by the teachers and school principal and also parents that girls do better in both English, reading and writing than boys, while boys outperform girls in math and science, but the evidence to this difference couldn't be found and that we couldn't find any correlation whatsoever between socioeconomic and racial status on their learning conditions.



Source: Ministry of Education 2019

Chapter Three

3.1 Descriptive analysis

The analysis of the questionnaire was carried out in the form of mean, standard deviation, as well as Pearson Chi-Square Tests, ANOVA, frequencies and percentages to sum up and tabularize data on students' academic achievement, family supports, parent's keenness to education and students' perceptions of their family roles.

Correlations was used to create the link between students' academic achievement and the teacher effect as well parents supports and their background support to their children's academic achievement.

3.2 Pearson Chi-Square Tests

It was proposed in 1900 by Karl Pearson, the British statistician known also for the Pearson product–moment correlation estimate, among many contributions.

Is a statistical test applied to study the relationship between two variables to see if there is a relationship between the two variables or not? This test is performed by comparing the value of the Level of Significance (α) with P-Value. The purpose of the Chi-Square Tests is to determine if there is a relationship between the variables under study.

3.3 T-test statistic and ANOVA analyses

Pearson Chi-Square Tests and ANOVA were used to do association between students' academic achievement and their parent's educational background, the questionnaire was also meant to examine whether there were significant differences between these areas of interest. The questionnaire focused on three governorates in KRI (Erbil, Sulaimaniah and Duhok.), T-test statistics was essentially used to determine if the correlation between student's performance, teachers' qualifications and also the parent's educational background is significant and whether they are having a positive impact on each other.

The t-test looks at the t-statistic, t-distribution and degrees of freedom to determine the p value (probability) which was used to determine the means difference between the subjects. While to compare between mean scores of Governate, ANOVA was also performed.

3.4 Findings and Discussion

In terms of collecting data on the academic qualifications of parents, the questionnaire collected data on parent's education background and the highest degree attained. Nearly Half of responded stated that the highest degree attained is

bachelor, the percentage of father holding bachelor degree is nearly (63%) compared with mother in the same academic qualifications (35%).

Table 1 Pearson Chi-Square Tests for parents

		Father	Mother
son /daughter is absent from school	Chi-square	8.543	2.105
	df	6	6
	Sig.	.036*	.551

The above table shows that the Pearson chi-square statistic is 8.543 and the p-value = 0.036. Therefore, at a significance level of 0.05, we can conclude that there is the link between the parent’s influence (Father) and student’s absenteeism is statistically significant, while the link with the other parent (mother) and student’s absenteeism is not significant since the results in the above table demonstrates that the p-value for mother is (0.551), and that perhaps might be due to father’s better understanding of their critical role for their son- daughter and also their influence on them to attend lessons, and as well as father’s influence on their children’s academic achievement (Lareau, 2003).

According to the (Roby, 2014) there is “a moderate to strong negative correlation of absenteeism to academic achievement. Moreover, Belfanz and Byrnes’ (2012) state that there is a negative impact between absents and academic achievement. Furthermore, Goodman (2014) and Aucejo and Romano (2016), indicated that there is a negative influence between be absents and student’s achievement.

Table 2 son /daughter attended extra lessons

		Father	Mother
son /daughter attended extra lessons	Chi-square	45.190	2.475
	df	6	6
	Sig.	.000*	.480

The (table2) illustrates the responses by the parents on their children’s attendance of extra classes or lessons. The questionnaire explicitly asked questions about their children receives extra lessons. Almost every parent noted that their son /daughter received extra lessons. The results are shown in the table (5) in appendix. As can be seen in table (2) there is a significant relationship between parents influence or impact on their children to receive extra lessons, as the table demonstrates that the father’s P-value stands at (0.000), while for the mother the p-value is (0.480). On the other word, the findings indicate that fathers think that additional classes can improve student’s performance and the student’s ‘excellence in tests.

Additionally, with regards to which extra class subjects the children receive, it turned out that mathematics takes the biggest percentage 47.1%, while reading & writing and science percentage stands at (36.3%, 16.7) respectively. see table (5) in Appendix.

Table 3 parent Spending time with their children for doing homework

		Father	Mother
Spending time with son /daughter for doing his/her homework	Chi-square	5.323	8.064
	df	6	6
	Sig.	.503	.233

To find out effect of parents on their learner education for homework, the questionnaire asked the parent to rate the time they spend with their children to help them do their homework. The result was significant, it showed that the proportions of parent who spend more than 10 hours a week stand at 82% while 17.6% of parents rated that they spend less than 10 hours a week.

But in terms of the chi-square results it can be seen in the table (3) there is no correlation between parents spending time with their children to do their homework, since there is not a significant difference for both parents (Mother and father) in the time they spend to help their children do the homework.

Table 4 Discuss with teacher about their child progress in learning

Governorate	ANOVA				
	N	Mean	Std. Deviation	F	p-value
Erbil	150	2.933	0.387	4.297	0.014* S
Duhok	150	3.067	0.436		
Sulaymanya	150	2.997	0.355		
Total	450	2.999	0.397		

The parents were also asked questions about whether they discuss with teacher about their children’s progress in school. As can be seen in the table 4. (205) out of (450) of the respondents replied no. while 245 reported yes. When Nova was used to take parents opinion about the children’s progress in school it turned out that the overall P-value is (0.014) which means that there is difference in the learning progress of students by governorates. Among the governorates Duhok recorded greater progresses with the mean of (3.067). This indicates that when parents discuss with teachers about their children’s progress in school, the teachers perhaps might be encouraged to progress more personalized attitude to his learning and also improve his or her overall performance. On the other hand, this will help parents as well, so they are more opportunity to learn about their children’s achievement and academic success. Hence, we can conclude that once the parents and the teachers have a good relationship and they communicate regularly to talk about the children’s learning and that parents care more about their children’s issues in school, the performance of both teachers and students might be improved.

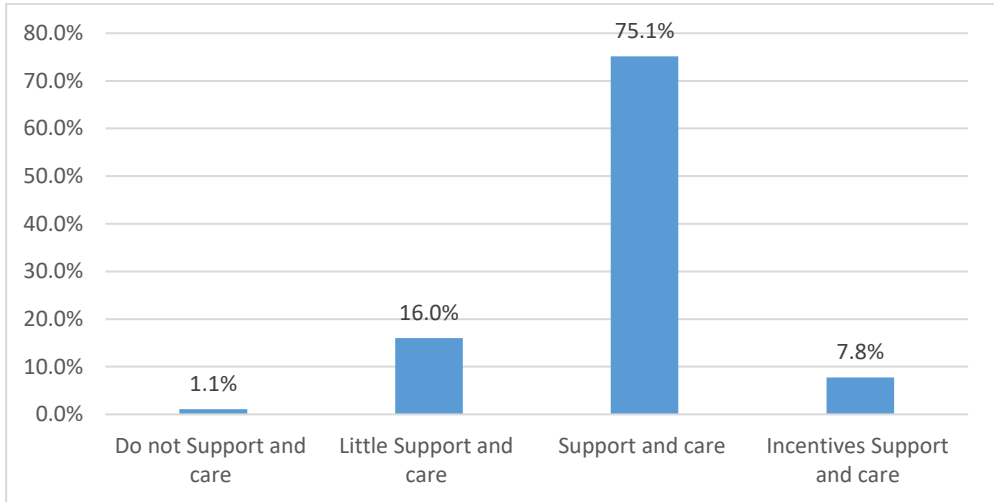


Figure 1 Family support and care

The parents were asked questions about whether they support their children or not. Figure 1 shows that the percentage of parent’s responding they support and care about their children’s education stands at 75.1%. While the percentage of parent’s rated little or no support and care stand at 16% and 1.1 respectively. With regards to the mean of the parent’s support and care about their children’s education and learning the value is 3.30. We can conclude that there is a strong link between parent’s support and care and also student’s good performance and achievement. According to Lunenberg and Irby (2002), show that family (parent) who support and care their children education, such as helping with homework, as well as involve school activity may have an effect on Childers education achievement. Consequently, parents are considered to become probably the most significant as well as essential stakeholders in education.

Conclusion

Research shows that parental education background, has significant effects of academic achievements of students. Also, Lunenberg and Irby (2002), claim, that there is obvious evidence that there is positive links between students’ successes and parental involvement in their study.



This particular section summarizes the overall research outcome and thus consists of the

outcome from the research. Kurdistan Regional government recognizes the fact that gender equality in education is critical and it ensures progress towards poverty reduction, so there is progress in Government maintain the gender equality in KRI at the school level which have been underlined previously in this study. According to the outcome of this study we can conclude that despite of economic and political problems as these challenges have been underlined previously in this study, but despite these challenges KRI gender equality in the Primary Education in Kurdistan Region has been improved.

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Appendix

Variables		Count	%
Governorate	Erbil	150	33.3%
	Duhok	150	33.3%
	Sulaymanya	150	33.3%
Mothers Educational Background	Master	0	0.0%
	Bachelor	159	35.3%
	Secondary	129	28.7%
	Primary	108	24.0%
	Illiterate	54	12.0%
Fathers educational background	Master	0	0.0%
	Bachelor	285	63.3%
	Secondary	90	20.0%
	Primary	54	12.0%
	Illiterate	21	4.7%
attended extra lessons	Yes	348	77.3%
	No	102	22.7%
	Math	48	47.1%
	Reading & writing	37	36.3%
	Sciences	17	16.7%

spend time with your Child for doing his/her homework	More than 10 hours a week	371	82.4%
	6-10 hours a week	63	14.0%
	1-5 hours a week	16	3.6%
	Less than one hour a week	0	0.0%

چیندەر له ئامانجه کانی گه شه پیدانی بهره وام له ههریمی کوردستان-عیراق

پوخته:

له ساڵی 2015 وهزارهتی پهروهرده ئامادهی کۆرپه ندهی جیهانی پهروهردهی ئینچیۆن کۆماری کۆریای باشور بوو، ههروهها پابه ند بوو به ئامانجه کانی گه شه پیدانی بهره وام به تایبتهت به دهسته هینانی SDG4 که جهخت له سه ر دابینه کردنی خویندنی کوالیتی گشتگیر و دادپه روه ر ده کاته وه وهه مو و ولاتان پابه ند ده کات بۆ ئه وهی هه مو و کچان و کورپان به خۆرایی و به کوالیتی خویندنی سه ره تایی و ناوه ندی به وه راگه یشتنیان هه بیته. داوای وه به ره هینان له پهروه رده دا، به تایبتهت خویندنی کچان به دهنگی به رز ده کریته، به تایبتهت له کاتی قه یرانه کانا ده سه ره رای ئاسته نکه ئابوورییه کان و پیشکه وتنه یاسایی و سیاسیه کان و به وه هیزه ی حکومهت و په ره و شیبۆ جیه جیکردنی به رنامه ی SDG سه رکه وتووانه، به لام پیشکه وتن هکان سه بارهت به خسته ناو تپروانینی چیندهری بۆ پهروه رده هه م له رووی ده سته گه یشتن و ئه دای قوتابخانه له چاو باقی عیراق، کراون.

ئهم توێژینه وهیه جهخت له سه ر گرنگی به دیهینانی SDG4 ی به کسانێ چیندهری ده کاته وه وهک پیشمه رجیک بۆ به دیهینانی هه مو و SDGs هکانی تر، بۆ نموونه په یوه ندی کچان یان باکگراوندی پهروه رده ی ژنان و دهره نجامه کانی تری گه شه سه ندی وهک ته ندروستی مندال و ئه دای مندال له قوتابخانه و په یوه ندی له گه ل باکگراوندی پهروه رده ی دایکیان له ههریمی کوردستانی عیراق. دا ئای سه ره تایی و ناوه ندی به کارده هینرین بۆ دابه زکردن له نوینه رایه تی کچان له پهروه رده و پاشان بیوه ری به راوردکردن له گه ل باقی عیراق و ولاتانی تری دراوسێ ته نها بۆ ئه وهی به رچا و روونییه ک به ده ست به یئری که تا چه ند پیشکه وتن به ده ست ها توه و و چۆن ده توانریت ئه و پیشکه وتنه له لیستی نیوده و له تی دا بیپوریت، پاشان هه ول ئه دم به به رپوه بردنی دوو پرسیار په یوه ندی یه ک له نیوان پهروه رده ی دایک و ئه دای منداله کانیان دا بکپشم، یه کپکیان بۆ مامۆستا یان و ئه وی تریان بۆ ئه و ژنانه ی ه که منداله کانیان له قوتابخانه، قه باره ی نمونه که زیاتر له 150 و قوتابخانه و کۆمه لگه کان له هه ر پارێزگایک هه ره مه کی له سه رانه ری ههریمی کوردستان دیاری ده بزێردریت.

كيشه‌ی جینده‌ر به‌پیی ئه‌و داتا به‌رده‌ستانه‌ی له‌حکومه‌تی هه‌ریمی کوردستاندا هه‌ن له‌سالی 1992 هه‌و ده‌ستکرا به‌باشبوون و دوا‌ی ئه‌وه‌ی حکومه‌تی هه‌ریم سه‌ربه‌خۆیی خۆی به‌ده‌سته‌ینا، هه‌رچه‌نده له‌دوا‌ی هه‌مان سا‌ل هه‌ندی‌ک مه‌سه‌له‌ی یه‌کسانی یی هه‌بوو، له‌گه‌ل هه‌ول‌ی به‌رده‌وام له‌لایه‌ن وه‌زاره‌تی په‌روه‌رده‌وه شته‌کان به‌ره‌و باشتربوون ده‌برین.

وشه سه‌ره‌کیه‌کان: یه‌کسانی، SDG4، په‌روه‌رده، خویندکاران، مامۆستایان.

عنوان البحث الجندر في أهداف التنمية المستدامة في إقليم كردستان العراق

المخلص:

في عام 2015، حضرت وزارة التعليم منتدى التعليم العالمي في (إنتشون) في جمهورية كوريا الجنوبية، والتزمت بأهداف التنمية المستدامة، ولا سيما تحقيق الهدف 4 من أهداف التنمية المستدامة الذي يركز على توفير تعليم جيد شامل ومنصف ويلزم جميع البلدان بضمان أن جميع الفتيات والنساء الحصول على تعليم ابتدائي وثانوي عالي الجودة مجاناً. إن الدعوة إلى الاستثمار في التعليم، وخاصة تعليم الفتيات، يتم رفعها بصوت عالٍ، لا سيما في أوقات الأزمات. على الرغم من العقبات الاقتصادية، والتقدم القانوني والسياسي، وإرادة الحكومة القوية وحرصها على التنفيذ الناجح لأجندة أهداف التنمية المستدامة، فقد تم إحراز تقدم فيما يتعلق بإدراج منظور النوع الاجتماعي في التعليم من حيث الوصول والأداء المدرسي مقارنةً بالتعليم. باقي العراق. سيحدد هذا البحث على أهمية تحقيق الهدف الرابع من أهداف التنمية المستدامة للمساواة بين الجنسين كشرط أساسي لتحقيق جميع أهداف التنمية المستدامة الأخرى، على سبيل المثال، العلاقة بين الفتيات أو الخلفية التعليمية للمرأة ونتائج التنمية الأخرى مثل صحة الطفل وأداء الأطفال في المدرسة وارتباطها بذلك. الخلفية التعليمية لأمهاتهم في إقليم كردستان العراق.

سيتم استخدام البيانات الأولية والثانوية للتعلم في تمثيل الفتيات في التعليم ثم استخدام المقياس للمقارنة مع بقية العراق والدول المجاورة الأخرى فقط للحصول على نظرة ثاقبة حول مدى التقدم الذي تم إحرازه وكيف يمكن تحقيق هذا التقدم. على القائمة الدولية، سأحاول رسم علاقة ارتباط بين تعليم الأم وأداء أطفالها من خلال إدارة استبيانيين، أحدهما للمعلمين والآخر للنساء اللواتي أطفالهن في المدرسة، سيكون حجم العينة أكثر من 150 والمدارس والمجتمعات في كل محافظة بشكل عشوائي في جميع أنحاء إقليم كردستان.

بدأت قضايا النوع الاجتماعي وفقاً للبيانات المتاحة في إقليم كردستان-العراق بالتحسن في عام 1992 مباشرة بعد حصول الحكومة الإقليمية على استقلالها، على الرغم من وجود بعض قضايا المساواة بعد نفس العام، ولكن مع الجهود المستمرة من قبل وزارة التعليم بدأت الأمور تتحسن.

الكلمات المفتاحية: المساواة، الهدف الرابع للتنمية المستدامة، التكافؤ، التعليم، الطلاب، المعلمون.