

The Role of Non-Governmental Organizations In Supporting Education For Poor Families In Diwaniyah Governorate*

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Abstract

The research stems from the issue of non-governmental organizations and their role in alleviating poverty in light of the economic crises and difficulties that poor families suffer from. Political and economic fluctuations, and suspicions of financial and administrative corruption, led to the neglect of this segment and made it unable to provide its living requirements and its dependence to a large extent on aid granted by individuals and non-governmental organizations. Due to the importance of this topic, this study was chosen in order to clarify the concepts related to non-governmental organizations and indicators related to poverty levels, and to achieve the goal of the research, a questionnaire was distributed to about (100) poor families covered by the support of these organizations. The questionnaire centered on education, and the study concluded A group of conclusions, the most important of which is that non-governmental organizations have a major role in providing salaries and grants to poor families, but they are not sufficient to meet the requirements of living, but rather reduce their burdens, and they had an effective role in bearing the costs of wages and providing educational supplies inside Iraq, and the study recommended the need for comprehensive and accurate review and monitoring The work of non-governmental organizations and providing all the necessary requirements, and making them supportive organizations and supporting the government's effort to alleviate poverty, so that the process of cooperation is mutual and facilitates continuous support for poor families.

Keywords: non-governmental organizations, education, poor families, Diwaniyah governorate.

المستخلص

ينطلق البحث من موضوع المنظمات غير الحكومية ودورها في تخفيف الفقر في ظل الازمات والصعوبات الاقتصادية التي تعاني منها الاسر الفقيرة ، ويحاول البحث الالمام بدور تلك المنظمات في الجوانب التعليمية، فضلا عن تقصير الجهات الحكومية في توفير تلك المتطلبات خاصة للطبقات

*. The research is extracted from a master's thesis for the first researcher.

الفقيرة ، لما تعانيه تلك الجهات من تقلبات سياسية واقتصادية وشبهات فساد مالي وإداري ، أدت إلى إهمال تلك الشريحة وجعلها غير قادرة على توفير متطلباتها المعيشية وأعمادها بدرجة كبيرة على المعونات الممنوحة من الأفراد والمنظمات غير الحكومية . ولأهمية هذا الموضوع تم اختيار هذه الدراسة بهدف توضيح المفاهيم المتعلقة بالمنظمات غير الحكومية والمؤشرات ذات الصلة بدرجات الفقر، ولتحقيق هدف البحث فقد تم توزيع استمارة استبيان وزعت على نحو (100) أسرة فقيرة مشمولة بدعم تلك المنظمات ، تمحور الاستبيان حول التعليم ، وقد توصلت الدراسة إلى مجموعة من الاستنتاجات أهمها، أن للمنظمات غير الحكومية دوراً كبيراً في توفير رواتب ومنح للأسر الفقيرة إلا أنها لا تكفي لتلبية متطلبات المعيشة وإنما تخفف من أعبائها ، وكان لها دوراً فعالاً في تحمل تكاليف الأجور وتوفير المستلزمات الدراسية داخل العراق ، وأوصت الدراسة بضرورة المراجعة الشاملة والدقيقة ومراقبة عمل المنظمات غير الحكومية وتوفير كافة المتطلبات الضرورية، وجعلها منظمات داعمة ومساندة لجهد الحكومة في التخفيف من الفقر، حتى تكون عملية التعاون تبادلية وتسهل الدعم الموصول للأسر الفقيرة .

الكلمات المفتاحية : المنظمات غير الحكومية ، التعليم ، الأسر الفقيرة ، محافظة الديوانية.

Introduction

The issue of improving the standard of living of poor families and reducing poverty is one of the important issues that interest countries, and several means are used to achieve that goal, by raising economic growth rates and ensuring that the fruits of this growth reach the lower classes in society in addition to securing a decent social level and achieving economic well-being in the areas Health, education and housing. Global changes during the last decades of the last century led to major shifts, consequences and challenges that greatly affected the ability of states to carry out their tasks unilaterally. This situation led to the emergence of non-governmental organizations, whether local or international, which rushed to participate with states in managing and adopting some issues. It was also able to set its own agendas, and thus the non-governmental organizations contributed to drawing some roles or assistance in various fields, including the field of education, which we are now dealing with in our research.

importance of studying

Shedding light on a very important topic, which is knowing the extent of the contribution of non-governmental organizations in conjunction with the government's role in supporting poor families in the Diwaniyah governorate. Governmental institutions are able to contain these challenges, which requires the presence of other non-governmental bodies supporting the government efforts, whether by counting and organizing statistical data related to the relevant families and providing them to the concerned authorities, or by collecting and distributing in-kind aid, and thus assessing the economic role of these organizations, which gives a clear picture of The extent of its contribution to raising the standard of living of poor families.

Study Problem

Do non-governmental organizations contribute to raising the educational level of poor families, what is the extent of support provided by these organizations to these families, and what are the ways to activate the role of non-governmental organizations to participate in this support.

Study hypothesis

The hypothesis of the study is that the non-governmental organizations under study play an important role in raising the educational level of poor families, and this role is evident in the fact that it is one of the basic requirements of life.

Objectives of the study:

The study aims to:

- 1. Clarify concepts related to non-governmental organizations and indicators related to poverty levels.*
- 2. Highlighting the role of non-governmental organizations in supporting poor families.*
- 3. Studying and evaluating the role of non-governmental organizations in supporting poor families in Diwaniyah Governorate.*

Study methodology

The study relied on the descriptive approach to identify non-governmental organizations, explain their characteristics, and analyze the activities and roles played by these organizations with regard to raising the educational level of poor families in providing support through the use of one of the tools of this approach, which is the questionnaire.

Study sample

Poor families covered by the support of non-governmental organizations in the province of Diwaniyah.

The first topic

Framework for NGOs in Iraq and Poverty

The first requirement: non-governmental organizations and their mechanism of action in accordance with Iraqi law

After 2003, Iraq witnessed a rapid and steady growth in the number and types of non-governmental organizations and an increase in their resources. These organizations were soon exposed to obstacles and obstacles that limit their construction and development. In order for these organizations to carry out their work to the fullest extent and achieve their goals, a set of controls, instructions and laws were set for them to regulate. And this research tries to shed light on the most important laws and regulations in force in the country, which would improve the work of these organizations and address their internal and external problems, while finding some comparisons between these laws and their counterparts in Arab and foreign countries with the aim of analyzing them and benefiting from their experiences in this regard¹.

The second requirement: the objectives and controls of non-governmental organizations in accordance with Iraqi laws

1 . Davis , Thomas , 2014,Naos ,anew history of than – national civil , ISBN 978.5-19, New yourk : oxford university press.P.150 .

In the year 2010, the Iraqi legislator issued Law No. (12) on non-governmental organizations, which granted them independence and gave freedom to all citizens to establish and join these organizations, as well as defining special controls and mechanisms that facilitate the registration of these organizations for the first time. This law also opened the way for the registration of foreign organizations.²

On this basis, this law has laid down the formulas for regulating the work of these organizations and establishing their foundations while preserving the independence of their activities, given that this voluntary and social work indicates social responsibility and aims to raise the individual to be a good citizen in all aspects and prepare him for his advancement and the development of the society in which he lives to be represented in Its essence is a basic mission to reform and rehabilitate society.³

One of the characteristics of this law is that it tries to separate non-governmental organizations and make them parallel to government organizations⁴, and also places controls on government authority in setting public policy and preserving rights while finding consensual formulas between the public interests themselves and working to deliver social services as an attempt to highlight their effectiveness and participation in Public affairs and the promotion of the application of the law, and hence the relationship between these organizations and the state is an inverse relationship, when the strength of these organizations leads to the weakness of the state's ability in the field of abuse and injustice that was inflicted on the citizens, and thus the authoritarian regimes deliberately suppress the process of forming institutions of non-governmental organizations And to prevent its establishment or to make it submit under its control and dominance and to seize its role and function and replace it.⁵

The third requirement: the concept of poverty and its types

Poverty is a global problem and a social phenomenon with economic extensions and political, social and environmental repercussions that have multiple forms and dimensions. The present, and differed in defining its concept from one environment to another, from one era to another⁶, and from one theory to another theory. Poverty did not come with a comprehensive and preventive definition, due to the different circumstances and times, as well as the difference in defining the poor person in the first place, and the researchers were unable to give an accurate scientific definition of poverty and the poor. Whoever is classified as poor in civilized Western societies, for example, is not the same as poor in African countries or the so-called countries of the South, due to the different criteria and controls for defining the concept of poverty. Poverty is one of the relative abstract concepts, as it is a concept that attempts to describe a very complex and intertwined socio-economic phenomenon on the one hand, and it is a concept that differs according to different societies, historical periods, measurement tools, and the intellectual and ethical background of the person studying the phenomenon on the other hand, but the common aspect of many definitions revolves around the concept of relative deprivation for a certain group of people. The categories of society, that is, the deprivation of necessities or what is known as the basic needs that cannot be dispensed with in daily life, and living without them in some societies. Sociologists express poverty as a disease that has no cure, while economists express it as an economic problem. It should be noted that poverty is no longer a term expressed in words and sentences, but rather a major phenomenon determined by economic, social, political and historical factors and indicators. As some see that poverty is the severe deprivation of a contented life, for a

2 . Article (3) of Law No. 12 of 2010 Non-Governmental Organizations Law.

3 . Rahman Ahmed, *The Strategic Vision of Non-Governmental Organizations between Reality and Aspiration*, Facts Journal for Psychological and Social Studies, Ninth Issue (Part 2), University of Djelfa, pg. 409.

4 . Zubair Rasool Ahmed, *Civil Society and the State - Problematic Relationship - Iraq as a Case Study*, Publications of the Office of Thought and Awareness of the Patriotic Union of Kurdistan, Hamdi Corporation for Printing and Publishing, Sulaymaniyah, 2010, p. 34.

5 . Hussein Alwan Al-Beig, *Democratic Transformation, and the Problem of Succession to Power*, The Arab Future Magazine, Issue 236, October, 1988, p. 153.

6 . Chandhoke Neera.2005.how Global is Global civil Society . Journal of word – system Research,11.P.326-327.

person to be poor means that one suffers from hunger, does not find shelter and clothing, or becomes ill. individuals.⁷

The World Bank defines poverty in its thirteenth report for the year 1990 as “the inability to achieve the minimum standard of living.” This concept depends to a large extent on the concept of the minimum and standard of living. Poverty, in its general, simplified concept, is the decline in the standard of living below a certain level within economic and social criteria, and the lack of ability to learn and acquire knowledge. Professor Abd al-Razzaq al-Faris defined it: “Poverty is the inability to achieve a certain level of material living and represents the minimum level in a given society.” In a specific period of time, poverty is the state of material deprivation, the most important manifestations of which are manifested in the decrease in food consumption in quantity and quality, the decline in health status, the educational and material level, the housing situation, the deprivation of owning durable goods and other material assets, and the loss of reserves or guarantees to face difficult situations such as disease, disability, unemployment and disasters and crises. Poverty is also defined as: “the extent of capabilities and entitlements that are explained by self-respect, contribution to civic life, as well as participation in decision-making, and the availability of citizenship rights.” This type is known as ability poverty or human poverty, and ability poverty is measured through the index number. Human poverty, which measures the aspects of deprivation from a long healthy life, from reading and writing from a decent standard of living, such as deprivation of safe water, and the low weight of children below the normal rate for their age. The high value of these indicators indicates the spread of human poverty. Thus, the part involved in all definitions of poverty revolves around the concept of deprivation. The concept of poverty is viewed in a relative way due to its connection with the general standard of living in society and the distribution of wealth, which is the situation in which the individual is unable to meet the requirements of food⁸, clothing and the necessary shelter for himself. As for poverty at the state level, it means the absence of development in its economic, social, political and cultural terms, and this may be accompanied by the presence of growing inflation and weak investment in various fields, economic and social, as well as poor training and lack of qualification. In the World Bank Development Report in 2000, poverty was defined as: “The poor live without the freedom to work and choose that the rich take for granted, and they often lack sufficient food, shelter, education, and health care, which deprives them of enjoying the life they deserve. Every person wishes them, and they are highly vulnerable to disease, the effects of economic turmoil and natural disasters, and they are often subjected to mistreatment from state institutions and society, and they do not have the ability to influence important decisions that affect their lives.”⁹

Poverty is associated with manifestations of significant material deprivation, such as: deteriorating housing conditions, malnutrition, and clothing. Poverty greatly affects groups and groups whose ability to access economic resources is limited, such as the sick, orphans, and women. The researcher believes that poverty is a condition in which a person is unable, due to a group of objective and subjective factors, to meet his material and moral needs under a specific social and cultural system. Poverty is a complex phenomenon and a well-established and widespread reality.

It is clear from all of the above that poverty has several concepts that differ from one society to another, from one culture to another, based on the conditions associated with the availability of special economic, cultural and even political elements, standards and indicators. Poverty has varied through the studies adopted by the researchers and the development of specific classifications for the phenomenon of poverty. Perhaps the most important and well-known divisions are:

* *Income poverty*: which is defined as the financial inability to secure a decent standard of living, as this definition relies on the income standard to distinguish between the poor and the non-poor.

7. Abdel-Razzaq Al-Faris, *Poverty and Income Distribution in the Arab World*, 1st Edition, Beirut, Center for Arab Unity Studies, 2001, p. 17.

8. The World Bank, *Annual Report of the World Bank*, 2000, p. 3.

9. United Nations, *United Nations Development Programme*, 2007, p. 345.

Income poverty includes two types of poverty, namely, absolute poverty, or as it is termed extreme poverty, and relative poverty, which can be interpreted as absolute “extreme” poverty and relative poverty, as the former gives a certain amount of income, and the family is considered poor if its income is less than this limit. Or it is misery and severe poverty, with no housing, no food, and other basic needs, or it is poverty that is determined by a fixed scale, such as the international poverty line set at one dollar per day. When relative poverty refers to a situation in which the family's income is less by a certain percentage than the average income in the country, and thus a comparison is made in this case between the different groups of society in terms of living standards, or it is poverty that is defined by measures that can change across the country or over time Like the poverty line, which is determined by half of the average per capita income, and the line is liable to rise with income.

** Human poverty: It is a type of multidimensional poverty and its content is characterized by diversity, not uniformity. It measures the human index of human deprivation in the field of deprivation of basic human development, namely: literacy and an adequate standard of living, and includes deprivations related to basic capabilities of deprivation related to years of life and health. housing, knowledge, participation, personal security and the environment.¹⁰*

The second topic

The reality of education for poor families in Diwanayah Governorate

The educational reality in Diwanayah Governorate

First requirement: a view of the reality of education in Iraq within the human development indicators

The ongoing crises imposed a heavy burden on the societal situation, and the cost of the war against terrorism posed a major challenge to the paths of development plans and programs, as the priorities of the war clashed with the priorities of development, reconstruction, and general development and social spending. For example, the Federal Budget Law of 2017 included military spending on armaments of about \$5 billion, in addition to about another \$19 billion spending on security and defense, constituting about 22.6% of total public spending, compared to 9.3% on education and about 3.8% on education. the health. These events were reflected in the education indicators in the Global Human Development Index for the year 2016, as Iraq ranked within the category of countries with medium human development (sequence 121) with a value of (0.649), as the average years of education reached 6.6 years, while it increased in the countries of the region to 10.1. 1 year in Jordan, 8.8 years in Iran, 8.6 years in Lebanon and 7.3 years in Kuwait.

In the field of education, the plan focuses on key areas, foremost of which are: improving the efficiency of the educational system that generates decent work and accelerating economic growth, securing a balance between the outputs of the educational process and the requirements of the labor market by focusing on education and vocational training, enhancing opportunities for lifelong learning, and improving the quality of education by focusing on the efficiency of education. Institutional performance, teacher empowerment and curriculum modernization, in return for an efficient health system covering the country, without compromising the benefits of vulnerable and marginalized groups.

And most regions of Iraq still suffer from multidimensional poverty, especially in the field of education, as in addition to the high rates of illiteracy, unemployment and economic backwardness, the disparities between the sexes increase significantly in all areas of social, political and economic life. Despite the achievements made during the past decades, and despite the positive development efforts

10. Saliha Magawsi, *Urban Poverty, Its Causes and Study Patterns, a field study, unpublished doctoral thesis, Mentouri University, Constantine, Algeria, 2018, p. 31.*

made by governments and non-governmental organizations alike, there is still much that needs to be done in order to improve the education system in Iraq. Education opportunities for all those of school age and increasing the chances of enrollment and expansion in formal and private education. The challenges facing the education sector remained great, especially after the events of June 2014 and the subsequent tragedies that left large crowds of displaced people and created a heavy burden on all sectors, including the education sector.

Education indicators in Iraq are still far from the desired goals of achieving gender equality in acquiring education at all levels of education, especially between governorates and between urban and rural areas¹¹

The second requirement: the reality of spending on education in Iraq according to international indicators and the size of the gross product

The development of the education sector, including education, training and higher education, and building its infrastructure is one of the most important goals and fixed pillars in all countries of the world. Most countries seek to upgrade it in order to achieve the rest of the development goals through it, including economic, social, environmental and others. During the volume of spending on education in that country, and Iraq is one of the countries that do not allocate sufficient sums for the educational sector and for all stages, despite the change in the volume of spending on education according to changes in the size of the gross product and to varying degrees, and if we look at the international dimension in this field, we find that Sierra Leone is the first country in terms of public spending on education in the world. According to 2019 data, public spending on education in Sierra Leone reached 33.9% and the top five countries also include (Guatemala, Turkmenistan, Hong Kong and South Africa),

We note from table (1) that the volume of spending on education in Iraq amounted to 6,569,640 million dinars in 2010 and continued to rise to 9,007,152 million in 2013, as the growth rate increased from 0.7% in 2010, then to 0.9% in 2011, then to 0.17% in 2012, to come back It decreased slightly to 0.8% in 2013, then with the occurrence of the high financial crisis and the decline in crude oil prices that affected the size of the gross domestic product, the share of the educational sector in general decreased to 0.1% and after the end of the impact of the financial crisis and the return of oil prices to rise again, the volume of Spending on education increased well, amounting to 9,774,128 million dinars in 2015, with a growth rate of 10% over the previous year. It also continued to increase in the volume of spending on the education sector until it reached 13.24% of the GDP, while it declined to 0.2%, then began to gradually increase. Later, to 3.26% in 2018, then to 0.06% in 2019, while it decreased to 3% in 2020, which is the result of the drop in global oil prices, which affected the volume of financial revenues for Iraq, and then the share of education was greatly affected, as well as the impact of the Corona pandemic since the end of 2019. and kh For the year 2020, which negatively affected all the economies of the countries of the world, including Iraq, which negatively affected the achievement of sustainable development despite attempts to develop education in Iraq, as Iraq faces great challenges in the education sector and others, which require correcting the legacy of the past and at the same time providing the opportunity to proceed with the development process in the future.¹²

11 . For more, see: Karim Muhammad Hamza, *The Problem of Poverty and Its Social Repercussions in Iraq*, 1st edition, Baghdad, House of Wisdom, 2011, p. 125.

12 . Mahdi Al-Hafiz, *Now and Tomorrow in Economics and Politics*, 1st Edition, Baghdad, Dar Al-Jamal Publications, 2009, p. 73.

Table (1)

*The volume of spending on education and its ratio to the gross domestic product in Iraq
For the period (2010-2020) million Iraqi dinars*

<i>details year</i>	<i>The volume of spending on education in Iraq is one million Iraqi dinars</i>	<i>Education spending growth rate %</i>	<i>Spending on education as a percentage of GDP</i>
2010	6,569,640	0.7%	6.14%
2011	7,130,552	0.9%	8.31%
2012	8,375,769	1.7%	10.42%
2013	9,007,152	0.8%	8.23%
2014	8,893,764	-0.1%	0.0%
2015	9,774,128	1%	5.19%
2016	10,937,437	1.2	13.24%
2017	10,781,060	-0.1%	-2.32%
2018	10,634,364	-0.1%	3.26%
2019	11,146,720	0.5%	6.29%
2020	11,934,014	0.7%	3.18%

Source: Ministry of Planning, Central Statistical Organization, Directorate of National Accounts, reports for different years.

We conclude from the foregoing that the national education sector and the preparation of human resources in terms of training and education constitute a strategic basis that determines the specificity of the national socio-economic development in Iraq. However, we find low education indicators that should shift towards the developmental direction and strengthen it, while working to avoid any scenarios. It is disastrous for the development of society and the economy in general, and it is necessary that Iraq, with the global transformation from development based on wasting resources to effective development in terms of resources, based on knowledge and its creative use, be possible through the coordination and transformation of national education systems, which involves a shift in Focusing on learning from anthropological centrality to environmental centrality, and this is done by directing educational systems and education systems in particular to provide education to the public and prepare future human resources to work in an economy that is compatible with the concept of green economy and environmental responsibility. Thus, we find that the "green economy" is a new scientific paradigm, which is practice-oriented, and represents a logical continuation of the concept of "sustainable development", which is the only possible scenario capable of guaranteeing not only the material preservation of our present generation but also helps to preserve the base of future generations. To achieve the transition towards a "green economy", this requires a whole new set of approaches to the education of the emerging generations, as well as the cognitive and professional development of people in their middle years and adult education and training. Hence, it is necessary to reshape the current systems and transform them into systems that promote harmony and common development of society and the changing environmental systems in Iraq according to the various changes it is exposed to.

The third requirement: the reality of education in the province of Diwaniyah

1. The reality of primary education in Diwaniyah Governorate

We note from table (2) that the number of schools in Al-Diwaniyah Governorate increased very slightly by only 8% for the period from 2015 to 2020, which is not commensurate with the increase in the number of schools in Iraq, as the percentage of the number of schools in Al-Diwaniyah Governorate in relation to Iraq decreased from 5.7% in 2015 to 4.5% in 2020, while the number of students in the governorate increased by 6.2% in 2020, while the percentage of students in primary schools in the governorate decreased from 4.9% to 4.0% in relation to the number of students enrolled in primary schools in Iraq, and this is due For many reasons, the most important of which are economic reasons, the lack of appropriate educational services for students, the lack of adequate schools, as well as the lack of teachers and specialization as well. This percentage is small in itself, and the number of teachers must be commensurate with the number of students, according to international standards, in order to achieve educational goals.

Table (2)

The number of primary schools (governmental, private, and religious), the number of students present, and the number of teachers in Diwaniyah Governorate, and their comparison in Iraq for the period (2015-2020)

Year of study		Number of schools	Number of students	Number of members of the teaching staff
2016/2015	<i>Diwaniyah 1</i>	734	243082	13842
	<i>Iraq2</i>	12973	4997052	247919
	<i>The ratio is 2/1</i>	% 5.7	% 4.9	%5.6
2020/2019	<i>Diwaniyah 1</i>	795	258208	13979
	<i>Iraq2</i>	17495	6501053	290664
	<i>The ratio is 2/1</i>	% 4.5	%4.0	% 4.8

Source: The table prepared by the researcher based on the data of the Ministry of Planning, the Central Statistical Organization, the statistical group for Iraq for the year 2017 and the statistical group for the year 2019-2020.

3. The reality of secondary education in Diwaniyah Governorate

The reality of secondary education in Al-Diwaniyah governorate does not differ from other educational stages, as we note from table (3) that the percentage of the number of schools in the governorate is very low compared to schools in the whole of Iraq, not exceeding 5.3% only for the academic year 2015, and this percentage has decreased to 4.6% for the academic year 2020, which is a negative indicator regarding the educational and cognitive interest of these age groups in Al-Diwaniyah Governorate. However, if we compare the growth rates between the academic year 2015 and 2020, we find that the growth rate of the number of schools in Al-Diwaniyah Governorate was 1.6%, which is a good percentage because it coincides with With the increase in the number of students in secondary schools in Diwaniyah Governorate between 2015 and 2020, we find that it does not

exceed 1.3%, which is a lower rate than the growth rate of the number of schools in the province, which is a good thing. But if we look in general and with regard to the province at the level of Iraq, we notice that there is a decline in the proportion of Diwaniyah in relation to Iraq, whether in the academic year 2015 or the academic year 2020, as the number of schools and the number of students in the province decreased in relation to Iraqi students, as we have shown, as for the number of faculty members in the province, we note that there is a clear increase in its numbers from 3809 teachers in 2015 to 9086 teachers / schools in 2020, meaning that it increased by 1.38% during the period from 2015 to 2020, and the percentage of the teaching staff in the governorate at the level of Iraq increased from 2.7% in 2015 to 5.4% in 2020, It is a good indicator if these educational energies were properly invested with students, along with the provision of educational supplies and raising the quality of secondary education in all its forms.

Table (3)

The number of secondary schools (governmental, private, and religious), the number of students present, and the number of teachers in Diwaniyah Governorate, and their comparison in Iraq for the period (2015-2020)

Year of study		Number of schools	Number of students	Number of members of the teaching staff
2016/2015	Diwaniyah 1	319	129559	3809
	Iraq2	6022	2442935	141300
	The ratio is 2/1	% 5.3	% 5.3	%2.7
2020/2019	Diwaniyah 1	371	146452	9086
	Iraq2	8139	3140110	168330
	The Ratio is 2/1	% 4.6	% 4.7	% 5.4

Source: The table prepared by the researcher based on the data of the Ministry of Planning, the Central Statistical Organization, the statistical group for Iraq for the year 2017 and the statistical group for the year 2019-2020.

4. The reality of university education in Diwaniyah Governorate

University education is considered the last brick in building a person scientifically and culturally, so that he becomes an effective element in society and reflects the skills and experiences he learned in the university on the ground, and to be a source of decent living for him and his family. Al-Diwaniyah is the only public university that is mainly affiliated with in the governorate, and its students can be from the same governorate or from other governorates. Therefore, it is considered an important indicator through which students' interest in joining and studying in this university is measured, and we notice an increase in the number of students in the morning shift By a very modest percentage, it increased from 3417 students in 2015 to 3729 students in 2020, with a rate of only 9.1%. We also note that the percentage of students admitted to the University of Al-Qadisiyah decreased by a large percentage.

Table (4)

The number of students admitted to the University of Al-Qadisiyah in Diwaniyah Governorate and its comparison with the number of students accepted in public and private universities in Iraq for the period (2015-2020)

Year of study		Number of schools	Number of students	Number of members of the teaching staff
2016/2015	Diwaniyah 1	3417	1071	4488
	Iraq2	115147	148410	263557
	The ratio is 2/1	% 2.9	% 0.72	% 1.7
2020/2019	Diwaniyah 1	3729	652	4381
	Iraq2	197204	50351	247555
	The ratio is 2/1	% 2.0	% 1.2	%1.7

Source: The table prepared by the researcher based on the data of the Ministry of Planning, the Central Statistical Organization, the statistical group for Iraq for the year 2017 and the statistical group for the year 2019-2020.

The third topic

Conclusions and recommendations

First: conclusions

The researchers reached a set of conclusions that can be summarized as follows:

1. One of the main reasons for the high poverty rate in Al-Diwaniyah governorate is that it is a city that lacks large economic activities and border outlets that absorb the labor force, and the humiliation of its inhabitants is agriculture, which has low financial returns and is exposed to competition from foreign products.
2. The good contribution of non-governmental organizations in bearing the costs of tuition fees for the children of poor families, as those families praised the extent of the organizations' interest in the educational aspect as an investment in knowledge that can be used later in work requirements and getting rid of ignorance and poverty.
3. With regard to non-governmental organizations bearing the costs of admission to private universities and institutes and sending students to study outside Iraq, the opinions of families (84% of the opinions) were that these organizations could not provide this support because it requires large sums of money that exceed their ability and commitment towards poor families.

Second: Recommendations

The researchers reached a set of recommendations that can be summarized as follows:

1. The continuous and increasing population growth in Diwaniyah Governorate requires an economic policy that draws a planned future in terms of education, health and housing, for the purpose of not facing the resulting social problems or accumulating them.

2. *Paying attention to primary and secondary school students, and providing all the requirements of the educational process, as well as achieving the optimal fit between the numbers of students and teachers and the numbers of schools, in order to achieve the educational goals.*
3. *Comprehensive and accurate review and monitoring of the work of non-governmental organizations, provision of all necessary requirements, and making them supportive and supporting organizations for the government's effort to alleviate poverty, so that the process of cooperation is reciprocal and facilitating access to poor families.*

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