



Iraqi Basic Education: Approaches, Modals and Social Implications

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Abstract

Basic education is those ‘educational activities or practices’ aiming at achieving learning needs as possible as it can. It comprises those two levels: Primary education and secondary education, according to the International Standard Classification of Education. In other words, it refers to the most two vital stages of first seed that will establish and build pupils and students.¹ Institutions and committees like Ishwarbhia Patel Review Committee, Education Commission 1964-1966, National Policy on Education and others all agree each other that basic education starts from classes ‘I to X’ (6-14 ages) in which education should be free and compulsory for all children in these stages, though they used different labels, ‘primary education, primary classes, elementary education or elementary stage of education’

The objectives of this type of education are “determined by the objectives of a nation as contained in its constitution”. It must be said that basic education “prepares” students for “life and self-learning”²

¹https://eacea.ec.europa.eu/national-policies/eurydice/content/single-structure-education-integrated-primary-and-lower-secondary-education-24_en

² Lakshmi, D. (2004) *Basic Education*. Edited by Rao, D. New Delhi: Arora offset Press



Objective: Investigating the social dimensions of such global mandatory education in Iraq (basic education) and what its impact on the future.

Keywords: Basic education, Iraqi forced education, classes I to X, social measures.

التعليم الأساسي العراقي: المقاربات والطرائق والآثار الاجتماعية

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المستخلص

التعليم الأساسي هو تلك "الأنشطة أو الممارسات التعليمية" التي تهدف إلى تحقيق احتياجات التعلم قدر الإمكان. وهي تتألف من هذين المستويين: التعليم الابتدائي والتعليم الثانوي، وفقاً للتصنيف الدولي الموحد للتعليم. بعبارة أخرى، فإنه يشير إلى المرحلتين الأكثر حيوية من البذور الأولى التي ستنشئ وتبني التلاميذ والطلاب. تتفق المؤسسات واللجان مثل لجنة مراجعة أشواريبا باتل ولجنة التعليم 1966-1964 والسياسة الوطنية للتعليم وغيرها على أن التعليم الأساسي يبدأ من الصفوف الدراسية "الأول إلى العاشر" (6-14 عاماً) حيث يجب أن يكون التعليم مجانياً وإلزامياً لجميع الأطفال في هذه المراحل، على الرغم من أنهم استخدموا تسميات مختلفة، "التعليم الابتدائي أو الصفوف الابتدائية أو التعليم الابتدائي أو المرحلة الابتدائية من التعليم". أهداف هذا النوع من التعليم "تحدها أهداف الأمة على النحو الوارد في دستورها" ويجب القول إن التعليم الأساسي "يهيئ" الطلاب "للحياة والتعلم الذاتي".

الهدف: دراسة الأبعاد الاجتماعية لهذا التعليم الإلزامي العالمي في العراق (التعليم الأساسي) وما هو تأثيره على المستقبل.

الكلمات المفتاحية: التعليم الأساسي، التعليم القسري العراقي، الصفوف من الأول إلى العاشر، التدابير الاجتماعية.

Basic Education: Term Defined

‘Everyone has the right to education, which should be free in the elementary and fundamental stages, at least’³ in this regard, (Yates and Bradley, 2000:x) add that many children, particularly girls “unexpectedly” still face deprivation

³ Article 26, Universal Declaration of Human Rights, 1948



from this free determined education. The sadistic thing, in result, will a high level of illiteracy.⁴ Basic education is that program addressed to both: children and adults to include “basic health, nutrition, family planning, literacy, agriculture and other life-related and vocational skills”. It is an “educational process” where most of the time, there should be an interaction between teachers and learners.⁵ Gandhiji states that education in general aimed at fulfilling the needs of “predominantly of rural and agrarian population”. One can say that studying of those people is a challenge, for schools might be far from their homes not like citizens. The word ‘basic’ in basic education comes from ‘base’ to mean “the bottom of a thing upon which the whole thing rests or its made”. In other words, it refers to the main interests and needs of the child, where he will receive “the minimum educational standards” that every child has to “receive”.⁶ In fact, it is difficult to define ‘basic education’ as a terminology, for it “can” be applicable on both: young children and adults “inside or outside formal education structures” to be related then to public “life skills or vocational capabilities”.⁷ As one can see, that basic education defined differently by each country and author who, finally, agree that it includes the nine compulsory lower secondary education (the lower level of secondary school).

Approaches and Modals of Basic Education

There are seven basic modals and approaches that can be identified within basic education whether in-school or out-school categorization. The modals are:

- 1. Educational television:** Large scale, high profile and expensive systems found in schools aimed at reducing the sums of primary education like ‘El

⁴ Yates, C. and Bradley J. (200) *World Review of Distance Education and Open Learning*. Vol 2. USA: Routledge Falmer.

⁵ Ibid.: 6-7.

⁶ Ibid.: 32.

⁷ Ibid.:7



Salvador instructional television system' that was the 1st school resource ever that reached across a large number of population. It helps to improve the educational process, outcome, efficiency and drop-out of pupils.

2. Schools broadcasting, including Interactive Radio Instruction:

Educational system directed at improving the quality of teaching and learning inside classrooms. BBC. approach is an example, which is designed to supplement the basic practices of teaching through providing, extending, enriching a wider range of learning experience for children. The most successful radio programmes are those which combine the three elements together, teacher, context with school.

3. Open schools: Important educational system in basic and secondary education that has variable techniques like printing, broadcasting, face -to-face interaction and other media to deliver their educational ideas.

4. Radio learning groups, including clubs, radio forums and campaigns:

Educational system in which radio programmes teaching about modern farming and other community matters. This programme could harvest success to reach thousands of farmers. Clubs, forums or campaigns are involving study groups to deliver need information.⁸

5. Multichannel learning: Educational approach intended to get the best use of various media techniques to achieve an optimal learning for those people who prefer writing process, like bloggers. Printable documents, audio scripts, videos or E. learning are examples of multichannel approach.⁹

6. Radiophonic schools: Sound art practices and effects use sonic abstractions to extend radio drama and documentary form.¹⁰

⁸ Yates, C. and Bradley J. (200) *World Review of Distance Education and Open Learning*. Vol 2. USA: Routledge Falmer, pp. 8-17

⁹ [Multi-channel learning in pharma industry \(ampproject.org\)](http://ampproject.org)

¹⁰ <https://www.yourdictionary.com/radiophonic>



7. Basic education training schemes: Certain pedagogical approach provides citizens with knowledge then developing their skills and interests in different fields to encourage social, emotional and civic maturity suitable for their developments and for making full use of their capacities.¹¹

Social Dimensions of Basic Education

Nehru (2004: 96-7) points out that education basically makes the human being “grow” culturally and will “do things” productively. These two dimensions and aspects are “essential”, Nehru adds, for making the human “a good citizen”. Actually, this approves that “man does not live by bread alone” but education have to be taken into consideration into the “entire personality of the pupil”, which will impact and build his social, moral, physical, intellectual and aesthetical behaviors. In other words, a man without education had no meaning because it will develop his body, mind and spirit. Social dimensions of education, generally and basic education, particularly, can be summarized as follows:

1. Development of character
2. Development of personality
3. Preparation for living present live
4. Preparation for adult life and future life
5. Creation of socially efficient individuals

¹¹ https://eacea.ec.europa.eu/national-policies/eurydice/content/single-structure-education-integrated-primary-and-lower-secondary-education-24_en.



6. Development of community sense
7. Involvement in social welfare
8. National development
9. Developing universal brotherhood
10. Development of suitable leisure time activities
11. Developing values of emotional integration
12. Conservation and promotion of culture and civilization
13. Sublimation of instincts
14. Development of individuals' natural capacities then they can take benefit from the natural resources of the country.¹²

Jomtien Forum that occurred in March, 1990 ,when 155 governments met in Tia land, summarizes the social impact of basic education as: that type of learning collect both “essential learning tools such as literacy, oral expression, numeracy and problem solving , and the basic learning content such as knowledge, skills, values and attitudes” demanded by human beings to be capable of surviving to make a progression in their abilities , to work faithfully, to live and to be an active citizen and a good decision-maker who can participate in the development of his spot and improve the quality and quantity of living . The Forum concludes that the “scope” of basic learning needs and how they have to be met goes differently in countries and cultures. Also, it is changeable over the passage of time.¹³

¹² Lakshmi, D. (2004) *Basic Education*. Edited by Digumarti Rao. New Delhi: Discovery Publishing House

¹³ Yates, C. and Bradley J. (200) *World Review of Distance Education and Open Learning*. Vol 2. USA: Routledge Falmer, pp. 7.



So, it is necessary for the growth and adjustments of the learner who will get a new experience, self-efficiency and help in achieving his goals and be able to pull out his weight afterwards in the society. He will then learn the basic principles of social and personal life with full awareness of his responsibility as a member in his family, community then the nation.

Socially, education build a child (Man with no or little knowledge, metaphorically) a as a person by directing skills, understanding and knowledge as follows:

- Behaves courteously with others in different situations and relations.
- Understands his weaknesses and strengths.
- Receives the importance of discipline in day today living
- Have courage and self- confidence
- Enabling him to set his goals then motivating him to make them true.
- Appreciates his respect to life and what is beautiful and true.
- Makes him appreciate others, helps the needy and the weak people.
- Kill any sort of discrimination between him and people despite sex, creed, nationality and religion.
- Set correct habits and let him use his capacities in useful ways.
- Let him know the usefulness of educational organization like schools, which will him much of useful knowledge
- Understands the importance of learning in school in which he will be able to acquire information.
- Possesses computational skills as well as reading and writing.
- Being able to listen carefully with understanding for materials



- Able to read, comprehend, memorize, express the self (speaking, writing or in art forms like drawing, observe, classify, analyse, organize, relate, interpret, ask, discuss, and to think independently.
- Eager to understand his environment socially and physically
- Boosts his excitement to deterred any initial difficulties he might encounter in his learning
- Likes newness in his ideas and methods.
- Shares his knowledge and engages in extra books, articles, newspapers, scientific conferences, workshops ...etc
- Knows national flag, people are equal despite socio-economic layers, the names of different religions and heritage in his country and their teachings and festivals.
- Knows about citizen freedom and how they are important like, freedom of speech, worship ... etc.
- Knows that he lives in a country believes in socialism, secularism and democracy.
- Knows his duties and responsibilities, and corporate with others.
- Participates in activities and practices related to the development of his community
- Takes care of the public property.
- Knows his work, its basic tools, its ethics and required skills.
- Enjoys and appreciate cooperating with his workmates.

One can that basic or elementary education (as some called) refers to all processes and structures that cover children education from 5 -14 years. Such vital processes will build child into learner then a good citizen through polishing



his habits, behaviours, competence, skills, understanding, knowledge, attitudes and appreciation.¹⁴

With Such Dimensions, Can We Expand Basic Education?

To unite the countries' sovereignty by establishing a balanced character with balanced behaviour. The expansion of primary education, therefore, is considered a vital thing for the improvement of the countries. In fact, there are considerable things in developing countries in which children have been forced to leave school because of their far places, tuition, textbooks, stationary, supplementary material, uniform, war, pandemic or they have to work to support their families. School time table might not suit children's lifestyle because of their parents' jobs. Among these issues, four major categories have been classified follows:

- **Educational input:** Division from the curriculum, textbook and children's lives due to a lack of highlighting the children's needs in the local environment, lack of knowledgeable teachers and lack of classroom or overcrowding of classrooms.
- **Output:** Matters related to 'inputs' and the quality of educational activities, low scores, for example is something important to the feedback process.
- **Educational Activities:** Insufficient school hours because of the class schedules, imbalance of school hours with the subjects, lack thinking abilities and disability in get the lesson due to different language might be used or high level in explaining.

¹⁴ Yates, C. and Bradley J. (2000) *World Review of Distance Education and Open Learning*. Vol 2. USA: Routledge Falmer, pp. 78-82



- **Outcome:** Like derivative effects on improving income and productivity.

The researcher concludes that the word ‘expand’ means fixing and improving the educational processes as possible for better results in achieving the purposes of educational needs.¹⁵

Recommendations

The current research paper recommends the following:

1. Improving the quality of basic education in the remote places.
2. Highlighting two vital elements: efficiency and effectiveness through shared solutions.
3. Depending on comprehensive and sustainable approach for effective reforms
4. Improving teacher’s and teaching quality
5. Accessing bilingual teaching and learning sources.
6. Improving educational leadership and management.
7. Increasing the number of schools in respect of the critical skills focus areas.

Conclusion

Basic education refers to those early childhood activities designed for man to acquire knowledge goaled to develop his capacities. Such education is the centre of modern school education cored for building a balanced character, which will be the key for establishing him, developing his personality, training his hands to learn skills, polishing his head to think and acquire knowledge to

¹⁵ <https://www.jica.go.jp>



comprehend the environment in which he lives and the work he is committed to, and polishing his heart to respect man, have empathy with nature and love his human kind.

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