

Decline Of Iraqi Women Empowerment Through Education Under the American Occupation of Iraq 2003-2011

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Paper presented in International Seminar on the Situation of the Iraqi Academics. Ghent University, Belgium. March 9-11, 2011.

Summary: The real women population empowerment in Iraqi society started during the sixties and seventies of the last century. This empowerment was effectively implemented by secular Iraqi governments through education. The three basic legislations like the Eradication of Illiteracy Law of 1971, the Free Education Law of 1974 in all levels including higher education, and the Compulsory Education Law of 1978 with other supporting legislations, pushed women in Iraq to pursue their economical, civil, and political rights. Within two decades, women's status in Iraq was transformed to a new advanced level compared to the surrounding countries in the region. Illiteracy amongst women dropped from 91% in 1957 to 12% in 1990. During the 1990's, women faculty members in Iraqi universities and research centers made up more than 30% of total faculty members in Iraq. About 67% of all teaching staff in primary, secondary, and high schools in Iraq were women during the eighties.

One major setback in women's rights status in Iraq started after the destruction of all civilian infrastructure including education centers by US-UK air raids and military operations in Gulf War1 of 1991. The imposition of comprehensive economical sanctions on Iraqi population from 1991 till the occupation of Iraq by USA in 2003 also played a major role in slowing down women's progress. Other factors include; the second destruction of all services and infrastructure during Iraq's invasion military operations of 2003, solving the Iraqi army and security forces by occupation left the country in total chaos. Thousands of people were and still being killed, including women and children. Other tens of thousands are detained. With kidnapping, assassination of academics, teachers, health care specialists, and most of other professionals, it becomes really hard for women to keep up their jobs and education status. The American occupation of Iraq have ended more than forty years of efforts to improve women status in Iraq. According to OCHA 2007 Women Illiteracy crawled back to more than 50% in most of Iraqi governorates, unemployment among women rose to more than 50%, and real decline in all other related parameters. Fundamentalism of the occupation appointed government pulled the women rights back to the dark ages. Occupation's women 25% (quota) in the Iraqi Parliament is only symbolic political representation. It improves the occupation image. Green Zone (Quota) women represent the occupation and not Iraqi women population. Data and figures in this report proves that the decline of Iraqi women empowerment have started and staged through 20 years of consecutive American aggressions as part of the plan to destroy the Iraqi society and state to control its oil and other resources.

1.0 Background of Education in Iraq:

Iraq was under the rule of the Ottoman Empire for four centuries. Towards the end of this period, around World War I, the literacy rate in Iraq did not exceed 0.5% [1]. After WWI, Iraq was under British occupation. From that time and until 1958, the illiteracy rate was at 81.71% [1]. Iraq had partial independence from British rule in 1920. In 1921, Iraq began establishing its educational system. One of the most important accomplishments during that period was the establishment of some higher education organizations specializing in medicine, engineering, law, and the arts [2]. These became the colleges of the University of Baghdad in 1957.

The Republic of Iraq was established in 1958. The country succeeded in reallocating 45% of its oil revenues from foreign oil companies. During that time, Iraqis managed to raise the literacy levels to 30% of the adult population [2]. During this era also, education was made mandatory but no real enforcement. It was only in the 1970s, under Al Bath party, when Iraq witnessed the establishment of a free educational system inclusive of all stages of education from primary school, up to the higher education level. The education policy of the country was set by three laws passed during the 1970s [1]:

- The Illiteracy Eradication Law, 1971
- The Free Education Law, 1974
- The Compulsory Education Law, 1978

The Compulsory Education Law made primary education compulsory for all Iraqis, i.e. at least the first six years. This was ground-breaking in both Iraq, and the region. It enforced education for all Iraqis at varying social and economical levels, in addition to ensuring an equal opportunity for Iraqi girls within the educational system.

In 1978, the Iraqi government launched the “National Comprehensive Campaign for Eradication of Illiteracy” which was a campaign launched among Iraqis between the ages of 15 to 45.

When the Iraqi government nationalized all oil company shares in 1973, public income reached nearly 36 billion dollars in 1978 and continued to rise until 1981. Thus, Iraq was able to develop its education both horizontally and vertically and to raise the country from illiteracy by 1985, in accordance with the classification of UNESCO [2]. By 1984, the rise of gross enrollment rate exceeded 100%, and a complete gender parity was achieved in enrolment (UNESCO, 2000). In 1982, Iraq won the UNESCO prize for eradicating illiteracy [1].

UNESCO Fact Sheet (March, 2003) stated:

The education system in Iraq prior to 1991 was one of the best in the region, with over 100% gross enrolment rate for primary schooling, and a high level of literacy, both of men and women. The Higher Education, especially the scientific and technological institutions, were of an international standard, staffed by high qualification personnel [3]

High education in Iraq followed the same pattern as primary and secondary education. Table (1) shows the sequence of universities established due early 1900's to 1970 [4].

Table 1: Sequence of Iraqi Universities Established Through the Period from 1908-1970.

Name of University	Year Established	City
College of Law *	1908	Baghdad
Higher Teachers Training College *	1923	Baghdad
College of Medicine *	1927	Baghdad
College of Pharmacy *	1936	Baghdad
College of Engineering *	1942	Baghdad
Mustansiriya University	1963	Baghdad
University of Technology	1960	Baghdad
University of Baghdad	1957	Baghdad
University of Basrah	1967	Basrah
University of Mosul	1963	Mosul
University of Sulaimaniyah	1968	Sulaimaniyah

*Five colleges shown in table 2 became the University of Baghdad in 1957 [4].

1. Role of Education on Women's Status in Iraq

Prior to 1920, Iraqi women's rights were not truly recognized under the Ottoman Empire rule. Under the British occupation of Iraq, after World War I, the situation did not improve much. The first move towards paid employment of women in Iraq occurred with the opening of the Teachers Training Institute in 1923 [5], where women worked as teachers, nurses, and office employees. During the 1940s and 1950s, subsequent women's organizations were connected to the underground opposition like the communist party and Al Ba'ath party . In the late 1960s, the Ba'ath Party started an ideological campaign for women's participation in the labor force and the educational system [5]. Based on the idea of modernization, the campaign insisted that women should play a crucial role in the national revolution. Massive education campaign of Iraqi girls was carried in the 1970s.

The educational level amongst Iraqi women improved greatly as a result of the free and compulsory education policies. At primary level, the female enrolment rate was very close

to that of males during the 1980s (approximately 47% female vs. 53% male) [6]. The gross enrolment for primary and secondary levels was 111% and 47% respectively for the school year of 1990/1991.

Regarding higher education, the numbers of students per 100,000 inhabitant were 781; 803; 1,067; and 1,188 respectively for the years 1975, 1980, 1985, and 1988 demonstrating an increase of 52% between 1975 and 1988. In 1991/1992, 37, 420 students of whom 47% were female graduated from all institutions of higher education [7]. Table (2) shows Iraqi universities established from 1970-1991[4].

According to ICPD Programme of Action, paragraph 4.2:

Education is one of the most important means of empowering women with the knowledge, skills, and self-confidence necessary to participate fully in development, [8].

Table (2) : Universities Established from 1970 – 1991 in Iraq [4]

Name of University	Year Established	City
Salah Al Din University	1981	Arbil
Anbar University	1987	Anbar
Karbala University	1987	Karbala
Kufa University	1987	Najaf
Diwaniyah University	1987	Qadissiya/ Diwaniya
Tikrit University	1988	Salah El Din
Babylon University	1988	Babylon / Hilla
Al Nahrain University	1988	Baghdad
University of Islamic Studies	1989	Baghdad
Commission for Computers and IT	1972	Baghdad

In addition to the above table, there are four private universities and 27 technical Institutes, all established between 1970-1991 [4]. State universities and technical institutes offer free equal opportunity of good quality education. Iraqi girls and women found themselves competing with their male counterparts for honor degrees and postgraduate scholarships from prestigious universities all over the world.

By 1980, Iraqi women accounted for 46% of all teachers in the country, 29% of all physicians, 46% of all dentists, 70% of all pharmacists, 15% of all accountants, 14% of all factory workers, and 16% of all civil servants [1].

One important factor that played a role in raising women's skills and self-confidence to a level necessary to participate fully in the development of the work force is the fact that primary and higher education in Iraq was fully mixed or coeducational. The primary legislation related to women's equality in Iraq is contained in the Iraqi provisional constitution of 1970, Article 19, which declares that all citizens are equal before the law regardless of sex, blood, language, social origin, or religion [9].

With two modifications of the Personal Status Law during the seventies and other employment laws, including stringent laws against harassment in the work place, Iraqi women worked hard to build their careers. During the seventies onward to 2000, Iraqi women attained the right to vote and run for office in 1980. In 1986, Iraq became one of the first countries to ratify the Convention on Elimination of all Forms of Discrimination Against Women (CEDAW) [9]. The period from 1960 to the occupation of Iraq in 2003 witnessed major changes in the status of women's rights. In four decades, Iraqi women went from secondary figures under tribal or religious ruling in all aspects of their lives, to independent citizens with full rights in education, marriage, work, politics, and more.

Tables (3), (4), (5), (6) show the increase of women faculty members in higher education, among Iraqi universities, different colleges of the University of Baghdad, and in the science college in the University of Baghdad respectively [10]

Table 3: Increase of women faculty members in Higher education from 1980-1992
[10]

Year	Members of Academic Staff		Percentage
	Males	Females	
1980 - 1981	4407	982	22.2
1981 - 1982	4544	1038	22.8
1982 - 1983	4726	1155	24.4
1983 - 1984	5311	1266	23.8
1984 - 1985	5610	1348	24
1985 - 1986	5783	1483	25.6
1986 - 1987	6263	1692	27
1987 - 1988	6656	1885	28.3
1988 - 1989	7109	2054	28.8
1989 - 1990	7519	2212	29.4
1990 - 1991	8008	2350	29.3
1991 - 1992	8000	2429	30.4

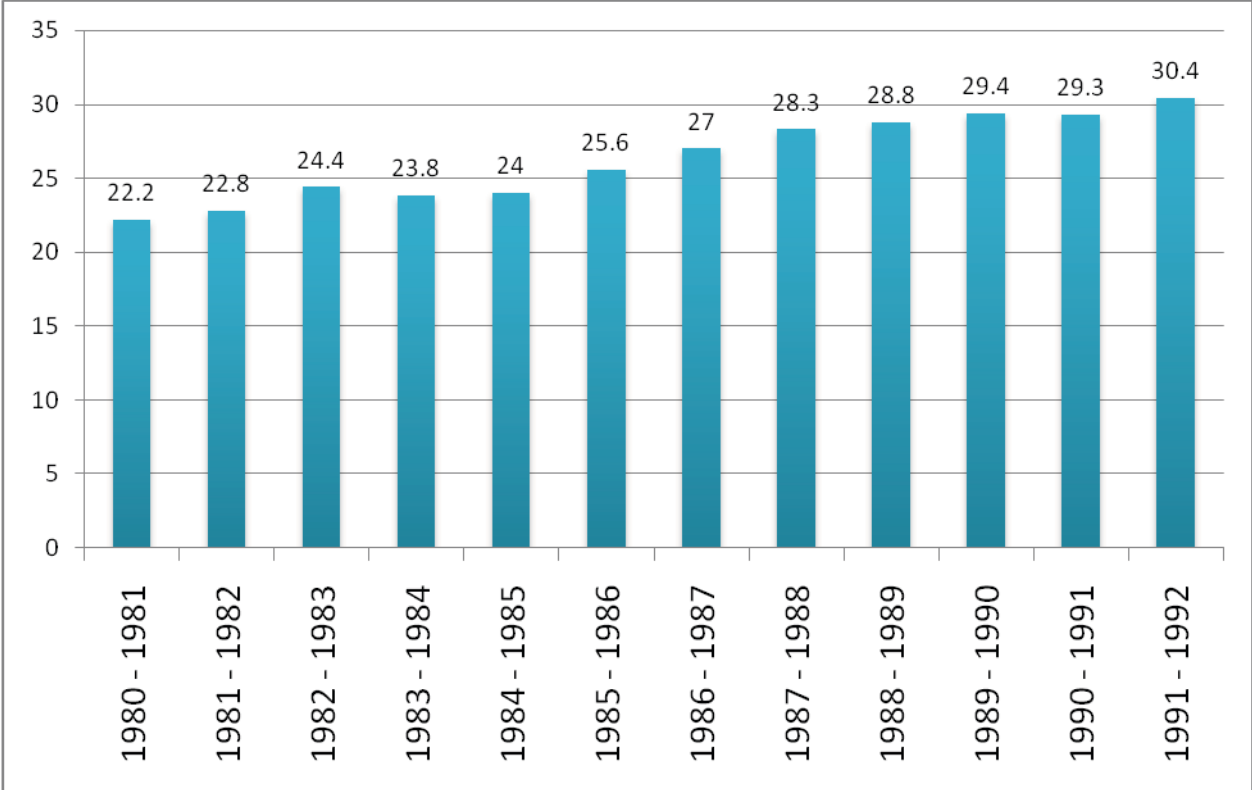


Table 4: Women faculty members in Iraqi universities for academic year 1991-1992[10]

University	Members of Academic Staff		Percentage
	Males	Females	
University of Baghdad	2004	795	39.6
University of Mosul	1265	293	23.2
University of Basrah	734	175	23.8
University of Salah El Din	540	84	15.5
Mustansiriya University	515	233	45.2
University of Technology	302	87	28.8
University of Koufa	104	9	8.6
University of Tikreet	153	7	4.5
Qadisiya University	131	13	9.9
University of Anbar	178	4	2.2
University of Babylon	137	4	2.9
Commission of TI in Iraq	1698	680	40
Total	7771	2388	30.6

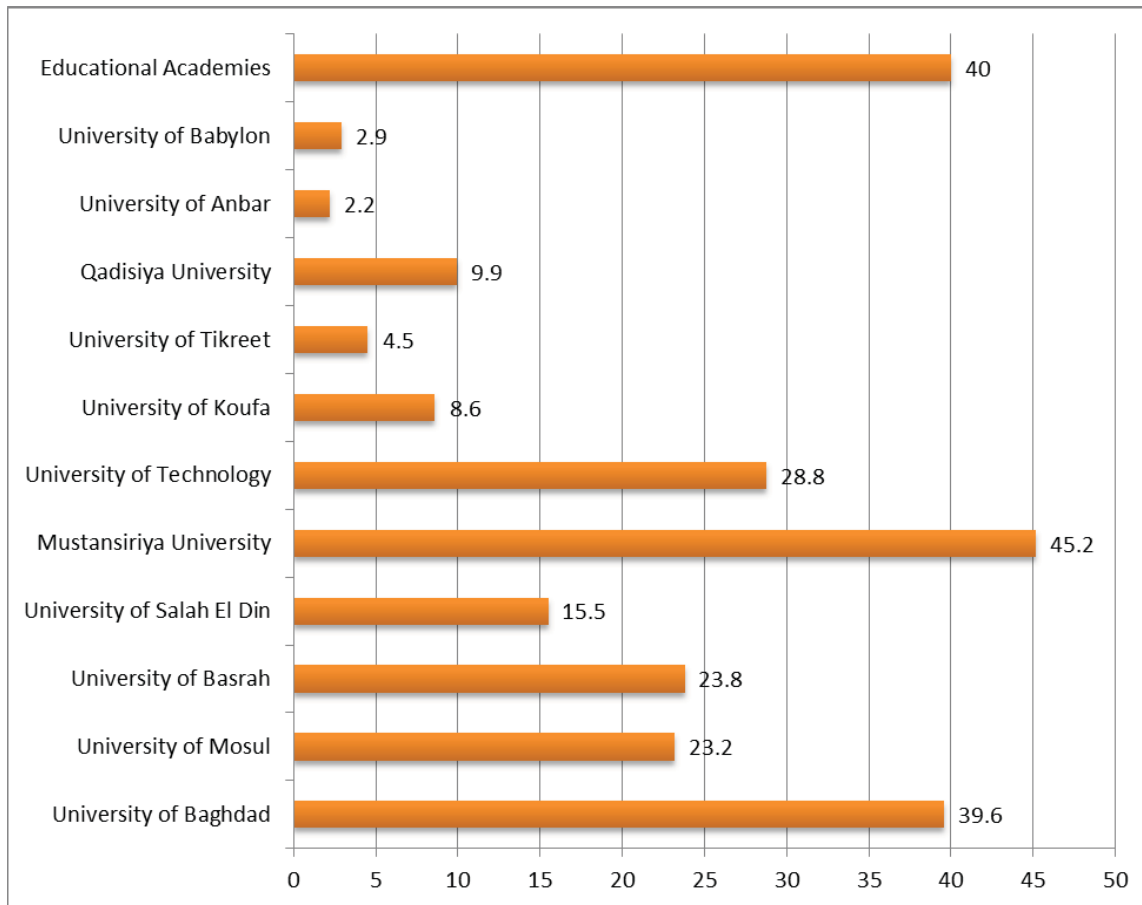


Table 5: Women faculty members in different colleges of University of Baghdad 1996/1997 [10]

College	Members of Academic Staff		Total	Percentage
	Males	Females		
Islamic Science	44	8	52	15
Law	36	4	40	10
Engineering	165	61	226	26.9
IbnRushid Education	135	42	177	24
IbnHaithem Education	142	147	289	51

Medicine	150	57	207	27.5
Pharmaceutical	40	55	95	57.8
Economy & Management	116	48	164	29
Fine Arts	150	19	169	11.2
Arts	178	58	236	24.5
Sciences	159	132	291	45
Agriculture	258	81	339	24
Dentistry	90	97	187	52
Veterinary Studies	141	51	192	26
Sports Education	91	20	111	14
Nursing	6	36	42	85
Womens Education	95	112	207	54
Languages	72	25	97	25.7
Political Science	47	8	55	14
Womens Sports	10	20	30	66
Research Centers	49	24	73	32.8
Total	2174	1105	3279	33.7

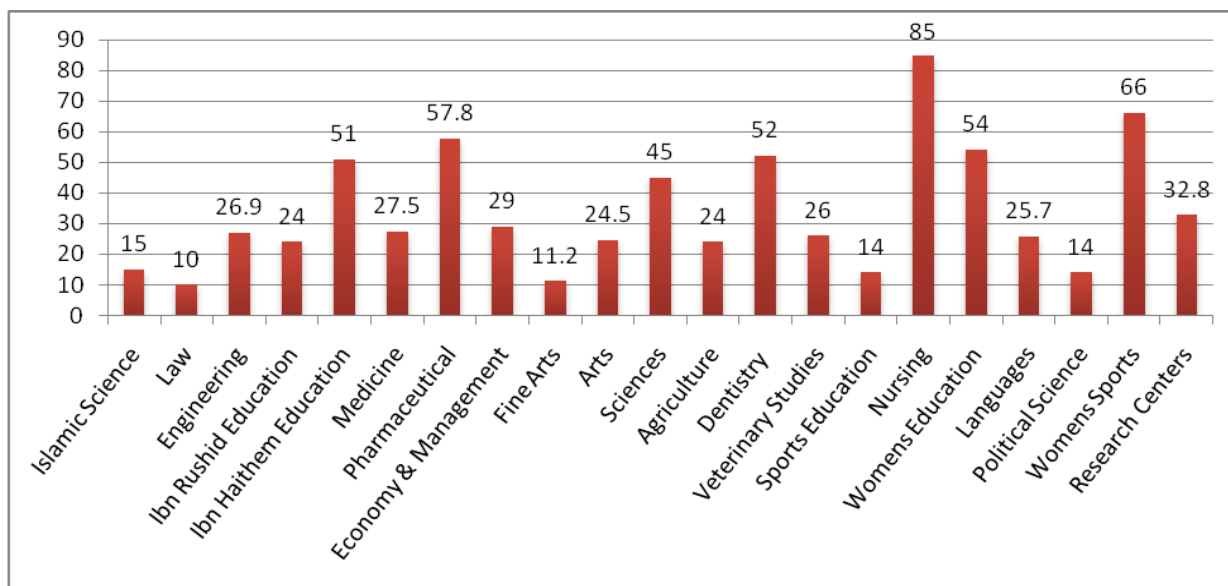
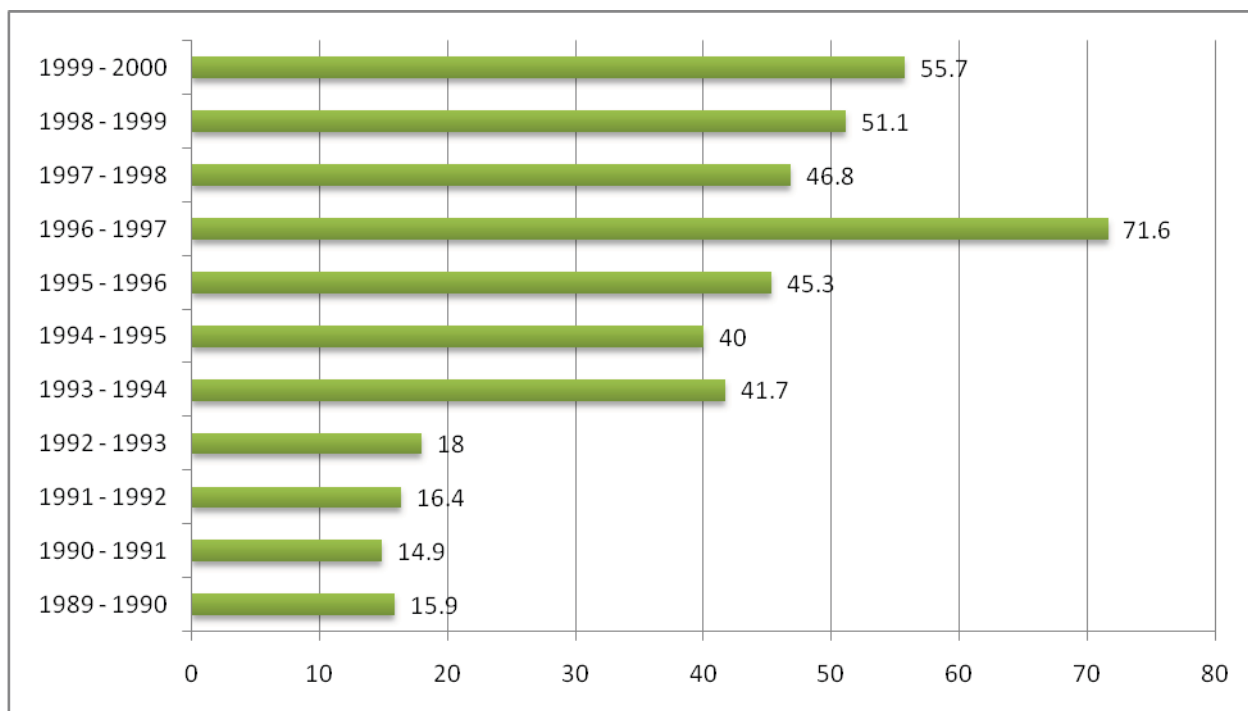


Table 6 : % Women faculty members in Science college of University of Baghdad from 1989-2000[10]

Academic Year	% women faculty members
1989 - 1990	15.9
1990 - 1991	14.9
1991 - 1992	16.4
1992 - 1993	18
1993 - 1994	41.7
1994 - 1995	40
1995 - 1996	45.3
1996 - 1997	71.6
1997 - 1998	46.8
1998 - 1999	51.1
1999 - 2000	55.7



By the end of the Iran-Iraq war, Iraqi women took over most of the jobs in ministries and government offices and services. Table (8) shows the percent of female employees by profession in 1993 (UNICEF, 1997). From the table we notice that eventhough the total percent of female employees reached 47%, only 12 % were in decision-making positions [14].

Table 7 : Percentage of Female Employees by Profession in Iraq in 1993 [14]

Profession	Percentage of Females to Total Employees
Administrative positions: staff, secretarial, clerks	56
Selling activities	53
Specialists and technicians	52
Services	27
Legislators, administrative heads, directors	12
Total	47%

1. Women’s Educational Status Under Economical Sanctions (1991 – 2003)

The global military agenda of the USA is well characterized by various forms of intervention including covert military and intelligence operations in support of domestic paramilitary groups and so-called liberation armies. These operations are largely devised with a view to creating social, ethnic, and political divisions within national societies, ultimately contributing to the destruction of entire countries, as occurred in Yugoslavia [11], and Iraq.

To prepare for the invasion and occupation of Iraq in 2003, the US waged an aggressive war in 1991 on all Iraqi civilian infrastructure including bridges, health care centers, telecommunications networks, water purification and treatment systems, schools and universities, electrical power generation stations, etc. Table 8 shows the damage to Iraqi infrastructure as a result of the 1991 USA and allies military attacks on Iraq [12].

Table 8: Damaged Infrastructure Economic & Educational Services as a Result of 1991 Aggressive Bombing of Iraq [12].

Service or Project	Number	Service or Project	No.
Schools and Educational facilities	3818	Commerce / Food Stores / Malls, Shopping Centers	251
Health and Medical Centers	392	Mosques, churches, and religious facilities	159
Transportation and Telecommunications Networks	475	Mines, Factories, Industrial Organizations	122
Buildings, Bridges, Housing Centers	260	Agriculture, Canals, Dams, Pumping Stations	205
Television and Radio Stations, Museums and historical sites	90	Social and Municipal Services, Water Treatment, etc.	833
Higher Education, Universities, Labs, etc.	39		

Figures 1 , and 2 show some of these destroyed schools during US-UK led war on Iraq in 1991 [13].



Figure 1 : School damaged during the US-UK aggression on Iraq in 1991 [13]

With the destruction of most civilian life sustaining infrastructure (which is prohibited under Geneva Convention), US & UK administrations, through the United Nations, imposed comprehensive economical sanctions on the Iraqi population, that lasted 13 years. Deterioration in all aspects of life were evident during those criminal sanctions. UNICEF reported on April 30, 1998 that [14]:

“Historically, Iraq has given education a high priority. However, the protracted economic hardships on Iraqi population has seriously affected every level of formal and informal education... The extent of destruction of the education sector as a result of the [military] Gulf War was extensive.”

Most basic school supplies such as blackboards, chalk, pencils, notebooks, and papers were designated as “non-essential” by the sanctions committee which was under the domination of the American and British authorities. The report added that 84% of all schools needed rehabilitation and that the Oil for Food Programme was providing rather limited contribution to the improvement of these conditions [14].



Figure 2 : School damaged during the US-UK aggression on Iraq in 1991[13]

As for Mr. Denis Halliday when submitting his resignation at the time as Humanitarian Coordinator for the UN in Iraq, he wrote [14]:

“Because the policy of economic sanctions is totally bankrupt. We are in the process of destroying a whole nation.”

Economical sanctions in particular subjected women and children in Iraq to great hardship. Food scarcity, electricity cuts, and water shortages made it impossible for women to keep their jobs and education in the nineties. Drop of monthly salaries due to collapsed economy drove women to quit their jobs. Women lost all state support systems to maintain their jobs like kindergartens, nurseries, and free public transportation to and from the workplace.

According to the UNESCO report, the school year of 1995/1996 witnessed a visible decline in GER, specifically 91.7% at primary, 39% at intermediate (12 – 14 age group), and 16% at preparatory level (15 – 17 age group). These figures put Iraq behind the average GER for the Middle East for years of 1990 – 1996 (62% for male, and 51% for female children at secondary level and 97% for male and 83% for female children at primary level) [7]. Sanctions not only affected the educational system in Iraq, they affected all aspects of Iraqi

life, specifically the children and women. Such deterioration included health, Sanitation and civilian infrastructure, employment, and social fabric. Stress and continuous fear of bombing Iraq by US-UK No fly zones, all through the sanction period (1991 – 2003) made it impossible for the children and youth to keep up a normal school year and education process. High female illiteracy crawled back to alarming limits. Table 9 show women illiteracy rates in Iraq for the period 1957-1997 [9].

Table 9: Women Illiteracy Rate in Iraq 1957-1997 [9]

Year	Illiteracy Rate for Women
1957	91%
1977	70.7%
1987	34.5%
1990	12%
1997	30.9%

Iraq also witnessed deterioration in the quality of education during the imposed sanctions. Economic constraints limited the provision of materials essential to the educational process like text books, libraries, scientific laboratory equipment, blackboards, etc. Lack of good training for teachers and educators resulted in serious deterioration of the quality of education during the sanctions period. The inability to develop and upgrade the skills of thousands of the educating staff during the sanctions period added another factor to the degradation of quality of education. Table 10 shows rate of female teacher to total number of teaching staff in Iraq [9].

Table 10: Change of the rate of female teachers to total number of teachers in Iraq from 1977-2000 [9]:

Year	Total Number of Teachers	Percentage of Female Teachers
1977	41, 987	39.6%
1987	111, 116	61.01%
1990	129, 210	66.9%
2000	141, 860	65.2%

To avoid collapse **in higher education**, the Iraqi government at the time tried to solve part of the problem through the Rehabilitation of Higher Education Law of 1993. The law was set up to decrease the impact of brain drain from Iraqi universities during the sanctions period. University faculty members salaries were tripled along with other serious benefits. The Ministry of Higher Education opened the door wide for post graduate programs enrolment inside Iraq to substitute faculty members leaving their jobs and the country during the sanctions. Some women who were not have obligations to family and children left their jobs to get masters and Ph.D. degrees. As a result, we noticed a huge setback in general in the careers of women involved in industry, construction, health care, business and commerce due to previously mentioned reasons, but an increase in the number of women with post graduate degrees working as faculty members after 1995 as shown in Table (6) [10].

According to a UNESCO report about the Situation of Education in Iraq prior to 2003 [15], the proportion of female student enrolments in Iraqi universities in the academic years of 2001/2002 were 34.2% while female faculty member involvement was 37.5%. For technical institutes, the overall proportion of female enrolment was 22% only while female faculty members enrolment reached 37.2%. Table 11 shows the percentage of females amongst the total enrolled students in Iraqi universities for the period from 1977-2000 [9].

Table 11 : Percentage of Females Amongst the Total Enrolled Students in Iraqi Universities

Year	Percentage of Females Enrolled
1977	16.6%
1987	22.5%
1990	23.6%
2000	35.7%

In spite of hardships, during the economic sanctions, five state universities were established mainly to ensure the policy of having at least one university in each governorate in Iraq. Table 12 shows the names of the state universities established during the economic sanctions [4].

Table 12: State universities established during the economic sanctions in Iraq 1991-2003 [4].

Name of University	Year Established	City
Dohuk University	1992	Dohuk
Diyala University	1995	Diyala
Kirkuk University	2002	Ta'ameen
ThiQar University	2002	ThiQar
Wassit University	February 2003	Diwaniya

Fourteen technical institutes (TI) and colleges were also established all over Iraqi governorates [4]. In addition to 8 Private universities that were established during the same period. Table 13 shows private universities that were established during the sanctions period [4].

Table 13: Private Universities that were established during the sanctions period [4].

Private University	Year Established	City
Al Maarif University	1993	Anbar
Al Hadbaa University	1994	Mosul
Al Rasheed University	2002	Baghdad
Al Yarmouk University	1996	Baghdad
Baghdad College of Economics	1996	Baghdad
Mamoon University	1990	Baghdad
Shat Al Arab University	1993	Basrah
Baghdad College of Pharmacy	2000	Baghdad

During the Iran-Iraq war, the Gulf War, and the economic sanctions, Iraqi women proved to be responsible, hardworking, persistent, and highly motivated which all contributed to saving the educational system in Iraq from total collapse. In addition to this, women in Iraq completely understood that the American campaign to 'liberate' women all over the world was only empty propaganda. Destruction of the Iraqi civilian infrastructure, depriving Iraqi children and a whole civilian population of their most basic human rights in food, education, and security for more than 20 years proved with no doubt that the American administrations calls for women's rights and democracy around the globe was the greatest lie of the new millennium. Women and children of developing countries mean nothing to the racists and fascists of the new world order. In fact, the death of more than a million children and civilian in Iraq during the economic sanctions may very well achieve the agenda of White House neoconservatives of depopulating Third World countries [15].

Under the American occupation of Iraq, women have lost a historical chance to continue improving their status for better life and human rights through education and general involvement in social development. Iraq lost an equally important opportunity to set an example for Middle Eastern women all over the region. American sanctions and occupation of Iraq helped return Iraqi women back to the dungeons and darkness of tribal and sectarian religious rule.

3.0 Women Education Status Under American Occupation of Iraq (2003 – 2011)

After 13 years of suffering under the crime of the economic sanctions that was committed against the Iraqi population including children, the USA waged a comprehensive brutal military operation to invade Iraq from March 19 – April 19, 2003. Looking back at the 21st century, the invasion and occupation of Iraq will be seen as the biggest crime of all.

During the chaos of bombing and terrorizing of civilians with "shock and awe", the invading forces transferred thousands of mercenaries and gangs from neighboring countries into Iraq. We watched those gangs systematically attacking universities, schools, ministries, hospitals, municipalities, museums, etc. under the supervision of American troops. 84% of higher institutes of education and schools were damaged [4], looted, burned or occupied by invading forces or their gangs and mercenaries. Table (140 shows the invasion of Iraq related damages to educational institutes.

Table 14: Invasion of Iraq war damages to educational institutes and centers [4]

Sector	Looted Facilities	Burned Facilities	Bombed Facilities	Total
Colleges and Universities	101	25	40	166
Technical Institutes	29	11	14	54
Secondary schools & related services	1683	257	402	2342
Total	1813	293	456	2562

More than 738 secondary schools and educational centers were occupied by military invading forces [4]. The Fallujah crisis and resisting of the occupation all started when few students demonstrated against the American troops who occupied their school and wouldn't let them attend classes to finish regular school year. The American troops opened the fire from the school and killed many of them. Parent started attacking the troops and the security forces in retaliation of the crime they've committed against their children.

The Ministry of Higher Education was set on fire after being totally looted several times between April and May 2003. This act concludes the barbarism of the invaders and the dark era we were heading towards. Also, the occupation forces destroyed the archives and history of faculty members and staff and Iraqi universities before beginning their campaign of assassinations.

The Coalition Provisional Authority (CPA) took control of Iraq under occupation. In opposition to all international laws and norms which calls for the preservation and national ownership of education and culture of the occupied country, the CPA abolished the national education curriculum by decree in July 7, 2003. American contractors supervised changing the education system in Iraq. Deterioration in all aspects of life including education and higher education were documented by related international organizations.

Lack of security has prevented students from attending regularly academic school. With curfews, early morning raids, sieges of whole villages and towns by occupying forces, the detention of hundreds of thousands of students and teachers including girls and women according to false accusations of being from "Al Qaeda terrorists". " Al Qaeda" who were brought for the first time to Iraq by American forces, and supported by Iran. This "Qaeda" accusation was the best way for the Bush administration to collect the American taxpayers money for his war engine. Its all better to convince the American public that their troops are destroying whole cities including children schools to chase Al-Qaeda in Iraq and not the

Iraqi people who are resisting the occupation. This is the way the American Administration is “keeping Americans safe in the USA”!

With planned curfews, assassinations, kidnapping, raids and economical hardship, women in Iraq left their jobs and education to keep the family and children safe and guard them to schools or any other place [16].

Under occupation, political process was appointed to pro-Iranian and other mostly religious clerics who pulled the Iraqi society into bloodshed of sectarian war. Iraqi women today even in universities can't go out without a head cover and male escort [17]. Continuous fear of being subjected to kidnapping and rape by government supported militias kept most girls and women from regular attendance of schools, even if they were enrolled in these schools as the statistics show that. In most schools and universities, girls and women go for final exams only which led to a higher percentage of repeats and failing school years. Illiteracy of women and girls is accelerating under the occupation. Available data indicates that amongst women aged 15 – 24 living in rural areas, 50% of them are illiterate [2]. Figure 3 shows the percentage of illiteracy in the female population in Iraq in 2007 [18]. Figure 4 shows the percent of women with no formal education in Iraq in 2007 [18].

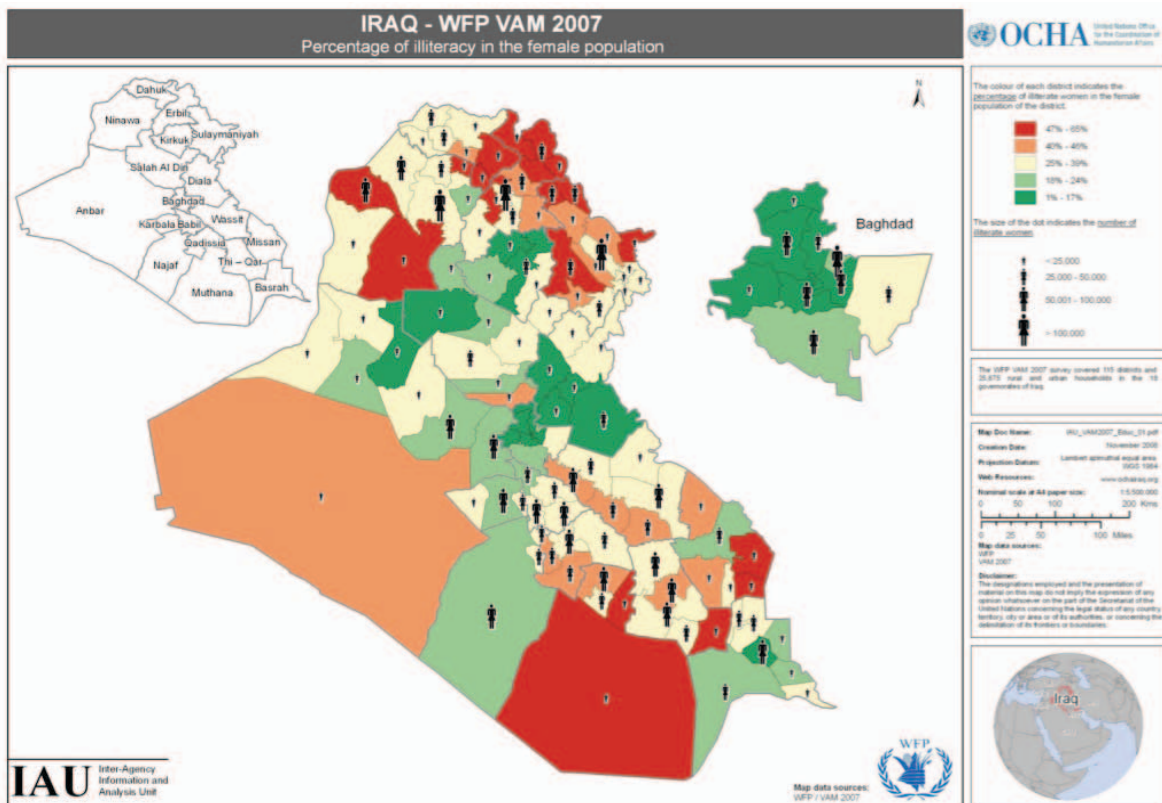


Figure 3 : Female illiteracy among female population in Iraq in 2007 [18].

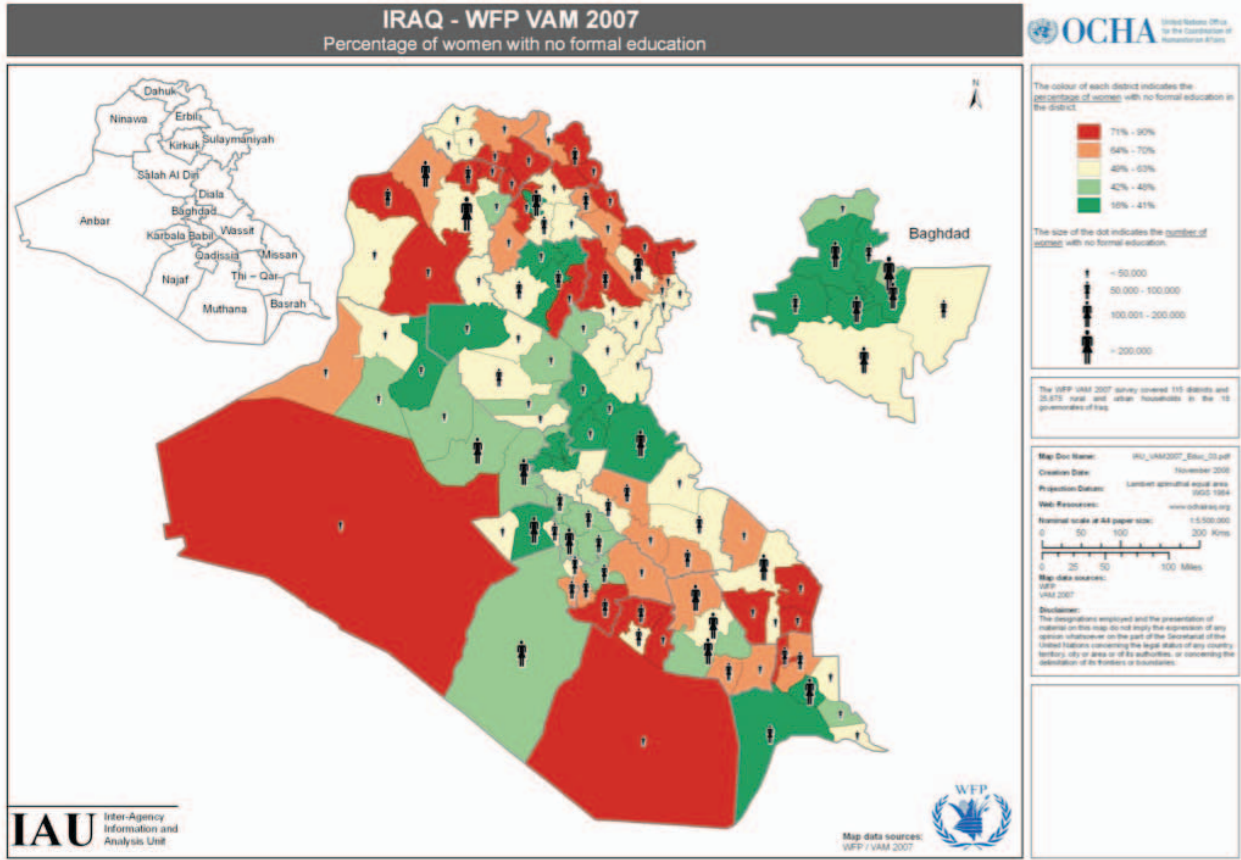


Figure 4 : Percent of women with no formal education [18].

Only 28% of Iraq's graduation-age population (17 years old) in the center and south sat for their final exams in 2007 [19]. Other factors contributing to the degradation of women's education include:

1. The economical hardships and lack of services such as electricity (as shown in figure 5), potable water; fuel for cooking and electrical generators, and cars; health care services, etc.

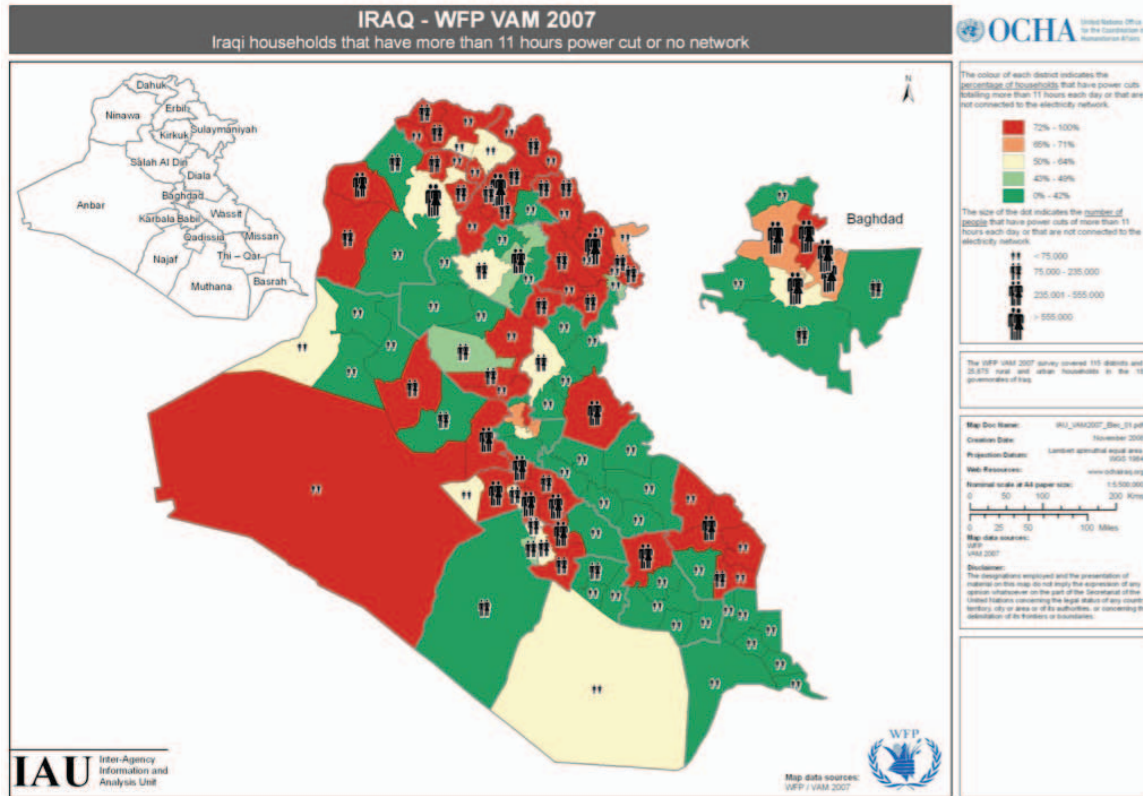


Figure 5: Iraqi households that have more than 11 hours power cut or no network [18]

2. Forced displacement due to excessive use of force by occupation, Its assigned government forces, and the sectarian politically supported militias like Jaysh Al Mahdi, Bader Brigade, Kurdish Peshmerga, Asaab Al Haq, and other militias and death squads.

There are about 2.3 million forcefully displaced people inside of Iraq and 2.2 million outside Iraq, mainly in Syria, Jordan, Lebanon, Egypt, and varying Gulf countries. According to previous studies by the author [20] about forced migration of women and children. The conducted survey indicates that 47% of the surveyed displaced women have a degree in higher education (B.Sc. MS, Ph.D.) but with no employment while the percentage of their children's school drop outs ranges from 54.6% for male drop outs and 45.2% female dropouts. About 45% of those dropping out of school causes are due to forced migration. With the lack of security factor the number rises to 75%.

3. According to the UNESCO report **Education Under Attack 2010 – Iraq**, between March 2003 and October 2008, 31,598 violent attacks against educational institutions were reported in Iraq [21].

About (450) academics have been targeted and assassinated by death squads and sectarian militias. The Iraqi government never reveals the real criminals behind the assassinations even though they are well known in most of the cases. 180 teachers were killed between February and November 2006. 30% of professors, doctors, pharmacists, and engineers had fled the country since.

On November 14, 2006, paramilitary gunmen in official uniforms of the Iraqi National Police commandos raided one of the buildings of the high education ministry and forcibly detained about 100 members of staff and 50 visitors from directory of scholarships and relations in the ministry [22]. The raid took place in highly secured area with about 20-30 camouflage pick up trucks of the kinds employed by Interior Ministry. It is common knowledge amongst Iraqis that the sixth floor of the Interior Ministry during Bayan Jaber Solagh's term was specifically dedicated as headquarters of the Bader's Brigade militia who specialized in kidnapping, torture, and assassinations under the protection of the Ministry [23]. Most of those kidnapped are still missing. The others were found killed after being tortured. Some were released for being Shi'ite Muslims.

The Iraqi government represented by Nouri Al Maliki should be held directly responsible for these criminal acts. He never bothered to conduct a decent investigation to identify the assassins of the Iraqi intellectuals. In reality they don't need these investigations because they know who is doing them. In 2004, Iraqi Minister of Defense Hazim Al Shaalan had directly accused Bader Brigades of attempting to assassinate the Iraqi scholars, and terminate Iraqi geniuses and scientists in various scientific and research fields [23]. Also, Security Operations Chamber in Basrah notified that they found documents asserting the role of the "Tha'ar Allah" party in the assassinations of Iraqi politicians, university professors, and former Ba'athists. Head of this party is Yousef Al Mousawi was getting his killing instructions from Iran [23].

4. Iraqi women and girls quit their jobs and education as a result of the oppression against them by occupation forces and the government hypocritical fundamentalists the Bush administration had appointed right after the occupation of Iraq. While the American war on Terror put a distorted unfair image of Islam after Sept. 11, 2001, the same administration adopted what seems like an Islamic fundamentalist government in what they called a "liberated Iraq".

Historically, women in Iraq enjoyed most of their civil rights through secular governments, the occupation fundamentalist government started to control Iraqis social life in a prototype image similar to Iran's Islamic Revolution. Shiite clerics and their militias started harassing women and girls in universities to put a head cover and dress up properly (as what is seemed proper in Iran) in a hypocritical move to assert their

control over women's lives. Those same fundamentalists represent nothing in Islam. They are associated with the largest theft of Iraqi wealth in history. With other corruption, torture, misconduct of their authority, forty billion dollars are missing amongst different fundamentalist ministers including the Ministry of Education [25]. Male supremacist society is overshadowing Iraqi society after adapting tribal rules and relationships to support the occupation appointed fundamentalist government and to avoid armed resistance to end the occupation of Iraq. Educated women are being harassed, kidnapped, raped and even killed if they decide not to follow what the militias try to impose in terms of what to wear or how to act [26].

Table (15) shows a list of the assassinated women faculty members in different Iraqi universities since the invasion of Iraq in 2003 [27].

Table 15: Assassinated women faculty member in Iraqi Universities Since 2003 [27].

Name of assassinated Faculty member	University and department	Date of assassination
Haifa Alwan Hilli	Baghdad University, Physics Department	Sept 17 2003
Maha Abdel Kadir	Baghdad University, Collage of Humanities	unknown
Mrs Mohammed Jasim al Assadi	Baghdad university, collage of administration	Oct 2 2006
Sahira Mohammad Mashhadany	University of Technology	March 2006
Amal Maamalaji	Al- Mansour University, IT professor	July 4 2008
Eman Yunis	Mosul University, Collage of Humanities	Aug 30 2004
Lyla Abdu Allah al-Saad	Mosul University, Dean of Law Collage	June 22 2004
Kefaia Hussein Saleh	University of Basrah, Collage of Education	May 28 2004
Zanubia Abdel Husein	University of Basrah, Collage of Veterinary Medicine	April 19 2006
Mrs Izz Mecchan	Dyala University, Medicine College	April 19 2006
Instisar Hasan Al-Twaigry	unknown	unknown

Mais Ghanem Mahmoud	Dyala University	April 19 2006
Kawla Mohammad Taki Zwain	Kufa university, Medicine Collage	May 12 2006
Shahlaa al-Nasrawi	Kufa University, Collage of Law	August 22 2007
Nafiaa Hmoud Khalaf	Baghdad University, Arabic Department	unknown
Rehab Flayeh	Technology University	March 23 2006
Ahlam Al ghurari	unknown	unknown
Suhad Al Abadi	University of Mosul, Physics Department	unknown
Amira al-rubaie	unkown	unknown
Najat Al Suhaily	Mustansyriya University, Psychology Department	October 1, 2006

5. Imposition of the Shiite religious holidays and forcing them on the whole educational calendar and community of the universities. The academic year (which is supposed to include only national and two major Eid holidays common amongst all factions of Islam) has been shortened by about 40 calendar days including ten days of Ashoura, the killing of Al Hussain (Profit Mohammad's grandson PBUH) and other occasions like the annual walk to Karbala to mourn the deaths of Al Husain. During these sectarian occasions, women faculty members, staff, and girls in the universities are all supposed to wear black so the sectarian militias won't harass them and accuse them of being the enemies of Al Bait. The walls of universities during these occasions are all covered with black cloths and banners bearing bloody statements. Discontinuity of academic programs and events disturbs the educational process and the teachers cannot finish the curriculums and subjects planned for a regular school year.
6. Recently, the universities are working on the elimination of mixed education (coed universities and colleges) in accordance with the instructions and personal preferences of the Minister of Education, Dr. Ali Al – Adeb [28]. The campaign started with the removal of all art statues from the entrance of the Institute of Fine arts and the decision of cancelling teaching music and theater subjects in the same institute [29].
7. Marginalizing women faculty members in the universities and keeping them away from decision making positions in the colleges and departments.

The following suggestions are **recommended** to maintain women empowerment in Iraq;

1.0 Total withdrawal of occupation forces from Iraq and the elimination of Iraq's sectarian imposed government and the constitution.

2.0 Re-develop the pre-occupation national identity of an advanced educational system in Iraq away from any kind of religious sectarianism , ethnic racism, political favoritisms, and gender inequality.

3.0 Equal education, finance, civil, and legal opportunities should be guaranteed to women population in Iraq away from any political considerations.

4.0 Women's education and empowerment should be seen as a major human resource for Iraq's social and economic development. Legislation reforms should reflect the implementation of this fact

5.0 Assist forcibly migrated women faculty members to pursue their jobs in Iraqi Universities through keeping all kinds of political and armed militias away from terrorizing the university communities on a daily basis.

6.0 Women faculty members should have the right of equal opportunities in decision making positions, attending conferences and workshops inside and outside Iraq, promotions, and other academic activities.

7.0 Government religious militias have no rights to impose their fundamentalism dress code on women faculty members and girls in universities.

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