

Iraq Education Fact Sheets | 2020

Analyses for learning and
equity using MICS data



MICS-EAGLE

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for every child

Acknowledgements

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity

What is profiling?

One of the characteristics of this fact sheet is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category. Profiling answers questions such as “what percentage of a key population group is male and what percentage is female?” or “what percentage of a key population group lives in rural and what percentage lives in urban areas?” Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent

For example, a profile of children not completing primary education will show what the main characteristics of children in the key population group for this indicator are. As primary completion rates look into children aged 5–3 years older than the entry age for children for the last grade of primary school, the target population will be children aged 16–14 years who have not completed primary education. In Iraq, 47 per cent of children of the key population group not completing primary education are male, therefore 53 per cent have to be female. In turn, 57 per cent of children of the target population not completing primary education live in urban areas, therefore 43 per cent live in rural areas

How is this fact sheet structured?

The MICS-EAGLE initiative offers activities at the national, regional, and global level. The seven topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):



Access and Completion



Skills

(learning outcomes, ICT skills and literacy rate)



Inclusive Education

(with a focus on disability)



Early Learning



Out-of-School Children



Repetition and Dropouts

(internal efficiency)



Child Protection

(child labour and child marriage)

Topic 1 Completion

Guiding questions

1. In which level of education is completion rate the lowest?
2. What are the characteristics of children who do not complete each level of education?
3. What regions have the lowest completion rates at each level?
4. What is the profile of children who did not complete each level of education?

Overview

FIGURE 1 Overview of completion rates

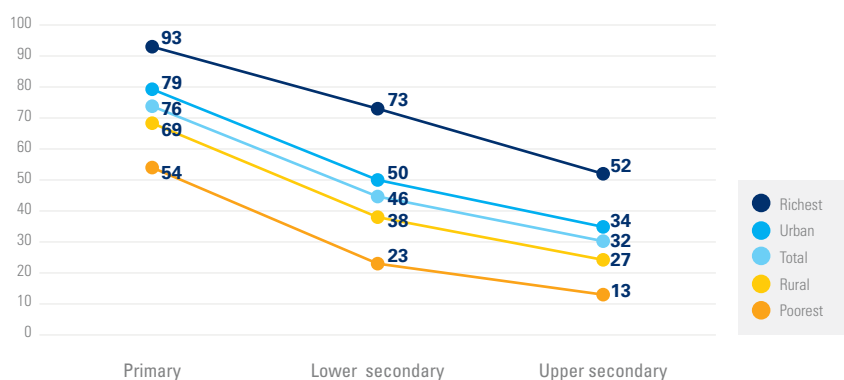


FIGURE 2 Primary education completion rate

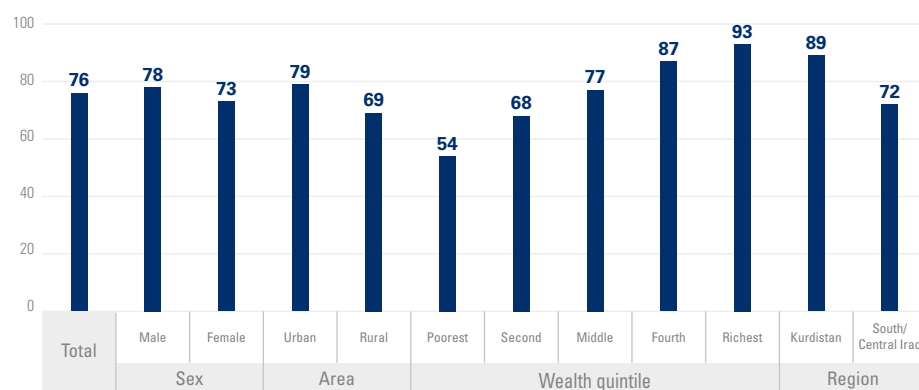


FIGURE 3 Lower secondary education completion rate

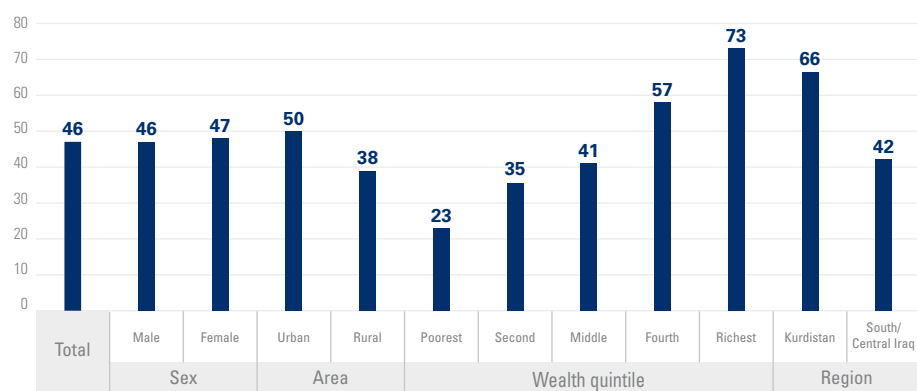
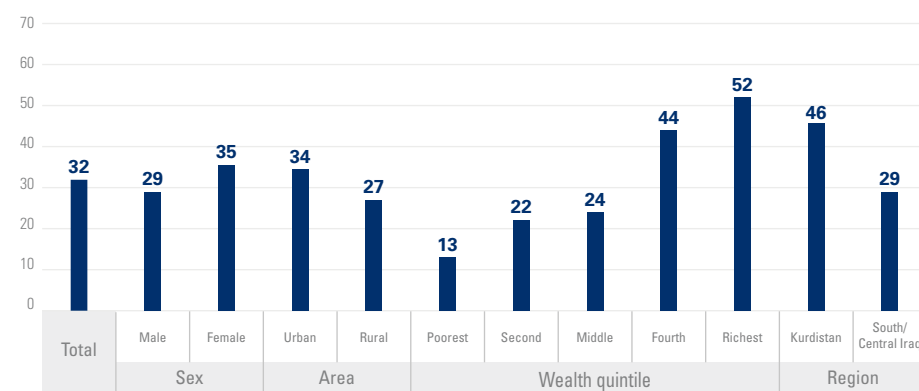


FIGURE 4 Upper secondary education completion rate



Findings

- The completion rate gap between the richest and the poorest household is wide for primary and secondary education. Completion rates of primary, lower secondary and upper secondary are respectively 54%, 23% and 13% for the poorest households, while it is of 93%, 73% and 52% for the richest
- The difference between urban and rural area for primary and secondary education is significant
- Although more boys than girls complete primary education, the figure is reversed for upper secondary education where more girls complete



Regional disaggregation

FIGURE 5 Primary completion rate

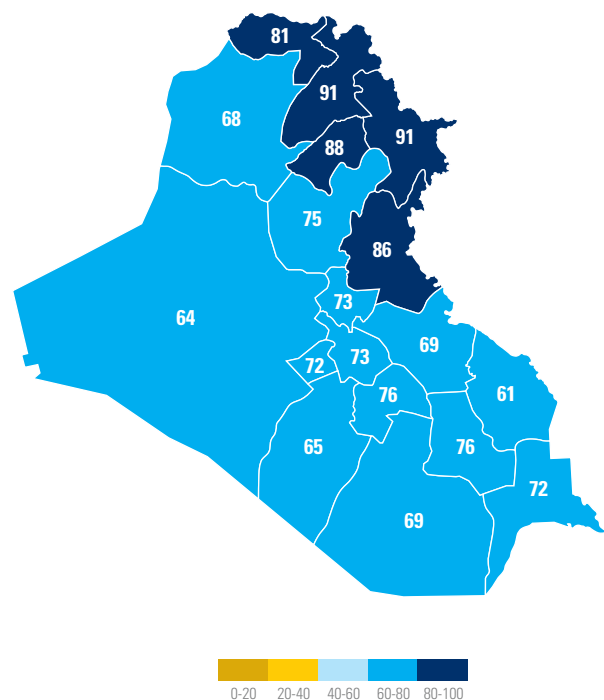


FIGURE 6 Lower secondary completion rate

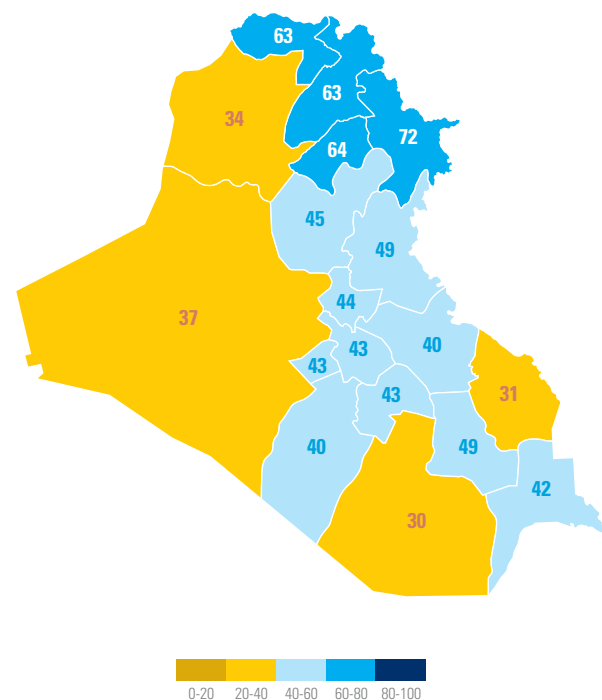
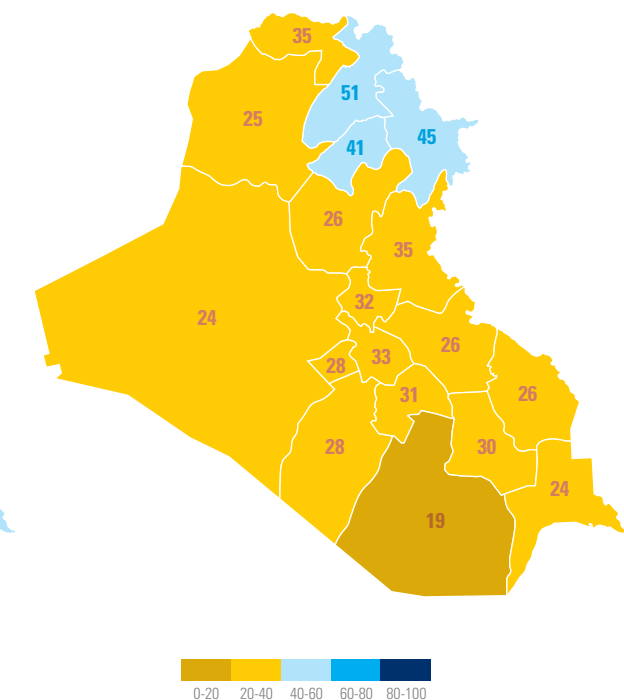


FIGURE 7 Upper secondary completion rate



Findings

- The northeast areas of the country have much higher completion rates at all levels of education than the south and western parts
- In Muthana and Missan governorates, the completion rates in both primary and lower secondary are the widest compared to other governorates in Iraq



Profile of children not completing school

FIGURE 8 Profiling of children who do not complete school, by sex

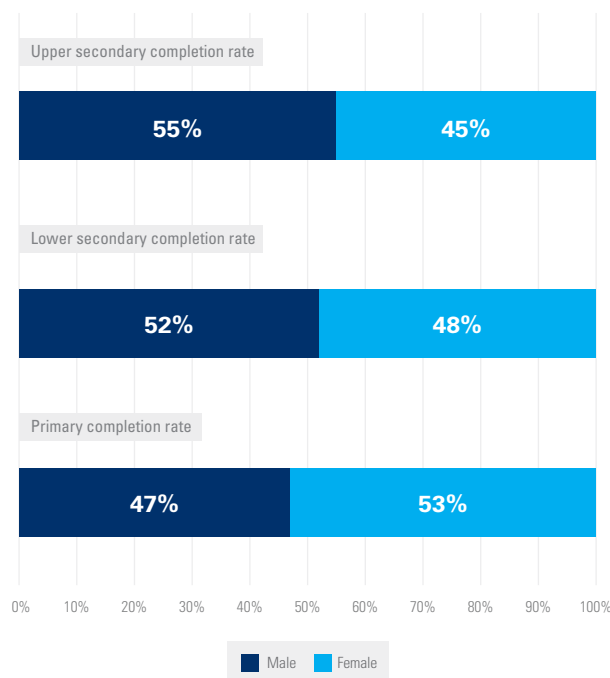


FIGURE 9 Profiling of children who do not complete school, by area

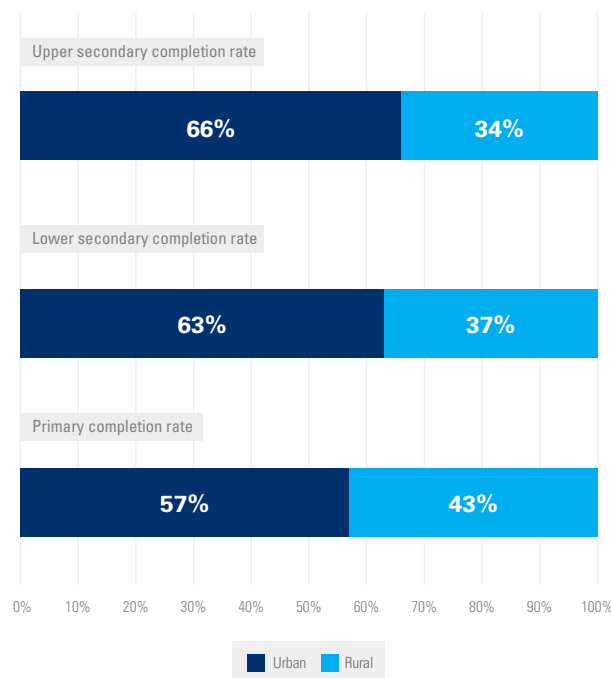
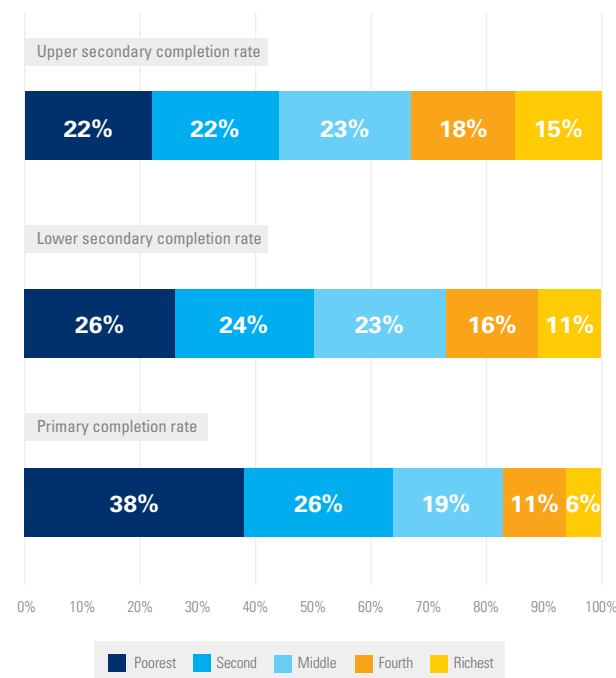


FIGURE 10 Profiling of children who do not complete school, by wealth quintile



Findings

- Although completion rates are higher in urban areas than rural areas for all stages of education, given that more people reside in urban areas a greater number of children who don't complete school live in urban areas
- The disparity between the poorest and the richest quintiles for school completion is wide, especially at primary education, where children from the poorest quintile account for 38% of all children who did not complete school



TABLE 1: Shares & headcounts by various socioeconomic characteristics

| | | Completion rates (%) | | | Headcount of children who did not complete | | |
|------------------------|---------------------|----------------------|-----------------|-----------------|--|-----------------|-----------------|
| | | Primary | Lower Secondary | Upper Secondary | Primary | Lower Secondary | Upper Secondary |
| Total | | 76 | 46 | 32 | 617 | 1291 | 1562 |
| Sex | Male | 78 | 46 | 29 | 292 | 663 | 855 |
| | Female | 73 | 47 | 35 | 325 | 627 | 707 |
| Area | Urban | 79 | 50 | 34 | 354 | 807 | 1030 |
| | Rural | 69 | 38 | 27 | 263 | 483 | 532 |
| Wealth quintile | Poorest | 54 | 23 | 13 | 234 | 341 | 149 |
| | Second | 68 | 35 | 22 | 160 | 310 | 345 |
| | Middle | 77 | 41 | 24 | 118 | 296 | 364 |
| | Fourth | 87 | 57 | 44 | 67 | 205 | 276 |
| | Richest | 93 | 73 | 52 | 38 | 139 | 228 |
| Governorate | Duhok | 81 | 63 | 35 | 17 | 34 | 55 |
| | Nainawa | 68 | 34 | 25 | 68 | 138 | 144 |
| | Sulaimaniya | 91 | 72 | 45 | 12 | 38 | 62 |
| | Kirkuk | 88 | 64 | 41 | 12 | 32 | 40 |
| | Erbil | 91 | 63 | 51 | 19 | 70 | 92 |
| | Diala | 86 | 49 | 35 | 21 | 70 | 79 |
| | Anbar | 64 | 37 | 24 | 38 | 61 | 72 |
| | Baghdad | 73 | 44 | 32 | 104 | 218 | 267 |
| | Babil | 73 | 43 | 33 | 34 | 67 | 72 |
| | Karbala | 72 | 43 | 28 | 22 | 39 | 52 |
| | Wasit | 69 | 40 | 26 | 30 | 54 | 62 |
| | Salahaddin | 75 | 45 | 29 | 19 | 44 | 56 |
| | Najaf | 65 | 40 | 28 | 32 | 52 | 68 |
| | Qadisyah | 76 | 43 | 31 | 21 | 45 | 50 |
| | Muthana | 69 | 30 | 19 | 22 | 59 | 74 |
| | Thiqar | 76 | 49 | 30 | 41 | 86 | 110 |
| | Misan | 61 | 31 | 26 | 42 | 74 | 71 |
| | Basrah | 72 | 42 | 24 | 63 | 112 | 135 |
| Region | Kurdistan | 89 | 66 | 46 | 49 | 141 | 210 |
| | South/ Central Iraq | 73 | 42 | 29 | 568 | 1149 | 1353 |

*Headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.

Topic 2 Skills

Guiding questions

1. What is the percentage of each group of young people that are literate?

2. What is the percentage of each group of young people has ICT skills?

Literacy and ICT skills (Women)

FIGURE 10 Youth (15-24 years-old) literacy rates

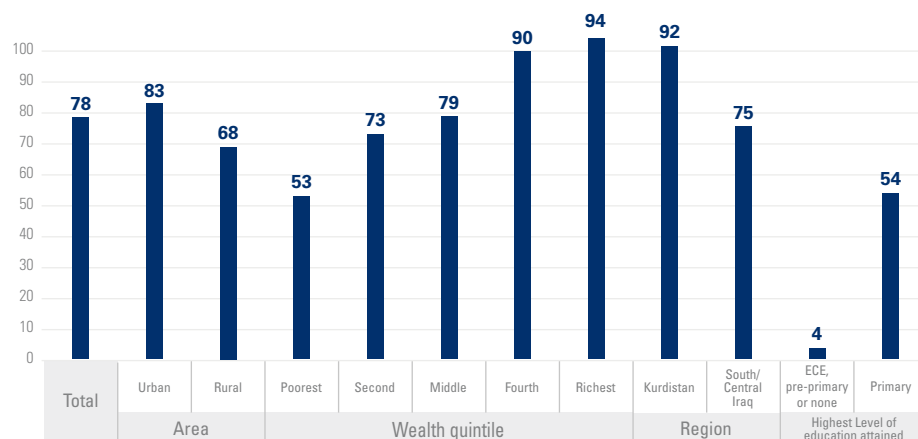
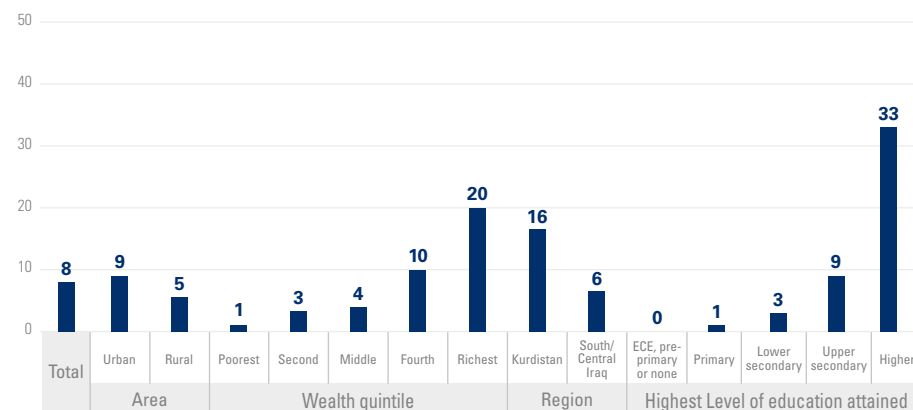


FIGURE 11 Youth (15-24 years-old) ICT skills



Findings

- It can be observed that there is a widening literacy skills gap between the poorest and the richest strata of the society, hence it is suggested that more emphasis should be placed on the areas where populations are living in the highest levels of poverty
- Only 9% those who attained upper secondary school certificate have foundational ICT skills, while those who did not attend compulsory education have no such skills. There is an even wider gap in foundational ICT skills seen for children from the poorest (1%) compared to the richest households (20%)

Topic 3 Out of School Children

Guiding questions

1. Which level of education has the highest out-of-school children rate?
2. How many children are out of school?
3. What regions have the highest out of school rates?
4. Where do most children out of school live and what is their background?

Overview

FIGURE 12

Overview on out-of-school rates

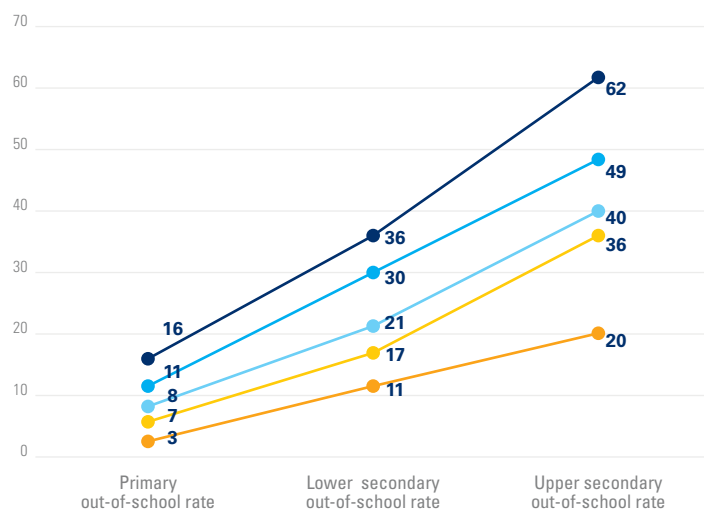
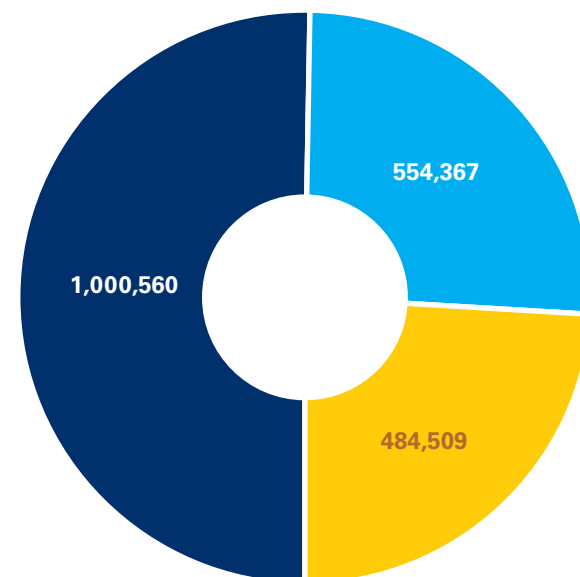
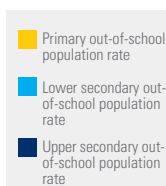


FIGURE 13

Out-of-school population (Estimated)



Findings

- The gap in education participation between the poorest and the richest is very strong for all school levels, but it widens for upper secondary education where 62% of the poorest are out of school, while the out of school rate is 20% for the richest
- There are 2 million out of school children in the country, approximately a quarter of which should be attending primary education



Profile of children not completing school

FIGURE 14 Out-of-school rate for children of primary education age

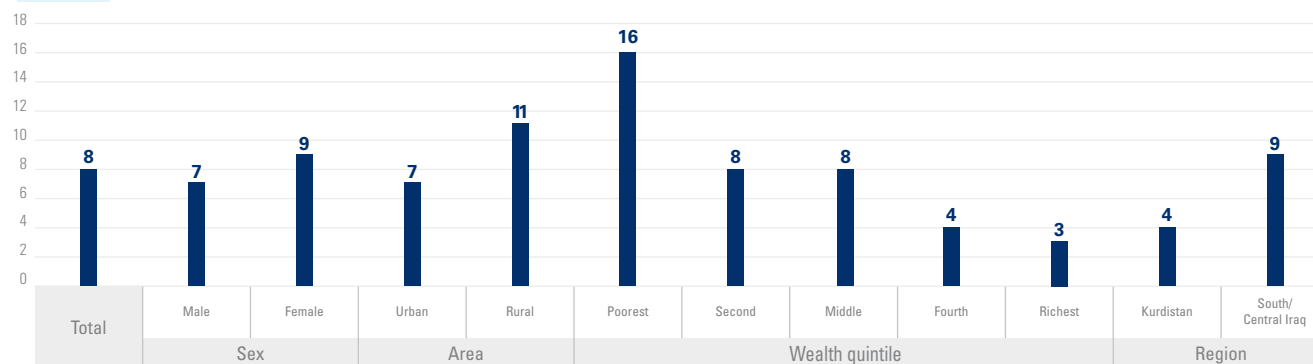


FIGURE 15 Out-of-school rate for children of lower secondary education age

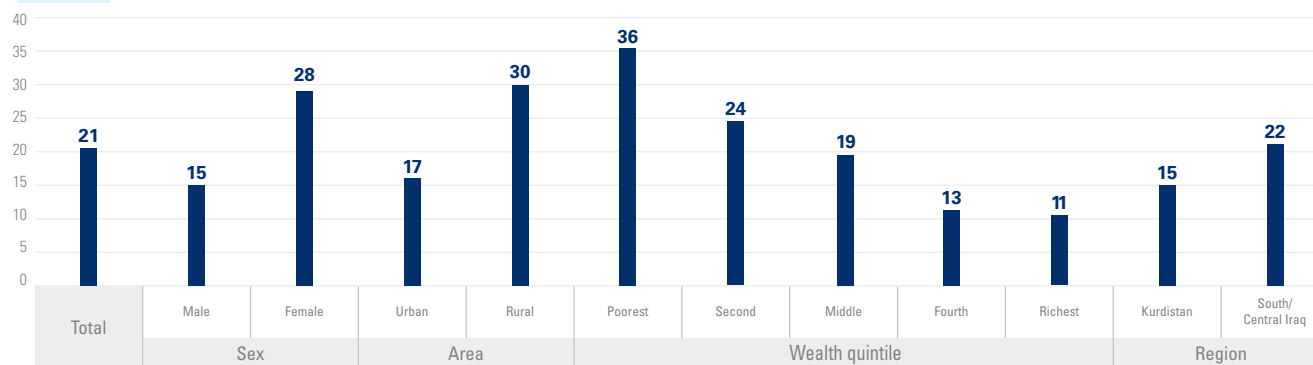
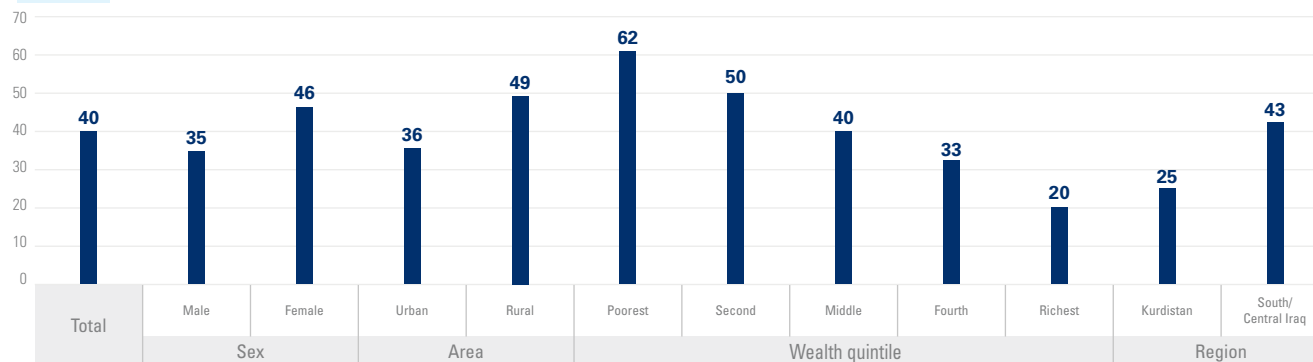


FIGURE 16 Out-of-school rate for children of upper secondary education age



Findings

- For all levels of education, the rate of out of school children is higher for rural than urban areas. Many variables can be in play, including transportation and availability of schools nearby
- Socioeconomic background is also a strong driver of inequality access to education. While 16% of children of primary school age are out of school among the poorest households, it is the case of only 3% of children from the richest families
- In all levels of education, girls have a higher out-of-school rate than boys. This is particularly true for children who should be attending lower secondary education, there is 13 percent point gap of girls are out of school versus 15% of boys. However, the out of school rate continue to grow in upper secondary where 46% of girls and 35% of boys are out of school (a gap of 11%)

Regional disaggregation

FIGURE 17 Primary out-of-school children

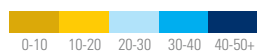
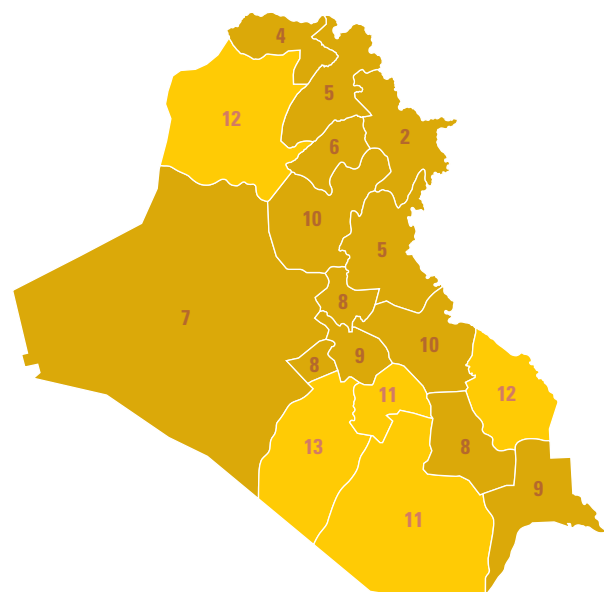


FIGURE 18 Lower secondary out-of-school children

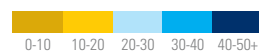
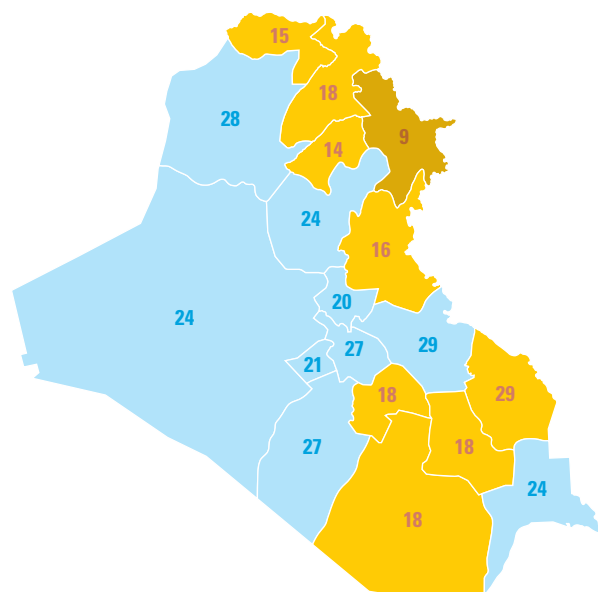
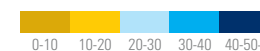
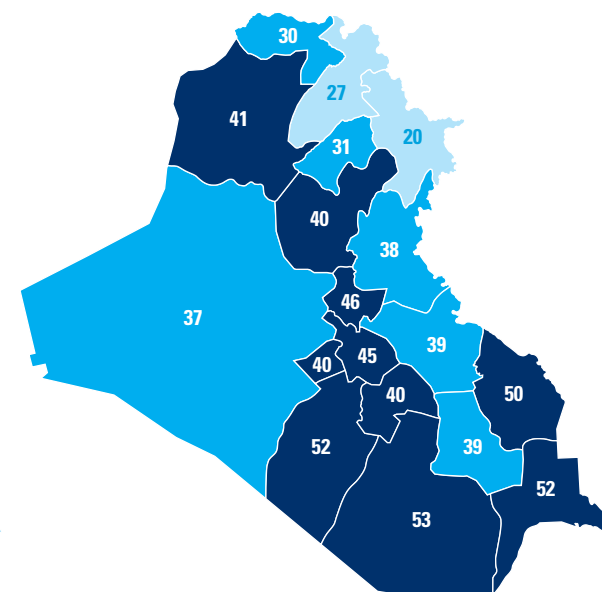


FIGURE 19 Upper secondary out-of-school children



Findings

- The southern provinces of Iraq have many more children out of school as a percentage of the population than the north. The gap between north and south is even more strikingly in upper secondary education. In Najaf, Muthana and Basrah, for example, more than half of children who should be attending upper secondary education are actually not in school. In contrast, areas of the northeast such as Duhok Sulaimaniya and Erbil have out of school rates at upper secondary at or below 30%



Profile of children out of school

FIGURE 20 Profiling of children out of school, by sex

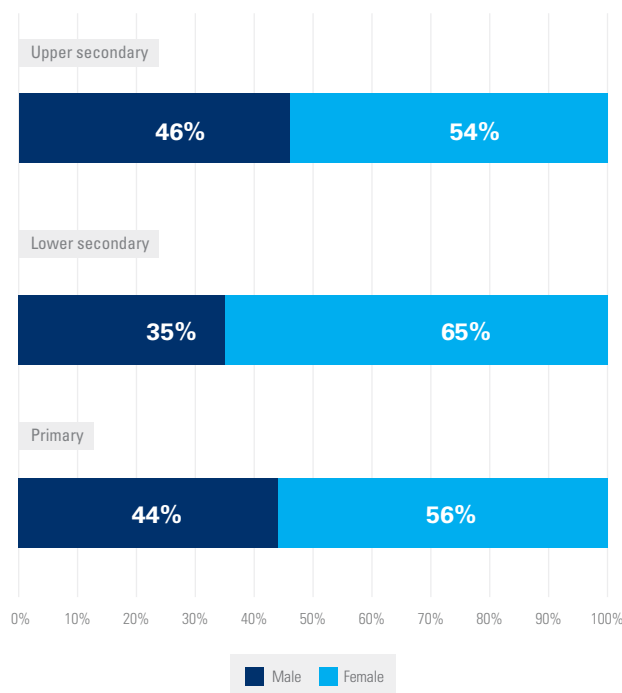


FIGURE 21 Profiling of children out of school, by area

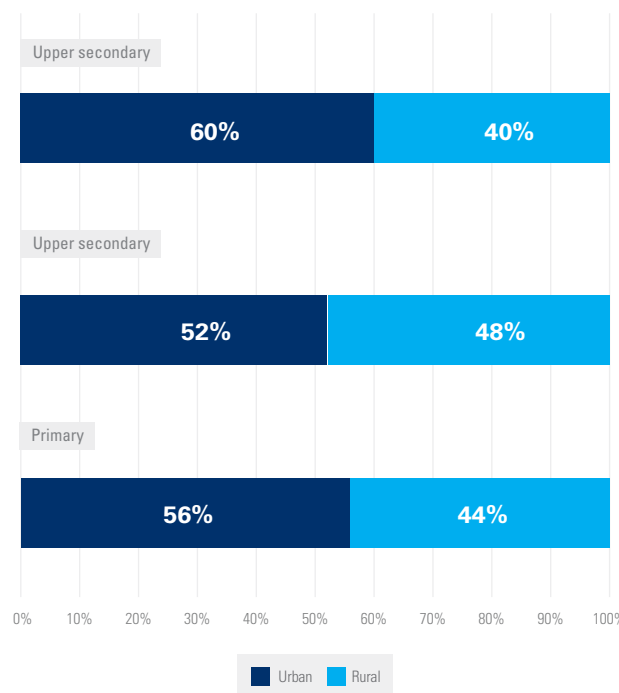
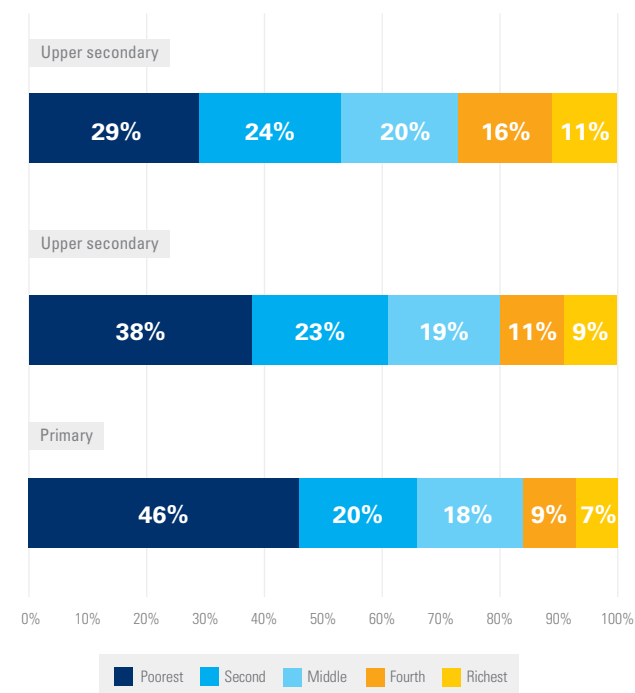


FIGURE 22 Profiling of children out of school, by wealth quintile



Findings

- In all levels of education, more girls than boys are out of school. Children from urban areas also make a majority of all children out of school, with out-of-school rates being higher for rural areas
- Among primary school age children, those from the poorest families are overrepresented among children out of school (totally 46%). As more children from other wealth quintiles drop out in secondary education, the proportion of children from primary education decreases

TABLE 2: Shares & headcounts by various socioeconomic characteristics

| | | Out of school rates (%) | | | Headcount of children out of school (in thousands) | | |
|------------------------|---------------------|-------------------------|-----------------|-----------------|--|-----------------|-----------------|
| | | Primary | Lower Secondary | Upper Secondary | Primary | Lower Secondary | Upper Secondary |
| Total | | 8 | 21 | 40 | 484 | 560 | 997 |
| Sex | Male | 7 | 15 | 35 | 215 | 198 | 456 |
| | Female | 6 | 28 | 46 | 269 | 361 | 540 |
| Area | Urban | 7 | 17 | 36 | 270 | 292 | 601 |
| | Rural | 11 | 30 | 49 | 214 | 267 | 395 |
| Wealth quintile | Poorest | 16 | 36 | 62 | 222 | 210 | 289 |
| | Second | 8 | 24 | 50 | 98 | 130 | 241 |
| | Middle | 8 | 19 | 40 | 87 | 105 | 201 |
| | Fourth | 4 | 13 | 33 | 43 | 62 | 157 |
| | Richest | 3 | 11 | 20 | 31 | 51 | 107 |
| Governorate | Duhok | 4 | 15 | 30 | 7 | 14 | 27 |
| | Nainawa | 12 | 28 | 41 | 72 | 65 | 87 |
| | Sulaimaniya | 2 | 9 | 20 | 4 | 12 | 27 |
| | Kirkuk | 6 | 14 | 31 | 15 | 13 | 31 |
| | Erbil | 5 | 18 | 27 | 21 | 36 | 60 |
| | Diala | 5 | 16 | 38 | 16 | 21 | 51 |
| | Anbar | 7 | 24 | 37 | 16 | 26 | 35 |
| | Baghdad | 8 | 20 | 46 | 72 | 85 | 187 |
| | Babil | 9 | 27 | 45 | 26 | 34 | 52 |
| | Karbala | 8 | 21 | 40 | 12 | 16 | 28 |
| | Wasit | 10 | 29 | 39 | 17 | 29 | 35 |
| | Salahaddin | 10 | 24 | 40 | 18 | 18 | 30 |
| | Najaf | 13 | 27 | 52 | 30 | 28 | 46 |
| | Qadisyah | 11 | 18 | 40 | 19 | 15 | 31 |
| | Muthana | 11 | 18 | 53 | 22 | 16 | 40 |
| | Thiqr | 8 | 18 | 39 | 33 | 34 | 65 |
| | Misan | 12 | 29 | 50 | 32 | 33 | 51 |
| | Basrah | 6 | 24 | 52 | 45 | 54 | 104 |
| Region | Kurdistan | 4 | 15 | 25 | 33 | 64 | 116 |
| | South/ Central Iraq | 9 | 22 | 43 | 451 | 497 | 881 |

*Headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.

Topic 4 Early Learning

Guiding questions

1. Which children are developmentally on track (measured by ECDI)?
2. Which level of education is attended by young children?
3. Do children attend grade 1 at the right age?
4. What is the profile of children not attending ECE?
5. What is the profile of children not developmentally on track (measured by ECDI)?

Overview

FIGURE 23 Early Childhood Development Index (ECDI) for children age 3 to 4

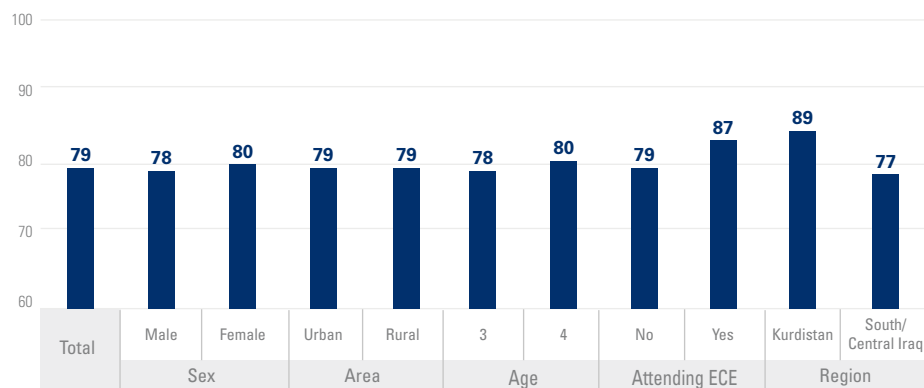


FIGURE 25 Level of education attended by age

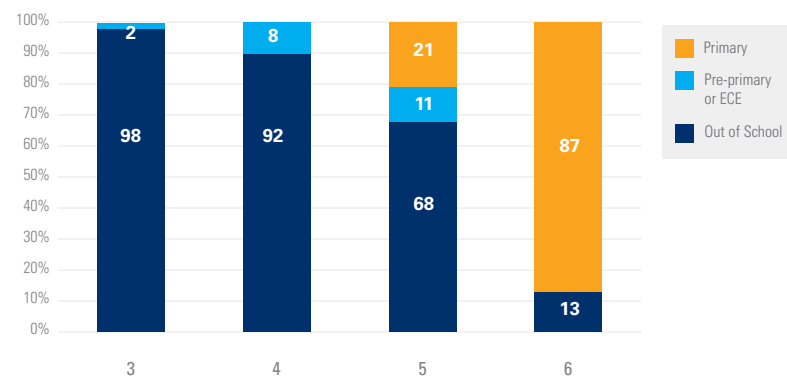


FIGURE 24 Percentage of children age 36-59 months attending early childhood education

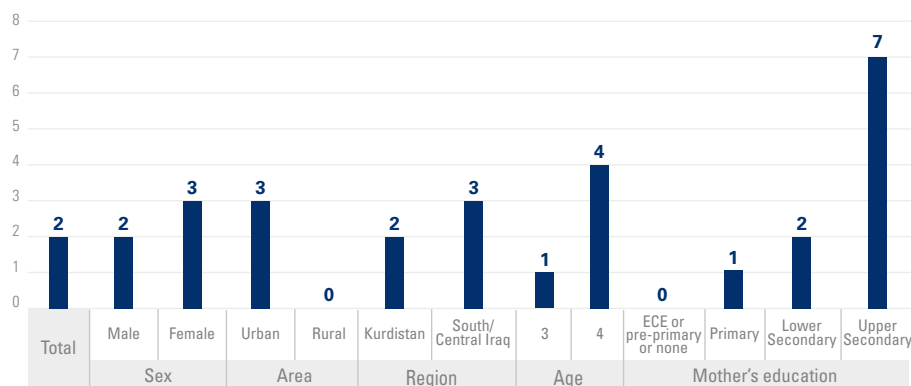
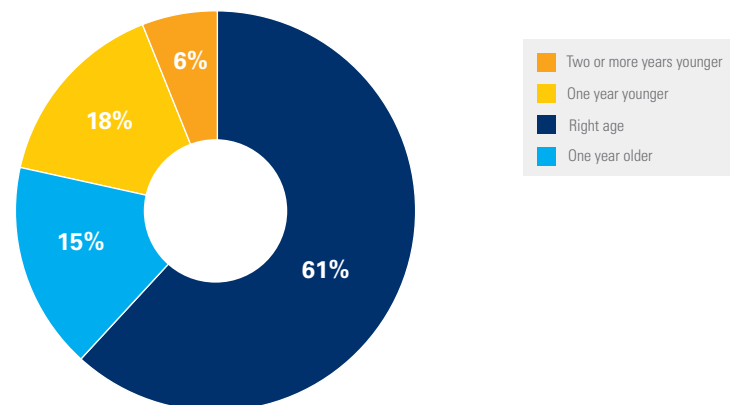


FIGURE 26 Age distribution at grade 1 of primary education



Findings

- Around 79% of all children aged 3 to 4 years old in Iraq are developmentally on track
- Roughly the same share of urban and rural children are on track
- Children attending ECE are more often developmentally on track (87%) than those who are not (79%). Nonetheless, the number of children attending ECE in the country is very low, at 2% on average. Even among mothers who attended upper secondary education or higher, only 7% of children ages 36 to 59 months attend ECE
- The vast majority of children ages 3 (98%) and 4 (92%) are out of school. At age 5, more children attend primary (21%) than ECE (11%). By the time children turn 6, most of them (87%) are already attending primary school
- 61% of children enter primary education at the right age, six years old. Whereas 21% are older than 6 because they entered late or repeated a grade and 18% are 5 or younger because they entered school early



Profile of children not developmentally on track or not attending ECE

FIGURE 27 Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by sex

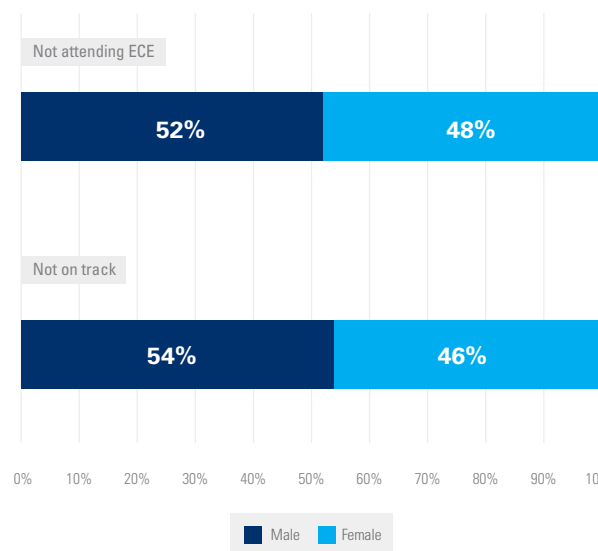


FIGURE 28 Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by area

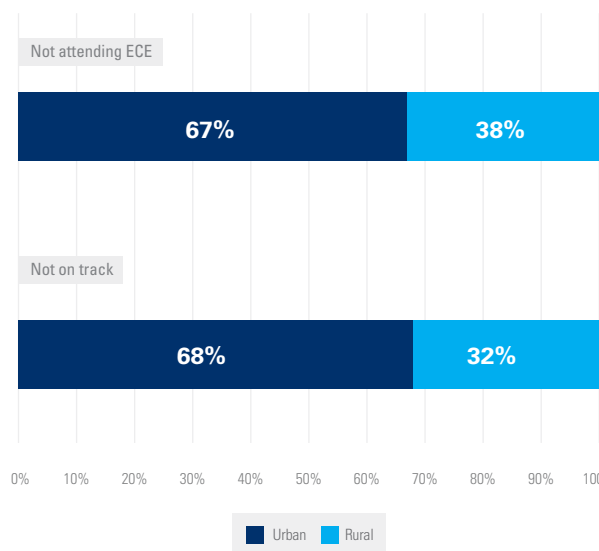
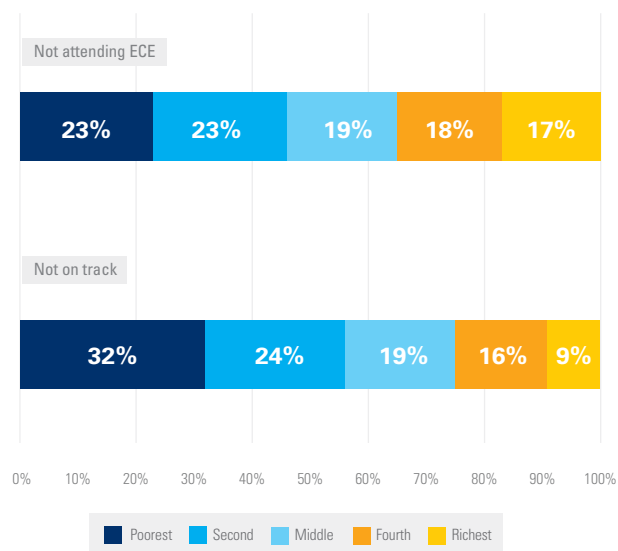


FIGURE 29 Profiling of young children aged 3 to 4 not attending ECE or not developmentally on track, by wealth quintile



Findings

- Boys and girls are at similarly levels in terms of ECE attendance and being developmentally on track
- Roughly two thirds of children not attending ECE (67%) are not developmentally on track (68%) live in urban areas, while the remaining one third live in rural areas
- As many children do not attend ECE or are not developmentally on track. Of these, children of all socioeconomic backgrounds figure in these categories. However, children from the poorest families are overrepresented among both categories



TABLE 3: Shares & headcounts by various socioeconomic characteristics

| | | Share (%) of children (age 3-4) | | Headcount of children (in thousands) | |
|------------------------|---------------------|---------------------------------|-------------------|--------------------------------------|-------------------|
| | | Not on track on ECDI | Not attending ECE | Not on track on ECDI | Not attending ECE |
| Total | | 21 | 98 | 451 | 2128 |
| Sex | Male | 22 | 98 | 243 | 1102 |
| | Female | 20 | 97 | 208 | 1026 |
| Area | Urban | 21 | 97 | 305 | 1420 |
| | Rural | 21 | 100 | 146 | 708 |
| Wealth quintile | Poorest | 29 | 100 | 143 | 497 |
| | Second | 22 | 99 | 110 | 496 |
| | Middle | 20 | 97 | 84 | 404 |
| | Fourth | 18 | 96 | 72 | 378 |
| | Richest | 11 | 95 | 41 | 352 |
| Governorate | Duhok | 13 | 98 | 9 | 68 |
| | Nainawa | 29 | 97 | 63 | 214 |
| | Sulaimaniya | 6 | 99 | 5 | 94 |
| | Kirkuk | 21 | 97 | 13 | 59 |
| | Erbil | 12 | 98 | 25 | 214 |
| | Diala | 15 | 99 | 18 | 116 |
| | Anbar | 18 | 97 | 14 | 75 |
| | Baghdad | 16 | 95 | 54 | 324 |
| | Babil | 25 | 98 | 24 | 93 |
| | Karbala | 8 | 97 | 5 | 61 |
| | Wasit | 29 | 99 | 19 | 67 |
| | Salahaddin | 32 | 96 | 16 | 51 |
| | Najaf | 24 | 98 | 22 | 90 |
| | Qadisyah | 28 | 98 | 17 | 19 |
| | Muthana | 9 | 98 | 7 | 59 |
| | Thiqr | 37 | 99 | 68 | 70 |
| | Misan | 21 | 99 | 20 | 182 |
| | Basrah | 25 | 98 | 48 | 96 |
| Region | Kurdistan | 11 | 98 | 25 | 191 |
| | South/ Central Iraq | 23 | 97 | 411 | 1751 |

*Headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.

Topic 5

Repetition and Dropout

Guiding questions

1. At which level or grade have the highest level of repetition and dropout?

2. What is the profile of children who repeat grades?

3. What is the profile of children who drop out of school?

Overview

FIGURE 30 Repetition rate by grade

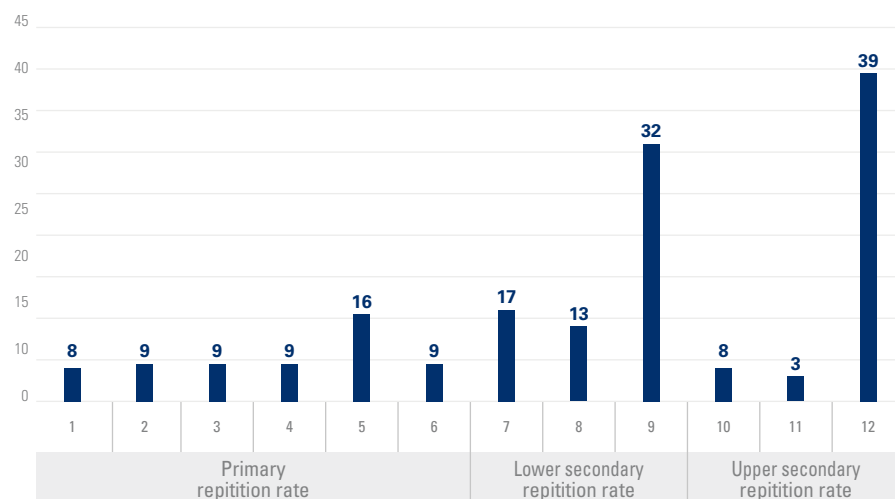
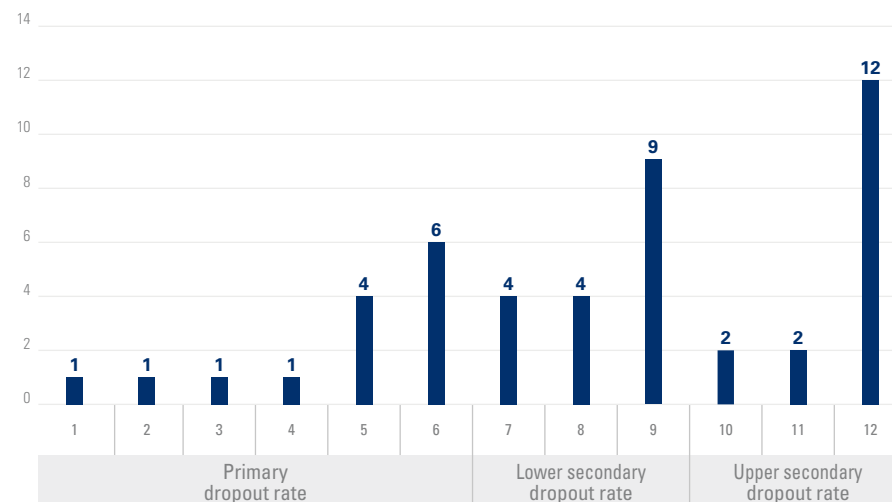


FIGURE 31 Dropout rate by grade



Findings

- In primary school, grade 5 has the highest repetition rate, while in lower secondary and upper secondary education, the final grades have the highest repetition (32% in grade 9 and 39% in grade 12). This can be due to the national standardized examination test, as well as students repeating the same grade so they can get a better result next year
- As for the dropout, the percentage of students dropping out from the last grades of each level is much higher in contrast with other grades of the same level, this could be due to the students who are struggling to pass the standardized national examination, where the cost for repeating a year for some families can be difficult to bear. Nationally, 6% of children drop out at the end of primary, 9% at the end of lower secondary and 12% at the end of upper secondary

Profile of repeaters and dropouts

FIGURE 32 Profiling of repeaters and dropouts, by sex

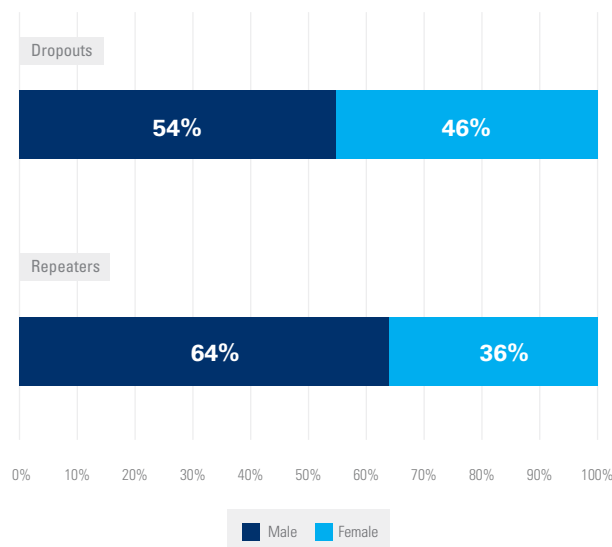


FIGURE 33 Profiling of repeaters and dropouts, by area

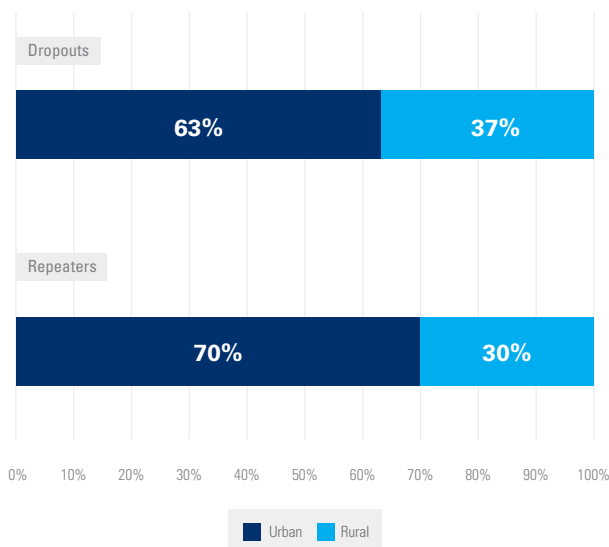


FIGURE 34 Profiling of repeaters and dropouts, by wealth quintile

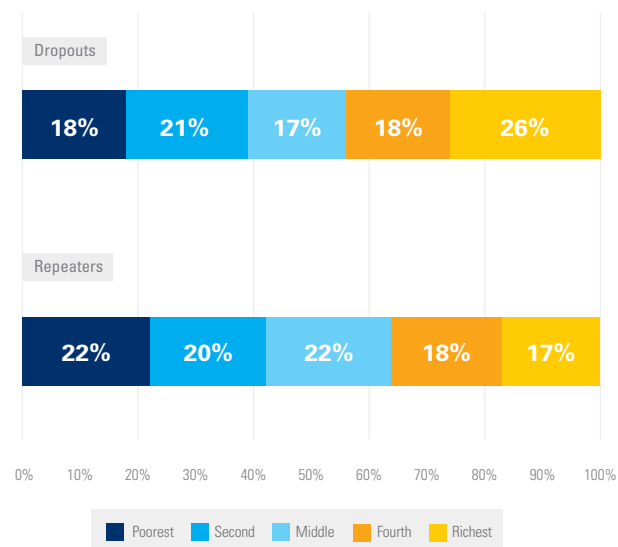
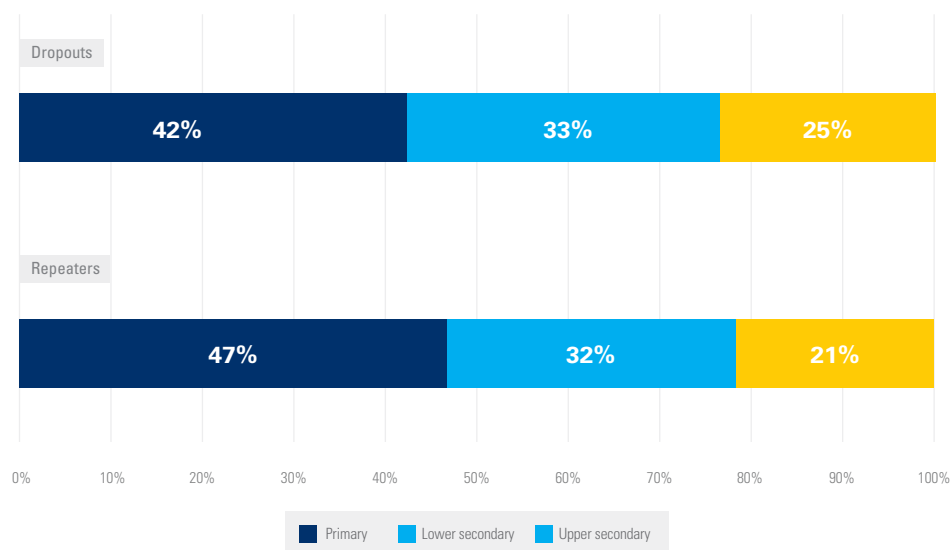


FIGURE 35 Profiling of repeaters and dropouts, by grade



Findings

- More boys than girls repeat school years and drop out of school
- Among repeaters and dropouts, there is also a large share of urban households although more urban children were in school in the first place
- Repetition seems to be similarly common among children of the five wealth quintiles. With the exception of richer children who are overrepresented among dropouts and one of the reasons might be that their attendance rates are higher and for children to drop out they must have been in school first
- As most students in the country study at primary level, repetition and dropout are also concentrated in that level

TABLE 4: Shares & headcounts by various socioeconomic characteristics

| | | Rate(%) | | Headcount of children (in thousands) | |
|------------------------|---------------------|------------|---------|--------------------------------------|----------|
| | | Repetition | Dropout | Repeaters | Dropouts |
| Total | | 13 | 4 | 1367 | 457 |
| Sex | Male | 16 | 4 | 881 | 247 |
| | Female | 10 | 4 | 487 | 210 |
| Area | Urban | 13 | 4 | 951 | 291 |
| | Rural | 14 | 5 | 417 | 466 |
| Wealth quintile | Poorest | 17 | 4 | 294 | 79 |
| | Second | 14 | 5 | 273 | 94 |
| | Middle | 15 | 4 | 303 | 78 |
| | Fourth | 11 | 4 | 253 | 86 |
| | Richest | 10 | 5 | 244 | 121 |
| Governorate | Duhok | 14 | 5 | 60 | 20 |
| | Nainawa | 12 | 3 | 109 | 32 |
| | Sulaimaniya | 13 | 5 | 83 | 37 |
| | Kirkuk | 9 | 3 | 39 | 15 |
| | Erbil | 11 | 7 | 102 | 63 |
| | Diala | 13 | 5 | 81 | 34 |
| | Anbar | 17 | 3 | 69 | 13 |
| | Baghdad | 11 | 3 | 173 | 55 |
| | Babil | 13 | 2 | 61 | 10 |
| | Karbalah | 17 | 4 | 51 | 12 |
| | Wasit | 15 | 5 | 50 | 16 |
| | Salahaddin | 12 | 7 | 39 | 23 |
| | Najaf | 13 | 3 | 47 | 12 |
| | Qadisyah | 17 | 5 | 53 | 16 |
| | Muthana | 14 | 3 | 44 | 11 |
| | Thiqar | 15 | 2 | 107 | 13 |
| | Misan | 18 | 7 | 71 | 29 |
| | Basrah | 15 | 5 | 125 | 44 |
| Region | Kurdistan | 12 | 6 | 245 | 120 |
| | South/ Central Iraq | 13 | 4 | 1122 | 337 |

*Headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.

Topic 6

Child Protection

Guiding questions

1. For which groups is early marriage higher and how does it connect to literacy and ICT skills?

2. Which groups of children are more frequently in child labor?

3. How is child labor linked to education attendance?

4. How does child labor explain the profile of children out of school?

Overview

FIGURE 36

Prevalence of child marriage among youth aged 20 to 24 years-old

■ Before 15
■ Before 18

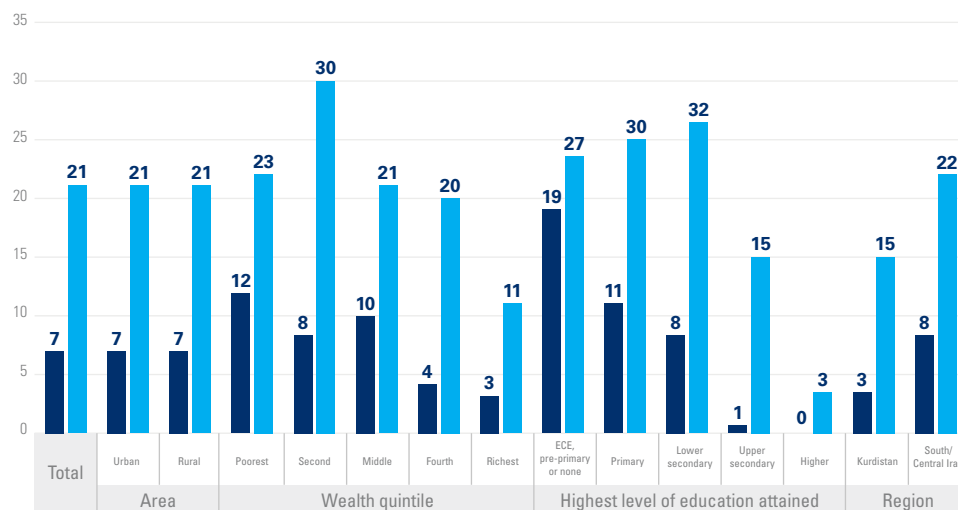
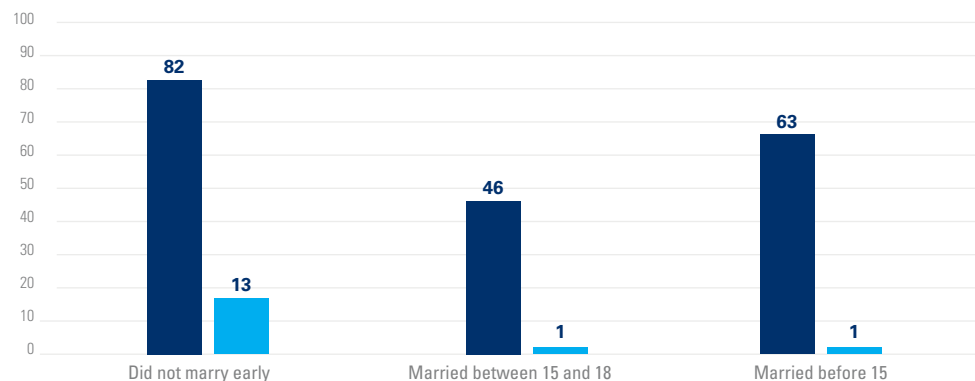


FIGURE 37

Literacy rate and ICT skills of youth age 20 to 24 by marriage status

■ Literacy rate
■ ICT skills



Findings

- Around 21% of women aged 20-24 years old in the country got married before they were 18 and 7% got married before they were 15
- Women from the poorer 40% of the population (poorest and second quintile) have higher rates of child marriage than the rest
- Surprisingly, although the prevalence of child marriage before the age of 15 is higher among women who did not study at primary level, the child marriage rate at 18 is higher for those whose highest level of education attended is lower secondary school
- Girls who did not marry early have much higher literacy levels and ICT skills

Child labor and education

FIGURE 38 Prevalence of child labor for children age 5 to 17

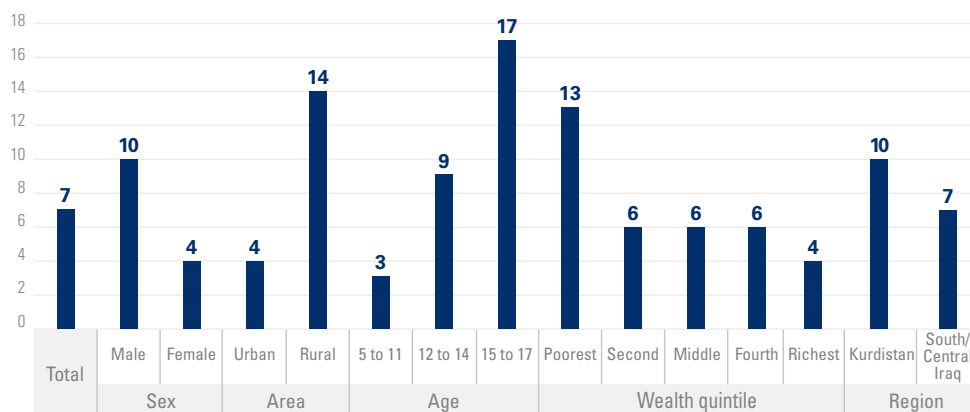
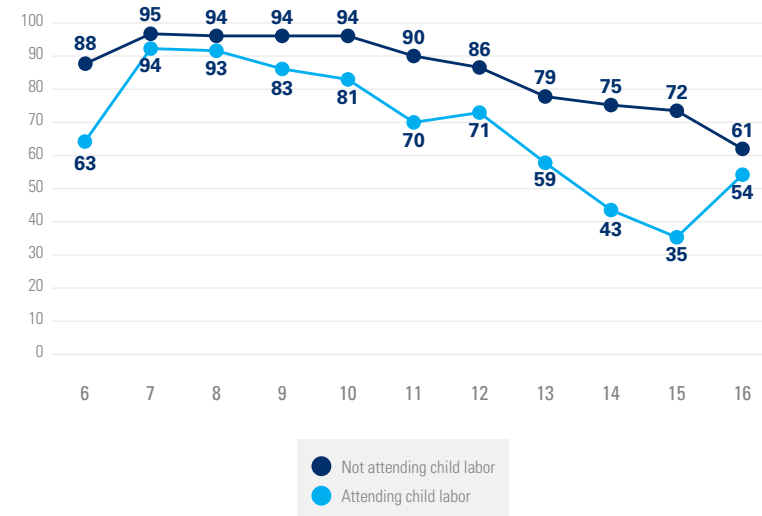


FIGURE 39 School attendance per age and child labor status



Findings

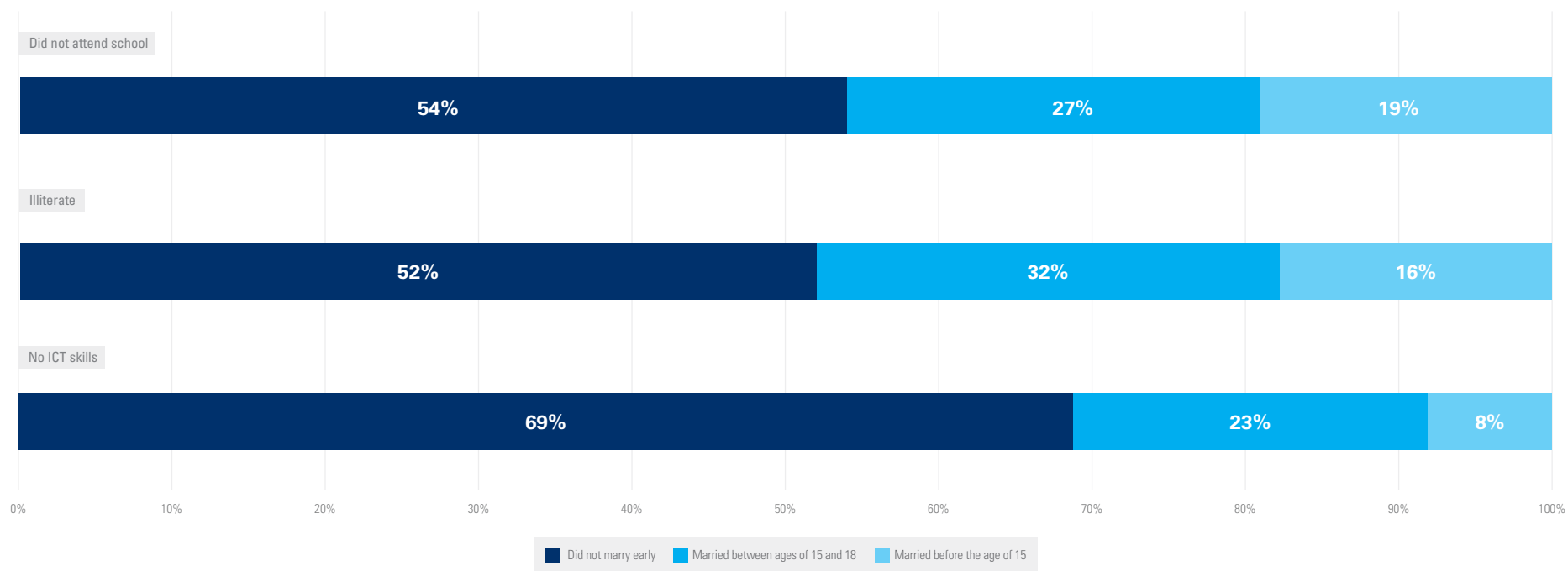
- A total of 7 per cent of all children aged 5–17 years are engaged in some form of child labor
- The percentage of boys working at the age range (5-17 years) is higher than girls (10% versus 4%)
- In respect to age, we observe that the percentage of those working at the age of 15 to 17 is much higher than other age ranges
- The school attendance rates are higher for children who do not work than for those who work, for all ages. School attendance decreases more sharply for those who are not in child labor than for those who are working



Profile of children out of school

FIGURE 40

Profile of uneducated or unskilled youth (20-24 years old) by date of marriage



Findings

- Almost half of all illiterate women in Iraq married before they were 18, a much higher share than their total population
- Among women who never attended school, again almost half married early



Topic 7 Inclusive Education

Guiding questions

1. For what groups of children are disability rates higher?
2. What are the most common disabilities among children?
3. How is disability linked to school attendance?
4. How is disability linked to repetition and dropout?
5. How do disabilities explain the profile of children out of school?

Overview

FIGURE 41 Prevalence of disabilities (children age 5 to 17)

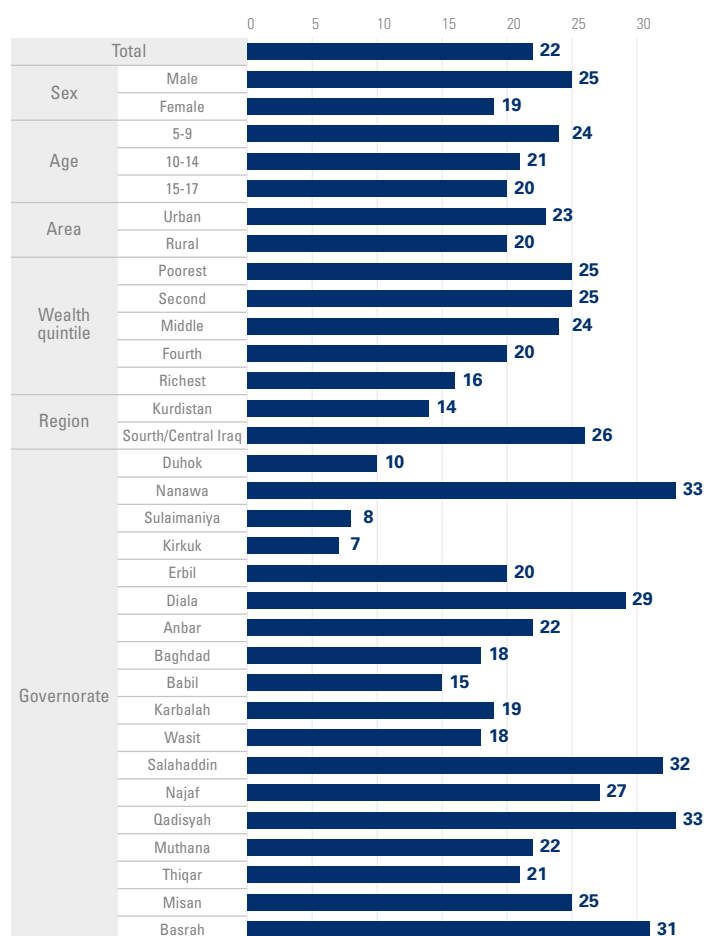
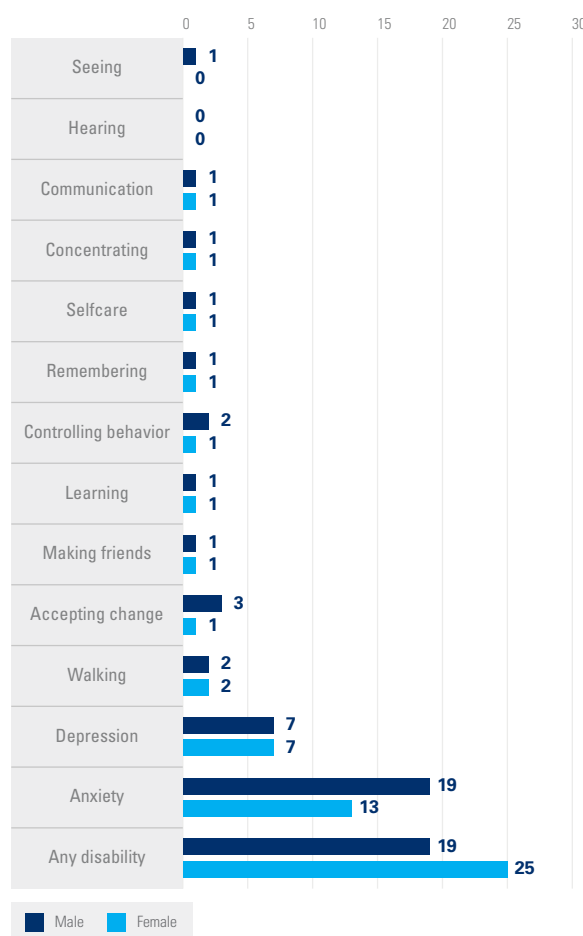


FIGURE 42 Prevalence of types of disabilities (children age 5 to 17)



Findings

- Around 22% of children in Iraq have a disability, most of whom suffer from depression or anxiety. All other types of disability have a prevalence of 2% less
- There is an incremental increase in the rate of children with disability age (5-17 years) from the poorest to the richest wealth quintiles
- More cases of disabilities are reported in Ninawa and Qadisiyah compared to other Iraq governorates

Inclusive education (5 to 17 years old)

FIGURE 42

Adjusted net attendance rate by functional difficulties (children age 5 to 17)

■ Any functional difficulty
■ No functional difficulties

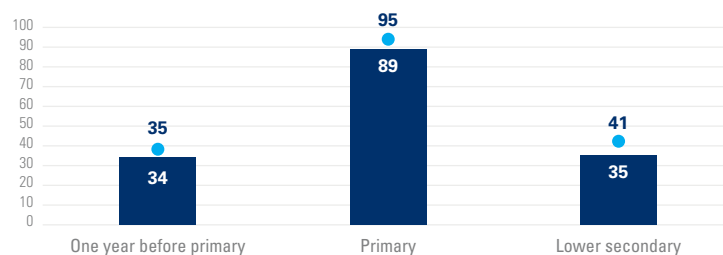
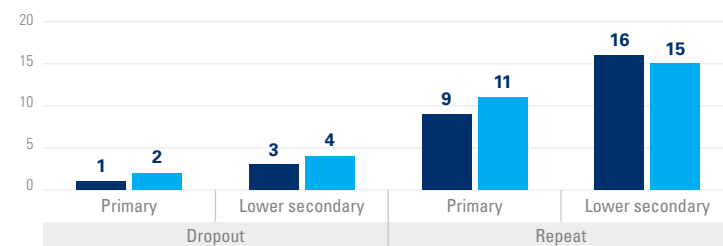


FIGURE 43

Dropout and repetition rates by level of education and functional difficulties (children age 5 to 17)

■ Any functional difficulty
■ No functional difficulties



Findings

- Children with functional difficulties attend school at slightly lower levels than children without disabilities. Furthermore, they have slightly higher dropout rates and repetition rates (in primary education)



Inclusive education (5 to 17 years old)

FIGURE 44

Youth (24-15 years-old) literacy rates

■ Any functional difficulty
■ No functional difficulties

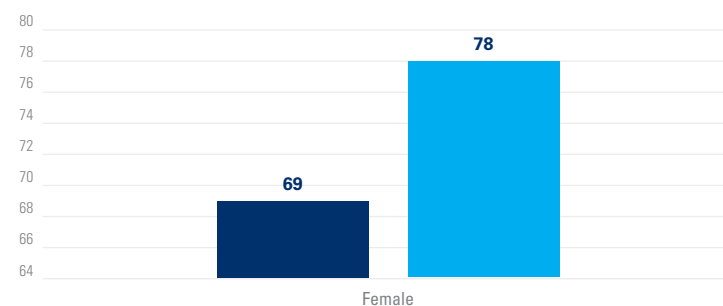
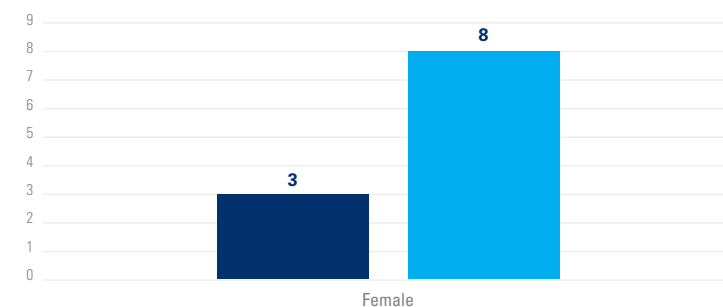


FIGURE 45

Youth (24-15 years-old) ICT skills

■ Any functional difficulty
■ No functional difficulties



Findings

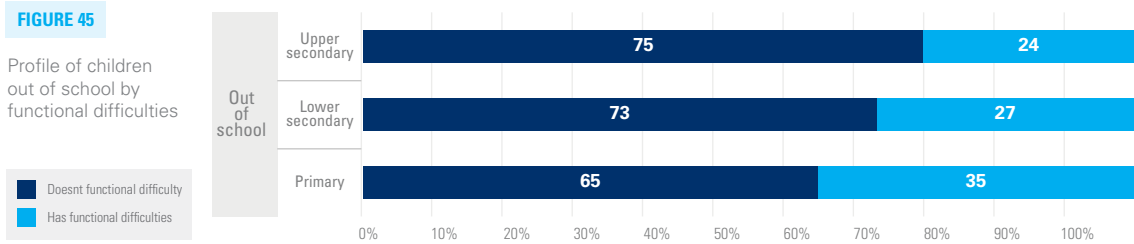
- The literacy rate among female with no functional difficulties are higher than for the female literacy with functional difficulties (78% versus 69%)
- The ICT skills for female with no functional difficulties is also higher than for females with functional difficulties (8% versus 3%)



Profile of children out of school by disability

FIGURE 45

Profile of children out of school by functional difficulties



Findings

- Although children with disabilities are 22% of the population, they form a larger part of children out of school at every level of education, especially at primary level (35%)



TABLE 5: Shares & headcounts by various socioeconomic characteristics

| | Headcount of children with disabilities (in thousands) | | | | | |
|-----------------------------|--|-------|-------|-----------|-------|-------|
| | Out of school | | | In school | | |
| | 5-9 | 10-14 | 15-17 | 5-9 | 10-14 | 15-17 |
| Any disability | 526 | 184 | 261 | 823 | 780 | 315 |
| Accepting change | 56 | 31 | 26 | 83 | 83 | 22 |
| Anxiety | 420 | 131 | 175 | 653 | 653 | 209 |
| Communication | 46 | 23 | 9 | 27 | 27 | 2 |
| Concentrating | 29 | 18 | 10 | 18 | 18 | 3 |
| Controlling behavior | 41 | 31 | 18 | 61 | 61 | 17 |
| Depression | 133 | 79 | 95 | 235 | 235 | 95 |
| Hearing | 18 | 7 | 7 | 10 | 10 | 1 |
| Learning | 40 | 21 | 18 | 40 | 40 | 9 |
| Making friends | 38 | 48 | 28 | 26 | 26 | 7 |
| Remembering | 28 | 21 | 10 | 28 | 28 | 5 |
| Seeing | 11 | 18 | 9 | 14 | 14 | 10 |
| Selfcare | 42 | 26 | 12 | 26 | 26 | 3 |
| Walking | 64 | 34 | 25 | 78 | 78 | 45 |

*Headcounts are based on UNSD statistics, they can be calculated using other data sources if the country requests.



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