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THE DEVELOPMENT OF EDUCATION AFFAIRS IN THE CITY OF KARBALA, 1971-1975 (HISTORICAL STUDY)

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ABSTRACT

Karbala has been called by several names (Karbala - Corbal - Karbala) and the latter is the most prominent among them. Some researchers refer to it, not in geographical, historical and religious dimensions, but we are certain that the history of the present city of Karbala begins with the incident of Karbala in the year 61 AH, which was embodied by the martyrdom of the master of the martyrs Imam Hussain bin Abi Talib (upon him) Peace) and the righteous people and companions of his household that occurred with the wages of the corrupt Yazid bin Muawiya bin Abi Sufyan , which embodied meaning the fathers and the revolution against injustice and corruption, and the geographical location of Karbala has an impact on the growth of the city's society as it is located between many urban cities (Babylon - Baghdad - Anbar) to the west From the Iraqi capital, 110 km west of the Euphrates River, from the capital, Baghdad, many administrative developments have contributed to the rise and fall of the three elements of education (the number of students - the number of teaching staff - and the number of school buildings).Public education will witness a remarkable and tangible development in all stages of education, especially (kindergarten - and primary education), which will witness significant quantitative and qualitative growth during the ministry's statistics in research as well as the school services provided by the Ministry of Education and the Directorate of Education in Karbala Governorate, in implementation of the plan to universalize primary education and in implementation of its compulsory and free of charge. It contributed significantly

to the development of education and the improvement of its quality during the period (1971-1975), which we will shed light on during the research.

Introduction

An introduction to the city of Karbala

1- Nomenclature and historical dimension:

Opinions differed on the origin of the city's naming of Karbala, as Yaquut al-Hamawi went to a geographical dimension, as he mentioned in his geographical encyclopedia "Mu'jam al-Buldan" to Karbala several derivations, including "Karbala" which means looseness in the feet and the reasons for it are the looseness of its land and soil and the purity of its wheat, and it is derived from "Karbel" the name The "sour" plant, it is possible that this variety is abundant in its plant, so it was named after him (Salman, 2001). As for the historical dimension, the city of Karbala was called by several names, including (Kur Babel - Karbala - Karbala - Karblbel - Karbala) and the last and most prominent name in it, and this is what the historical vision of the origin of the name is based on, as it has different meanings indicative of the historical depth of the city, and it is not Familiar and non-Arabic, and there are indications of this. A team of researchers saw that the origin of the word "Karbala" is foreign, but they went to various doctrines (Karb Apple) and the translation of the two passages together means (God's Sanctuary) or (Al-Haram al-Qudsi) in the Babylonian language or from the word (Karplano). Aramaic is a kind of head covering or from the word (Karbala) meaning the heavenly verb, and Dr. Mustafa Jawad went: The word Karbala was received with an extended alif attached to the Arabic words (Jalawla and Harura) following the wave of the invasion of Iraq by the Semitic tribes and settled on the banks of the Euphrates in the twelfth century BC Birth, and its Aramaic language has dominated the Near East (Riyad, 2012). As for the most important opinions put forward, what Mr. Heba al-Din al-Shahristani put forward is that the word Karbala consists of two syllables (Kur Babel), which is an Arabic word and its translation is (Kur) meaning a group of villages, and its translation collectively is a group of Babylonian villages, the most prominent of which are Nineveh villages whose ruins are northeast of the city of Karbala (currently). The literary linguist Anastas al-Karmali mentioned that Karbala was carved from two words (Karib) and (Al) meaning (God's precincts), and Karbala inherited this name from its ancient history and retained this Babylonian name and still is, despite the names that were given to it after the Islamic conquest, 634 AD, and among the names given to the city after the Islamic conquest (Wadi Al-Taff, Shatt al-Furat, al-Ha'ir, Mashhad al-Hussein "peace be upon him"....etc). The name of Karbala appeared in history many times, as it was a city at the time of the Islamic conquest, where Khalid bin Arafah forcibly conquered it and enslaved its people and distributed its profits to the conquerors, and its name was not mentioned after that, except when Imam Ali bin Abi Talib "peace be upon him" passed by in the year 36 AH when His march to the Siffin War, as it was mentioned, a quarter of a century after the passing of Imam Ali, "peace be upon him", when a great incident occurred in it known in history as "The Tuff Incident" in the year 61 AH, and we mean by it the incident of the martyrdom of Imam Hussein bin Ali bin Abi Talib, "peace be upon him." And the righteous

accompanied him on its riches and the scent of its soil with the fragrance of their pure blood, from which the history of Karbala begins, as it became the focus of attention of millions of Muslims and non-Muslims spread across the globe, as thousands of people pilgrimage to it to be blessed by the family of the house, peace be upon them, hoping to obtain mercy and satisfaction (Muhammad, 2016).

2- The geographical location of Karbala:

The city of Karbala is located to the west and southwest of the Iraqi capital "Baghdad", and to the west of the Euphrates River on the edge of the Badia in the middle of the sedimentary region of Iraq at a distance of (110) one hundred and five km², and to its north and west lies the city of Anbar, and in its east and south To the east is the famous city of "Babylon", which was considered Karbala as one of its suburbs, to the west of it is the Arabian desert (Ain al-Tamr and Shafatha), and to the south and southwest of it is (Al-Hira and Al-Ghari) (Muhammad, 2016). The city of Karbala was surrounded from its four sides by ancient urban centers with a historical dimension, especially the city of Babylon, Baghdad, Najaf and Anbar, where its location played an important role for the early periods of the city's life through its easy access to it due to its network of land roads linking it with the neighboring Iraqi cities, and a network of secondary roads linking it The cities of the governorate, as for the astronomical location of the city, as it is located at (44.1) east longitude and (32.37) north latitude, and its area is 52,856 fifty-two thousand eight hundred and fifty-six km², and its population in the 1965 census was (339,854) Three hundred and thirty-nine thousand eight hundred and fifty-four people (Riyadh, 2012).

3- Administrative developments in the city of Karbala:

Karbala has undergone several administrative changes, as it deducted a number of administrative units and included a number of districts and districts, especially the districts of Najaf and Kufa and their administrative dependencies such as (Al-Hurriya district, Al-Buwaib and Khan Al-Hammad district) within a series of administrative changes witnessed by the Karbala Brigade based on the Governorates Law No, (159) for the year 1969 (Ahmed, 1982), Despite the issuance of Provincial Law No. (159) for the year 1969, the Najaf district was not disengaged from the Karbala governorate until 1976, as a result of its high population density, the expansion of its administrative borders and the improvement of economic, social and cultural conditions. and Al-Rahhaliya), and the Al-Hindiya district, which includes the two areas (Al-Jalul Al-Gharbi and Al-Khayrat) from the Babel Brigade and its connection to the Babil Governorate in 1977, while in 1979 the two areas (Al-Nukhayb and Al-Rahaliyah) were dislodged from the Karbala governorate and linked to the Anbar governorate (Moayad, 2018). Administrative developments after the issuance of the Provincial Law of 1969 led to changes that became clear in the Iraqi governorates. The governorates expanded and the area of other governorates shrunk. These developments cast a shadow on the educational reality in Iraq in general and the Karbala governorate in particular in the long run.

General education and its school, technical and vocational services:

1- Kindergarten:

In 1963, the Ministry of Education formed the Educational Planning Commission, which proposed comprehensive foundations for the educational philosophy and objectives for the stages of education, but it did not bear fruit. The Educational Planning Commission was re-formed in 1969 in order to develop and improve education. Then, the three seminars were held to study the conditions of education in its various aspects and to establish the basic premises of the educational philosophy. Thus, the Ministry of Education was considered responsible for the general education stage, especially kindergarten, as it is responsible for eradicating illiteracy, adult education, and vocational education (Hikmat, 1973), and the resulting objectives in the educational policy, and the decisions taken in this regard and the seminars held Studies (1970_1971) based on the Constitution of the Republic of Iraq (Abdul-Wahhab, 2014), the historic March 11 statement, the National Action Charter (Sala, 2001), Ministry of Education Law No. 124 of 1971 (Jassem, 1979), the implementation of the plan for universal primary education, and legislation The other major goals, especially the implementation of the economic plan established in 1970-1971, which was intended to be achieved in 1971-1972, which contributed to the increase in student expenses for all levels, especially kindergartens. In Karbala, the cost of a child in kindergarten was 32.5 dinars, as an approximate percentage, due to the absence of regular records. As for the school buildings for (kindergartens) in Karbala governorate, there were (4) four kindergartens belonging to the governorate, but in the academic year 1972-1973, the number of kindergartens reached (4) four and the number of students in them was (175) one hundred and five Seventy students and (122) one hundred and twenty-two female students. As for the primary, the number of students in it reached (177) one hundred and seventy-seven male and female students, with (144) one hundred and forty-four boys and (133) one hundred and thirty-three girls, and the number of female teachers was (22) Twenty-two female teachers, and the following table No. (1) Shows the quantitative development of kindergartens in the Karbala governorate for the time period 1973-1975 (Jawad, 1975).

the year	Number Riyadh	Kindergarten			primer			Total Number (Kindergarten, Preliminary)			Number the people		the teachers
		Boys	Daughters	sum	Boys	Daughters	sum	Boys	Daughters	sum	Kindergarten	preliminary	
72_73	4	153	122	175	144	133	177	297	255	552	10	10	22
73_74	5	253	123	376	108	118	226	361	241	602	13	11	29
74_75	10	645	470	1115	588	413	1001	1233	883	2116	29	24	40

From the above table, we find that the number of kindergartens increased (5) five kindergartens in the year 74/1975 over the year 73/ 1974 and (6) six kindergartens in the year 1972/1973, and this increase was followed by an increase in the number of children, so the number became (1233) one thousand two hundred and thirty-three boys and (883) eight hundred and eighty-three girls in the year 74 / 1975, and the number of boys increased (872) eight hundred and seventy-two and (642) six hundred and forty-two. The number of girls increased in the year 73 / 1974, and the number of boys increased by (936) nine hundred and thirty-six and the number of Girls (628) six hundred and twenty-eight from the year 72 / 1973, and we conclude from the above: that the expansion in Riyadh is a step towards achieving the objectives of the primary education plan by preparing children for the primary stage. This is the result of free education, and for the purpose of benefiting from the returns of the education process in Riyadh, it has been established that The opening of Riyadh includes all densely populated areas, especially in the countryside, which was characterized by poor economic and social conditions.

2 - Primary education:

The qualitative development at this stage was embodied in many areas, including the field of curricula and books, through the efforts made by educational institutions to reconsider the curricula and books and prepare them to ensure that their traditional contents are exceeded and in line with the requirements of the stage and in line with the scientific and cultural progress that the country is witnessing. The development by applying modern teaching methods, such as the experience of recitation and speaking in classical Arabic, in addition to the use of the synthesis method in teaching reading for beginners. The development also embodied through illustrative means such as laboratories whose number increased widely in the governorates. As for methods of assessment and examinations, the Ministry worked to legislate a system New and advanced exams No. 19 of 1972 in line with the developments that occurred in the reality of exams (Mosaddeq, 2017) . The subject of exams has attracted the attention of teachers, parents, officials and educators to know the extent to which generations benefit from educational services, but the evaluation of these services can only be obtained through exams to know the effort and progress achieved by the student, and the Ministry of Education has endeavored to develop exam systems for the various levels of study and work to overcome the reasons for failure. The Ministry also seeks to work with the directorates of education in the governorates, including Karbala, to develop methods for developing questions and methods of correction, and this is what the Directorate of Education in Karbala governorate has done by opening a technical unit that will evaluate exams and follow up their progress according to the necessary foundations that seek to make the process successful. education in the province. The qualitative developments in the field of primary education in the Republic of Iraq were accompanied by an increase in the number of students enrolled in official and private primary schools, as the number of students in the primary stage reached (852652) eight hundred and fifty-two thousand six hundred and fifty-two boys and (347392) three hundred and forty-seven thousand three hundred and ninety-two girls In the scholastic year 71/72, the number of educational staff members

reached (54302) fifty-four thousand three hundred and two teachers, while the number of school buildings reached (6006) six thousand and six schools. As for the Karbala governorate, the number of students enrolled in official day schools reached (6006), (47018) forty-seven thousand and eighteen thousands of both sexes, with a rate of (31294) thirty-one thousand two hundred and ninety-four boys and (15724) fifteen thousand seven hundred and twenty-four girls. As for the number of teaching staff, it reached (2162) two thousand one hundred and sixty-two male and female teachers, (1426) one thousand four hundred twenty-six males and (736) seven hundred and thirty-six females. As for the number of school buildings, it reached (179) one hundred and seventy-nine schools, amounting to (84) four and eight n boys, (56) fifty-six girls, and (39) thirty-nine mixed schools. It became clear from the above that the number of male students has exceeded the number of enrolled girls, despite the free education and the opening of schools in all districts of the governorate and its sub-districts and administrative dependencies, especially rural areas, but the social factor prevented families from enrolling their daughters in primary schools because most of the schools that were built In the mixed countryside, this matter is shameful for a society that is captivated by many traditions and customs, as well as other factors such as the low economic level of rural families, poor roads, and the absence of student records. As for members of the teaching staff, the number increased by a difference of (88) eighty-eight members from the year 70 / 1971 The impact of the increase in financial allocations for the appointment of graduates after the improvement of the economic conditions of the country, and the number of school buildings decreased during the academic year 71/1972 compared to the previous year, with a difference of (14) fourteen schools compared to the previous year, which amounted to (5) five schools, The impact of some unfit schools that were built from mud and reeds at an earlier time. It is noteworthy that the number of mixed schools increased by eleven (11) from the previous one, and the following is a table No. (2) It shows the quantitative development of the official primary day schools, the number of students, the number of members of the educational staff and school buildings in Karbala governorate, distributed according to districts and sub-districts, during the academic year 1972/1973.

number of building		25	19	6	5	55	41	3	44	16	16	4	_	36	135
Number of Angels	587	211	35	49	882	849	19	868	274	120	44	3	441	2191	2191
	255	30	3	3	291	330	5	335	84	10	4	3	101	727	727
	332	181	32	46	591	519	14	533	190	110	40	_	240	1464	1464

Judiciary name	Unit Admin	number of schools				new students				The students present						
		19	16	6	41	1579	1154	2733	7799	5414	1321					
Karbala	spend Karbala	5	2	14	21	724	196	920	3530	615	4145	Kufa	10	25	75	149
	hand Hussaini	2	1	4	7	155	43	198	541	132	673		6	25	75	168
	Eye dates	2	1	4	7	190	69	259	673	142	815		6	25	75	168
	the free sum	28	20	28	76	2648	1462	4110	12543	6303	18846		3	24	7	168
Najaf	spend Naiaf	1	1	3	3	57	18	75	242	53	295	Kufa	10	25	75	149
	hand Khan	1	1	3	3	57	18	75	242	53	295		6	25	75	168
	sum	36	27	4	67	2386	1780	4166	13035	7968	21003		6	25	75	168
	spend Kufa	7	2	8	17	694	150	844	2239	268	2507		3	24	7	149
Kufa	hand Abbasid	-	1	4	5	228	40	268	912	163	1075	Kufa	10	25	75	149
	Fredo	-	1	4	5	228	40	268	912	163	1075		6	25	75	168
	Al	-	1	4	5	228	40	268	912	163	1075		6	25	75	168
	sum	17	13	17	46	6784	3941	10725	33122	16823	49945		3	24	7	149
	grand total															

The researcher noted from the above table that the number of schools in the Karbala district center and its administrative dependencies has increased. It reached (76) seventy-six schools, with (28) twenty-eight schools designated for males, (20) twenty schools designated for females, and (28) twenty-eight mixed schools, so the share of male judiciary schools was (19) nineteen schools, and the share of female schools 16) Sixteen schools and (6) six mixed schools. As for the schools of Al-Hussainiya district, it reached (5) five schools for males, (2) two for females, and (14) fourteen mixed schools, so the total number of schools in the district was (21). Twenty-one schools. As for the Ain al-Tamr district, the number of schools in it reached (7) seven schools, with (2) two schools for males, one school for females, and (4) four mixed schools. Such a statistic was the share of the Al-Hurr district of the number of schools, and it is worth noting. To him, the number of male schools was close to the number of female schools in the central district, which confirms the equality of opportunities

between the sexes despite the increase in male schools. As for the Hussainiya district, we note the increase in the number of its mixed schools due to the expansion of its administrative borders and in line with the plan of the Ministry of Education to generalize the primary education plan in rural and urban areas, and that this rise was negatively reflected in the number of female students enrolled in brain schools Talatah, as the numbers decreased dramatically, and the reason is that the educational reality in Karbalai society in general, and the Hussainiya district in particular, is captive to social traditions that had a great impact on the number of female enrollment in primary schools . As for the Najaf district center, the total number of schools in it has increased to reach (64) sixty-four schools, with (35) thirty-five schools for boys, (26) twenty-six schools for girls, and (3) three mixed schools. The increase in the number of schools was accompanied by an increase in The number of enrolled students of both sexes, but there is a discrepancy between the number of male and female students, the effect of the social factor that played a role in this disparity. As for the Khan al-Hammad district, the number of schools in it reached (3) three schools, one for boys and the other for girls, and the same is mixed. The ratios of the enrollment numbers of boys and girls were consistent with the number of schools, as it is noted that the number of schools decreased in Khan Al-Hammad district, and this is due to the decrease in the population distribution in terms of area compared to other affiliated districts, and there was no convergence between the numbers of enrollees and women enrolled, as for the freedom aspect, The number of schools in it is (5) five schools, (4) four mixed schools and one school for girls, and its owner corresponds to the number of students and the number of schools, even if the number of boys exceeds the females, and the number of educational staff is consistent with the number of schools Schools and the number of students. As for the Al Buwaib district, there was one school for girls, and the number of its enrolled students was (35) thirty-five students, and the number of staff was (3) only three teachers ([1]) The reason for the scarcity of faculty members is due to transfers from one school to another due to marriage, distance and poor transportation methods (Jawad, 2020). Karbala governorate recorded a high turnout for new enrolled students in the academic year 73/1974. The total number of new enrolled students in the first grade reached (8491) eight thousand four hundred and ninety-one male and female students, with an enrollment rate of (48%) to the population of the same age, while the number of students of the same age reached Students enrolled at the age of (7) seven years and over in the aforementioned school year in Karbala Governorate (4381) are four thousand three hundred and eighty-one male and female students, with an enrollment rate of (29%) of the total population of the same age, and this increase is due to the delay of rural people in obtaining books Their lives at a known time, as well as economic factors such as the distance between their places of residence and the location of the study, which made these reasons an obstacle to their enrollment in their schools. As for preparing schools in the primary stage in Karbala governorate during the year mentioned above, it amounted to (241) two hundred and one Forty schools, with (146) one hundred and forty-six schools for boys, (15) fifteen schools for girls, and (21) twenty-one mixed schools. The number of members of the educational staff reached (2687) two thousand six hundred and eighty-seven male and female teachers. There are (1752) male and female teachers (935) nine hundred

and thirty-five female teachers, a difference of (17) seventeen male and female teachers from the previous academic year (1972-1973). We conclude from the foregoing that the number of school buildings, especially girls' schools, increased significantly during the 72/1973 and 73/1974 school years, as it increased by a difference of (18) eighteen schools compared to boys' schools in the 72/1973 school year, while the numbers matched for boys' schools and girls during the school year 73/ 1974 to ensure that the principle of equal opportunities for boys and girls in education, but it cannot lose sight of the male school buildings more needed than females although the prevalence of the phenomenon of delay school in the schools of females than in males schools, but for the quantitative development of the members of the Commission Educational figures, as the statistical figures indicate that there was an increase in the number of male teaching staff in Karbala during the 72/1973 school year compared to the 73/1974 school year, with a difference of (60) sixty teachers, while the number of female teachers increased during the 73/1974 school year than the previous one. With a difference of (77) female teachers, the effect of the increase in the number of built schools that were allocated for females to ensure the enrollment of more number of arrears in school and the implementation of the primary education plan in both rural and urban areas . The Ministry of Education implemented a number of legislations related to the educational aspect issued by the (dissolved) Revolutionary Command Council during the academic year 73/1974, especially Resolution No. 102 issued on 7 February 1974 regarding free education for all school levels, the abolition of school fees and all study requirements, as well as Resolution No. (1/4/2261) issued on May 9, 1974 regarding the abolition of private education for all educational levels, which contributed to the increase in the number of students, schools, and educational staff after their transformation into official educational institutions supervised and funded by the state.

The number of students, school buildings and educational staff increased in Karbala governorate during the academic year 74/1975, and the following is a table showing the quantitative development of the number of students, educational staff and school buildings by districts in Karbala governorate, Table No. (3).

Eliminati on	The number of school buildings				The number of educational staff			number of students		
	su m	mixe d	Daughte rs	Boy s	su m	femal e	mal e	sum	Boys	Daughte rs
Central District	97	42	18	27	108 7	382	705	2531 2	9218	16094
Najaf	92	6	28	58	976	335	641	2800 3	1168 3	16320
Kufa	86	26	21	21	562	139	423	1405 5	4310	9745
total p	257	74	67	11 6	262 5	85 6	176 9	6737 0	2521 1	4215 9

We conclude from the above table that the quantitative development in primary education became clear during the scholastic year 74/1975, as the number of school

buildings in the governorate reached (257) two hundred and fifty-seven schools, with (74) seventy-four mixed schools and (67) sixty-seven schools for girls. and (116) one hundred and sixteen schools for boys, and the number of members of the educational staff reached (2625) two thousand six hundred and twenty-five male and female teachers, at a rate of (856) eight hundred and fifty-six female teachers and (1769) thousand and seven hundred and sixty-nine teachers, and the number of students (67370) sixty-seven thousand Three hundred and seventy male and female students at a rate of (25,211) twenty-five thousand two hundred and eleven, as it was also shown from the statistical tables that the number of students enrolled in the first grade is constantly increasing among boys and girls, as the percentage of boys enrolled (76%) with a difference of (4%). The percentage of females (48%), with a difference of (6%) from the previous year, is due to free education and the inclusion of private schools in official government schools.

3 - Public examinations formal primary and civil and external schools:

The government has paid great attention to all educational aspects based on the plan to generalize primary education, especially the Evaluation and Examinations Department of the General Directorate of Curricula and Teaching Aids, as well as exams for public and private schools and external students in order to develop all educational institutions, as the number of students graduating from official primary schools has reached In the Iraqi Republic during the academic year 71/72 (90754), ninety thousand seven hundred and fifty-four male and female students, and the number of graduates from private primary schools, including (foreign and external) reached (2260) two thousand two hundred and sixty male and female students. The number of graduates from official primary schools in Karbala governorate during the aforementioned academic year reached (4147) four thousand one hundred and forty-seven male and female students, amounting to (3054) three thousand and fifty-four boys and (1093) thousand and ninety-three girls, while the graduates from private schools in the governorate Their numbers amounted to (42) forty-two male and female students, comprising (39) thirty-nine boys and (3) three girls. As for external students, their numbers amounted to (20) twenty male and female students, comprising (13) thirteen boys and (7) Seven girls, so the total number of graduates from public, private and external schools amounted to (4209) four thousand two hundred and nine male and female students, at a rate of (3106) three thousand and one hundred and six (boys) and (1103) one thousand and one hundred and three girls, 73/1974, Table No. (4) Shows the ratios of graduates from the sixth grade of primary school to the population of (12) years old in Karbala Governorate.

the year	Sixth grade graduates		Population at 12 years old		Ratio of graduates to population aged 12 years	
	Boys	Daughters	Boys	Daughters	Boys	Daughters
72 / 73	3025	1266	7042	6364	43%	20%
73 / 74	2728	1249	5701	6792	36%	18%

Through the above table, we note that the ratio of graduates from the sixth grade to the population at the age of (12) years for males reached (36%) during the year 73 / 1974 and (43%) for the school year 72 / 1973, while for females (18%) for the school year 73 / 1974 and (20%) for the year 72 / 1973, noting that the success rates for the total number of students of all ages to the total number of sixth-grade students for the year 72 / 1973 reached (90%) and (83%) for the year 73 / 1974 of both sexes and the total of graduates Of the males for the year 72 / 1973, in actual reality (3025) three thousand and twenty-five students for the mentioned year, meaning that the actual reality preceded the estimates of the plan, while the total of graduates from the sixth primary for the mentioned year reached (1038) thousand and thirty-eight students, and the estimates amounted to (1266) thousand Two hundred and sixty-six students, and we conclude from this that the reality achieved the expectations of the plan better, while the total and ratios of graduates from the sixth primary to the 12-year-old population for the year 1973/1974 reached (2728) two thousand seven hundred and twenty-eight students, while the plan estimates (3108) three thousand and one hundred and eight students, which indicates that the total of the graduates in their total in the later ages because the ratios The percentage of actual reality (36%) and in the plan estimates (41%), while for females, the total of female graduates from the sixth primary for the same academic year (1249) reached two thousand two hundred and forty-nine female students in actual reality, and their total in the plan's estimates was (1147) one thousand and one hundred and seven Forty students, we conclude from this: By adding the graduates of private schools by virtue of free education, because of the large number of male students in them and they were at later ages, the number decreased, while for the lack of females in them, the number increased, and by raising the educational level and removing obstacles, the flow of students increases at the age of (6) years and the lack of repetition, we get A high percentage of graduates, thus achieving the primary education plan. The number of students graduating from the sixth primary school in Karbala governorate during the academic year 74/1975 reached (5289) five thousand two hundred and eighty-nine of both sexes, with a rate of (3723) three thousand seven hundred and twenty-three boys and (1566) one thousand five hundred and sixty-six girls, and the success rates for boys were It reached (86%) and for girls (94%). It is noted that the success rates for both sexes exceeded the rates of previous years and exceeded the rates of estimates prepared according to the plan to generalize primary education to raise the educational level, which coincided with the free education decision of 1974.

4 - The feeding of school:

The prevailing view of education in the past was an interest in the subject matter, and with the passage of time that view developed into an interest in several important aspects through which education was advanced, especially since these aspects include aspects of mental health and physical, as well as personal aspects, which leads to the advancement of the educational level (Sayed, 1976). . Those interested in education affairs have realized the importance of school feeding and its effects on the growth of students. Therefore, it is considered one of the necessary services that attention has begun to be drawn to, especially those concerned with taking care of school feeding

programs according to a correct scientific method and emphasizing the role of the teacher in introducing students to the goals of nutrition, Schools that actively contribute to achieving a sound upbringing of the child in the physical, mental and social aspects (Abu Talib, 1993) . The school feeding project in Karbala governorate was limited to rural schools, not city schools, in the period preceding the July 1968 coup. The sources of funding were in accordance with agreements with the International Food Organization and the International Food Program project, and the schools included in the governorate were very limited due to meager financial allocations (Hikmat, 1973) . The Ministry of Education worked during the academic year 70/1971 to provide school feeding to kindergartens and primary schools in rural areas and poor villages, and the sources of funding for school feeding were through the local administration, so the percentage of schools' inclusion in school feeding was low in the governorate (Rahim, 2017), The school year 71/72 received the attention of the central government by urging the seriousness of the issue of nutrition in rural areas and poor villages. He mentioned that this procedure would be until the year 1975 and after an extensive study by the International Food Program Project Directorate to feed 100,000 students distributed over the governorates, and the cost of the project amounted to The student is (5) five dinars, and the committee's instructions were issued regarding the implementation of the project after an amount of (250,000) two hundred and fifty thousand dinars was allocated to him. The committee of each governorate was headed by the director of the governorate's education, so the committees determined the schools included and the numbers of students who could be included in nutrition, especially Secondary schools. The number of primary schools covered by school feeding in Karbala Governorate reached (15) fifteen schools during the academic year 71/72. The school feeding project witnessed a great development and a clear expansion in the increase in the number of included children, students and students, and this appears clear from Table No. (5), which shows the number of students included in the rural and urban school feeding in Karbala governorate during the period 1972-1975.

the year	Number of students covered by school feeding in the countryside		
	Boys	Daughters	Total
1972_1973	2000	—	2000
1973 - 1974	1389	611	2000
1974 _ 1975	6289	1261	7550
The difference between 1972-1973 and 1974-1975	4289	1261	5550
The difference between 1973-1974 and 1974-1975	4900	1261	5550

It is clear from the above table that the number of students covered by the school feeding project for the year 1975/74 (6289) is six thousand two hundred and eighty-nine male and female students in primary schools in the countryside, the number (4289) has increased to four thousand two hundred and eighty-nine students and (1261) thousand Two hundred and sixty-one female students for the academic year

72/73, and the number increased (4900) four thousand and nine hundred male students and (650) six hundred and fifty female students for the academic year 73/74, and it is clear from the above: that the application of the school feeding project in rural schools is one of the motivating factors For education, as parents rush to enroll their children in schools, and the students' desire to enroll and fill their needs of the necessary nutrition for their bodies, it contributes to a decrease in dropout rates, constant attendance and high success rates, and creates a strong, healthy young girl equipped with science and knowledge to benefit from them in the near future.

5 - Training of educational cadres:

In-service teacher training during the sixties of the last century lacked a clear training program due to the absence of plans and programs to follow up and evaluate them, as there was a need to open seasonal courses in the capital, Baghdad, for educational leaders, teachers and teachers, as the courses were held in agreement according to a project agreed upon between the two UNESCO organizations (UNESCO) And UNICEF (UNICEF) With the Ministry of Education to raise the scientific and professional efficiency of teachers, the impact of the field visit carried out by the two organizations in the governorates of the country in 1967, and this was followed by the creation of the Directorate of In-service Training, which conducted training units in the governorates in order to achieve the growth of training employees of the directorates of vocational, cultural and technical education and raise their efficiency productivity by:

1_ Holding training courses, issuing instructions and benefiting from itinerant libraries

2_ Holding seminars and seminars, giving lectures and organizing model lessons, which leads to raising the level of competence for teachers, but the problem of the scarcity of buildings dedicated to training in the governorates was an obstacle to the work of the Directorate, as there were no special buildings for training except in (Al-Diwaniyah, Al-Kut and Baghdad).

3_ Diversity of training methods without being limited to a specific training method to increase the effectiveness of training programs through specific factors such as material facilities and effectiveness, and the factor of suspense and time. Therefore, the Directorate of Training conducted training courses in the governorates during the academic year 69/1970, and the number of participants was (3690) three One thousand six hundred and ninety participants (290) two hundred and ninety participants and (10) ten courses for the Karbala governorate, bearing in mind that the duration of the course in most cases is one month, but there are long-term courses that may last for a period of (10) ten months, such as the course of the Works Center that was held in Baghdad and other courses in which the participant does not need more than (25) twenty-five days of training, and the model lessons set up in the governorate by the training units for the period from November 15, 1969 to June 1, 1970 reached (33) thirty-three lessons held by (14) Fourteen teachers and (19) nineteen female teachers. These lessons did not include remote areas and rural areas and concentrated in the districts and the governorate center. The training units held seminars and lectures that dealt with in-service training problems and discussing

educational problems (Ibrahim, 2019) . The Training Directorate held courses to train unqualified teachers in Karbala in the 74/75 school year. A comparison can be made with the 72/1973 and 73/1974 school years through Table No. (6).

the year	The number of participants in the qualification courses			Average them to the grand total of the ineligible			Total number of unqualified teachers علم		
	male	female	sum	male	female	sum	male	female	sum
72/73	175	34	209	26%	25%	26%	661	136	797
73/74	155	20	175	24%	15th%	22%	648	132	780
74/75	33	21	54	0.5%	18%	7%	665	114	779
increase between years				-25.5%	-7%	-19%	4	-22	-18
72/73 and 73/74				-0.23%	3%	15th%	17	-18	-1

It was found from the above table that the total number of teachers participating in the qualifying courses for the years 1973/1973 - 74/1975 amounted to (344) three hundred and forty-four teachers and (75) seventy-five female teachers out of the total number of unqualified teachers of (665) six hundred and sixty-five teachers. And (114) one hundred and fourteen female teachers, meaning that (221) two hundred and twenty-one teachers were not included in the qualification courses. As for the female teachers, out of a total of (114) one hundred and fourteen, (54) fifty-four female teachers entered, in addition to the admission of (107) home arts graduates.) One hundred and seven female teachers, all of whom entered the qualification courses for the year 1975/74, we conclude from the above that the training unit is in line with the education plan aimed at rehabilitating all unqualified teachers due to the importance of the qualified teacher in education in order to perform his work better in the return of education. The number of trained teachers in Karbala governorate during the academic year 1971/70 reached (48) teachers. As for the activities of the Training Directorate and its units in the governorate for the aforementioned year, it amounted to (79) seventy- nine training lessons with (3) three lectures and (3) three presentations, Films and one symposium with (10) ten training courses. In the academic year 71/72, the Ministry of Education issued Resolution No. 13 of 1972 establishing the two directorates of preparation and training for teachers to train secondary school teachers affiliated with the Directorate of Educational Supervision (Ibrahim, 2019) .

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