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The reasons for the failure of a number of child-friendly schools and the extent of their application of standards in Iraq

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Abstract

A field study aimed to know the reasons for the failure in some friendly schools for children in Iraq, which adopted the descriptive analytical method. It was determined the research community, which consists of (821) principals, and The selected sample simple random way (25%) with a focus on schools that did not meet the criteria of the research community, As the number of governorate respondents (212) principals working in the schools of education directorates in alls of Iraq except Kurdistan region and the provinces hot (Nineveh, Al Anbar, Salahuddin) was questionnaire included (40) built items distributed among the seven fields of study. The researchers made sure of the validity and reliability. The study analyzed data by the (SPSS) program, Questionnaire was applied in all districts mentioned, It reached the following results: Lack of training courses (lack sided training) for teachers of child-friendly schools, As well as having incurable vacancies for most of the jurisdictions in these schools with varying number of classes and time from school to school.

Keywords: Failure, child-friendly schools, Iraq

Introduction

The primary education stage in Iraq represents an important place as it is the main pillar in the educational process, as it represents a base for subsequent learning levels, as it provides a comprehensive and unified general education for all students, through which talents are discovered, their tendencies, trends and self-abilities are developed, and they are taught to the extent necessary to provide them with information necessary, so that they can complete this stage, and continue their education in the later stages to keep pace with the requirements of the labor market, and based on the constitutional principles to which the state is committed to providing free education opportunities for all those of school age (females, males) and increasing opportunities for equal learning for all levels education. Although Iraq has recorded many achievements in the fields of eliminating student dropouts, eradicating illiteracy and education decades ago, by allocating increased material and human resources to address these negative phenomena and generalizing compulsory education, and additional measures have been taken to bridge the remaining gaps between females and males, but the process educational and learning, and as reflected in some educational indicators, it has continued to suffer from challenges and problems that require institutional and societal efforts and intervention to confront these challenges and mitigate their repercussions, as education indicators in Iraq today are still low and far from the desired goals, which confirms that education as a tool for empowerment is still insufficient for Confronting the problems of dropout and violence and achieving equality between males and females in acquiring education in all its stages, as the scientific disparities between the sexes, as well as the geographical differences that exist in the reality of our schools, remain. This study was prepared in cooperation with a work team formed by the Ministry of Education by Ministerial Order No. (297) on 13/1/2016, which includes (Director of the Primary Education Department, Director of the Kindergarten Department, Responsible for the Compulsory Education Division) in the General Directorate of General Education Al-Ahly and the foreigner, as well as the Director of the Follow-up and Evaluation Department in the General Directorate of Educational Supervision and a member of the Center for Educational Research and Studies. The current study focused on identifying the reasons why some child-friendly school administrations did not achieve their own standards and analyzing them by identifying the reasons leading to this. The study, according to the methodology, included five chapters.

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The first chapter focused on the study methodology by defining the study problem, objectives, and limits of the study. The second chapter included previous research and studies, which were identified through three researches with a summary of what the researchers extracted from these studies. The third chapter focused on the procedures of the practical side of the study by defining the community and sample of the study and the tool that was used to find out the reality that caused the failure of some child-friendly schools to implement their standards in the governorates of Iraq, with the exception of the governorates that witnessed military operations and the governorates of the Kurdistan region. As for the fourth chapter, it included an analysis of the results, which consisted of seven axes (the student, the teacher, the curriculum, the school administration, the educational administration, the school environment and the community partnership). As for the fifth chapter, it included two sections, the first topic focused on the conclusions reached by the study, while the second topic focused on the recommendations.

Research importance: The school is an educational and social institution whose role is integrated with other parties to participate in preparing and preparing students as good citizens, and provides them with opportunities to acquire knowledge, experiences and directions necessary to prepare them for life. among themselves and to strengthen human relations among them. In order to achieve this, cooperation took place between the Ministry of Education and the United Nations Children's Fund (UNICEF) to advance the educational process and ensure its quality by rehabilitating some primary schools through the Child Friendly Schools project, which began in 2011 as an appropriate solution to control the pupil educationally and develop him into an individual successful in society. This project contributes to developing the educational and behavioral reality in schools, as well as curricula, training and laboratories, so the experience of child-friendly schools is one of the leading experiences in the field of education that the Ministry of Education sought to implement in cooperation with the global organization UNICEF, due to its successes in most countries of the world. Child-friendly schools are schools that have a set of specifications that ensure that students' learning is more enjoyable, which encourages participation, openness and dialogue, and the implementation of desirable democratic practices for students, and giving the educational system effective support and inclusiveness of learning, and is attractive and attractive to the child, and becomes a place that meets all his needs and makes him think of returning It can also be a welcoming school that seeks to bring students, join them and keep them on its seats, respects diversity and difference, ensures non-discrimination and creates an enjoyable, healthy and attractive environment, which can play and protect from harm, express their opinions and participate Actively in the learning process (learning free from violence), these schools work to correct the pupil's path and treat The hand of his interest in studying and educational aspects in cooperation with parents. The project includes educational and psychological programs that will transform schools from repelling schools to schools that attract children, and many teachers have been trained inside and outside Iraq in order to change the way they deal with students according to an integrated approach, to increase the

child's attachment to his school after adapting attention to the infrastructure of schools and developing buildings and halls Teaching. For the sustainability and advancement of this project, educational standards for child-friendly schools have been set, including (student, teacher, curriculum, school administration, educational administration, school environment, community partnership), by some specialists and stakeholders in the Ministry of Education, their work continued For a period of more than six months for the maturation of these criteria, which were discussed in an educational workshop.

The problem of the study: the failure of a number of child-friendly schools to meet the required standards, despite the provision of material and moral support to them by the international organization (UNICEF).

Research Objectives

The current study aims at the following:

1. Finding out the reasons for the failure of some child-friendly schools in implementing the standards.
2. Attempting to develop appropriate solutions and treatments for decision makers and the target group.

Research limits

Human limits: principals of all child-friendly schools.

Spatial boundaries: Child-friendly schools in the General Directorates of Education in all governorates except for the Kurdistan region and the hot governorates (Nineveh, Anbar, Salah al-Din).

Time limits: (2015, 2016)

Terms

1. Primary stage: (Al-Fatlawi, 2014: 25) ^[6]

Is the school stage that follows the kindergarten stage and precedes the intermediate stage, in which students who have completed six years of age are accepted into the first grade, and the study period is six years, and includes six grades?

2. Failures

In psychology, it means (the failure to reach the intended goal or the results that can be used).

3. Child Friendly School

Schools that is pleasant and attractive to the child, who meets all his needs and makes him think of returning to it after the end of the official working period within a variety of classroom and non-classroom activities.

* I knew them (UNICEF, 2010) as schools that have a set of specifications that ensure that students' learning is more enjoyable now and in the future, which encourages participation, openness and dialogue, and implements desirable democratic practices for students, and gives the educational system effective support and comprehensiveness of learning.

4. Standard

It is the level that must be reached to achieve the goal, or it is the evidence that he uses to show his condition or distinguish something, or to determine or show the degree of achieving a specific goal, or it is an indicator to give us the correlation ratios of the axes, units, work environment or a product to each other.

5. Indications

It is a measure of the extent to which standards have been implemented and it provides evidence of whether or not the standard has been reached.

6. School administration: (Atwi, 2001: 12) [16]

They are the coordinated efforts made by a team of school workers (administrative and technical), in order to achieve the educational goals within the school, in line with the correct education of its children and on sound foundations. This means that it is a process of planning, coordinating and directing every educational or educational work.

Literature review

Education is the main factor in the scientific and technical development that the world is experiencing in this era. It seeks to prepare an educated, productive generation armed with individual knowledge, skills and abilities that push it to actively participate in serving the community in which it lives. (Al-Abayji, 2002: 111), (Al-Khafaji, 2013: 4) [10]

The primary stage represents the basis upon which the following educational stages are built, and it is the base that provides the human resource with the minimum level of education. The Child Friendly Schools project aims to provide a school environment (attractive, loving, healthy, safe) that respects diversity, difference and non-discrimination, in which students are able to express their opinions and participate effectively in the education process, and ensures them the quality of education. The standards of child-friendly schools focused on several areas different mission and practices in pursuit of its objectives, and the theoretical background of some of them is mentioned below:

First, the school environment

The environment is the focus of many schools of psychology, through which we can identify the influences that move human behavior and predict what he will do, as well as their interest in the human being, as both the individual and the environment form a share of this interest. Two trends have emerged in psychology, each calling for the nature of the relationship between the individual and the environment, as the first trend emphasizes the importance of the environment in shaping the behavior of the individual, and neglects other variables, and this trend is represented in the jurisprudence of the behavioral school, old and new. While the second trend emphasizes the existence of special faculties in the human brain that are responsible for the behavior of the individual, this trend excludes environmental influences. A third trend has emerged corresponding to these two opposite directions (discordant), as it calls for interest in studying the interaction between the two elements (the individual and the environment), and calls for the need to study the individual and the environment together, as it is not possible to study and understand behavior away from the individual (personal characteristics), and the physical and social environment surrounding him. And (Lewin) believes that human behavior depends in its formulation or formation on both the individual and the environment, and this perception is clarified in the formulation of his equation, which means ((behavior = a function (individual x environment)). The structure of the environment and the set of influences that make it up differ with different desires and needs, meaning

that the environment of each individual varies according to the individual's condition (Lewin, 1936: 166) [24] (Al Jumaili, 2007: 31) [9] and (Renzull) indicates that the natural and social aspects of the environment affect performance patterns. There are a number of researches that study the variables that reflect the social and environmental contexts affecting the learning process. Renzull, 1985: 5) [28] (Al-Jumaili, 2007: 33) [9] and many literatures indicate that the school environmental climate in which the student lives has a strong influence on his formation of self-concept, and on his ability to work effectively and actively at school, and his ability to form reciprocal relationships with others, and the school environment is Often it is as close to the home environment or perhaps more as it affects the student (Peter, 1965:380). There is also no doubt that the classroom environment (physical, psychological and social) has a clear impact on the school learning process, and may contribute significantly to raising the effectiveness of this process, motivating and pushing it forward strongly, and may contribute to limiting the effectiveness of this process, obstructing its course, and weakening Its return, and in certain cases may lead to its complete suspension, and a number of students drop out of the school community (Al-Jumaili, 2007: 5) [9]. This shows the role of this important criterion in building the required environment in child-friendly schools, and therefore it is preferable to generalize it to the rest of the schools.

Secondly, the field of school administration

School administration is a branch of educational administration, and one of the new educational fields that has imposed itself on the effectiveness of its impact on the development of the educational process, and the work of these departments is closely linked to the objectives of educational work. The concept of school management has developed rapidly during the past decades thanks to the development in management concepts, and the multiplicity of research in the field of education and school management in particular (Al Naji, 2000: 5) [4]. Researchers in this field agree on the need to pay attention to the proper rehabilitation of departments and raise their competencies and capabilities. The most important strategies confirmed by several educational conferences, including (the International Conference on Education held in Geneva, 1989) [32] is the strategy of participation in school administration, an expression of the democratic orientation of these administrations and their tendency towards involving all stakeholders in the educational process in its various aspects. This participation was of interest to many researchers in the social sciences, who classified it into two categories, either it was a traditional participation concerned with the process of participation in meetings and the expression of educational interests in the prevailing social methods, or it was through broad community participation. (UNESCO, 1989:5) [32] Real community participation in education issues and affairs means the possibility of contributing to decision-making at all stages of the educational process, either through guidance, programming or implementation and at all local levels. (Al-Lami, 2006: 7) [12] The school administration should organize the work and coordinate the efforts made by the school's staff (administrators and teachers) in order to achieve the objectives of the educational process with the least effort, the fastest time, and the best result (Saleem, 1987: 49). It is

concerned with students, teachers, curricula, teaching methods, school activity, supervision and regulation of the relationship between the school and the local community. (Atwi, 2001: 7)^[16]

Third, teaching and learning

The world is witnessing rapid developments and changes, which have led to progress in many fields. It made specialists and those interested in the field of education see an urgent need to reconsider the educational system so that technology occupies its place in it, and contributes to providing the learner with the necessary knowledge and skills that contribute to the development of his thinking and help him in Addressing the growing increase in scientific knowledge, and working hard in research in order to teach the learner how to learn, and know how or the method through which he can learn better on the one hand, and reach knowledge by himself on the other hand, and this required finding methods that depend on the senses and direct experiences And educational means that help the teacher to deliver information to the students' minds in a way that helps raise the level of achievement. Research and educational studies conducted in different countries have shown that educational aids are essential in teaching different study subjects, and they are no longer viewed as additional materials that can be used or The teaching aids are the devices, tools and materials that the teacher uses to improve the learning and teaching process, shorten its duration, clarify meanings, and explain the Ideas and training of students on skills, instilling good habits in them, developing attitudes, and presenting values, quickly, powerfully, and at a lower cost. The educational medium is known as a tool or a channel of communication. (Mohammed, 2013: 28) considers that the teacher is the main key to the success of the educational process in any educational program, whether it is for children or adolescents, for ordinary individuals or for the gifted or for the disabled, because the teacher is the one who creates the atmosphere that strengthens the learner's self-confidence, and strengthens the learner's self-confidence. The spirit of creativity, and it stimulates scientific and critical thinking among its students, and opens scientific and critical thinking to its students, and opens the way for them to achieve academic achievement, achievement and confidence, or on the contrary. (Al Jamili, 2007: 261)

Fourth - Participation

The school is one of the most important institutions that any society depends on to achieve its existence and formulate itself (Al-Hawamdeh, 1997: 2)^[7]. As the trend towards the democratization of school boards may give the school administration, teachers and the relevant sectors of the local community the opportunity to make a real contribution, making them partners in managing the school, and thus obtaining strong community support represented in community participation in the management of the school and facilitating its operations (Al- Lami, 2006:30)^[12]. The educational process has always been closely related to the personality of the society and its future. If democratic societies enjoy the values of equality and participation in governance, then schools are the ideal model for the values of altruism and the spirit of cooperation, and that the task of promoting educational participation in particular is a challenge as much as it is a fundamental issue. Participation

is as follows: (Saleh, 1999: 2-3)^[30] (Al-Zaatari, 1981: 55)^[34] (Al- Lami, 2006: 27)^[12]

Participation helps to establish good human relations, strengthen the sense of belonging to the school, sense of responsibility, belief in goals, increase enthusiasm in work, sense of importance and raise morale.

It is necessary for education to accommodate the needs of the beneficiaries and to address their issues and problems.

It is fundamental to achieving democracy in education, especially from the perspective of achieving equal opportunities among different groups within and outside the educational system.

It contributes to increasing the interest of the groups benefiting from the educational process, confirms the sense of responsibility towards it, and secures the mobilization of many energies available in society that can contribute to addressing education issues and problems.

It is a means of providing financial resources, human energies and materials to increase the effectiveness of the educational system. Numerous studies have been conducted over the years in the United States and other countries, all of which have demonstrated a positive relationship between parental involvement and positive academic achievement for students. When the family participates, the student's performance improves. Participation in discussing and analyzing educational matters and contributing to the management of the school helps families understand and appreciate their rights and responsibilities. Many people see schools as the closest and most important representation of their government. When parents participate in problem-solving and decision-making regarding their children's education, they participate in the exercise of democracy. (Daniel, 1997: 2-3) (Al- Lami, 2006: 29)^[12]

Previous studies

I. Study (Lateef, *et al.*, 2014):

(The extent of achieving child-friendly school standards from the point of view of primary school teachers in light of some variables)

The study aimed to determine the extent to which the standards of the child-friendly school were achieved from the point of view of primary school teachers in the light of some variables through a field study in the city of Baghdad. Is there a statistically significant difference in the extent to which the child-friendly school standards are achieved from the point of view of primary school teachers according to gender (males, females), educational qualifications (bachelor's, diploma), and teaching experience less than (10) years, more than (10) years And the number of training courses? In order to answer these questions, a sample of (412) male and female teachers was selected, with (40) male and (372) female teachers, distributed over (13) primary schools affiliated to the General Directorate of Education in Baghdad / Rusafa First, for the academic year (2013-2014). To achieve the study's goal, it was required to prepare a tool, represented by a questionnaire that expressed child-friendly school standards and indicators, which include: (school building, school administration, school budget, parent-teacher councils, community participation, and building teachers' capacities on effective learning methods, violence reduction, sports and arts support, life skills training, school health promotion, and inclusive education support), prepared by reviewing the UNICEF Child Friendly Schools Guide and the Iraqi Ministry of Education Child

Friendly School Standards And the Universal Declaration of the Rights of the Child, the literature and studies that dealt with child-friendly schools, and a survey of the opinions of a sample of university professors and a number of primary school teachers and supervisors, and the validity and reliability of the tool were confirmed. The study reached the following results: the primary school teachers' point of view differed in the extent to which the standards of the child-friendly school were achieved in varying proportions, the female teachers' point of view is greater than the teachers' point of view, and the teachers' point of view graduates (Faculty of Education - College of Basic Education - Open Educational College) is greater than the point of view of teachers. The teachers' view of graduates of teacher preparation institutes, and the viewpoint of primary school teachers for all those with less than (10) years and more than (10) years of teaching experience, and the view of teachers who participated in one training course. Several recommendations were made, including :

Continuous updating and maintenance of the school infrastructure

Create and develop an appropriate classroom environment. Updating, caring for and maintaining sanitary facilities that are suitable for the number of students in one school (one toilet for every 25-30 students).

Creating a website for child-friendly schools

The researcher presented a study proposal as follows:
The reality of children's educational and health rights in child-friendly schools
Administrative and educational problems in child-friendly schools

Second / Study (Razouki, 2014)

(The reality of total quality management for primary school principals in the light of Deming's principles in the city of Baghdad)

This study aimed to identify the level of total quality management among primary school principals in light of the principles of (Deming), and according to the research variables (gender, academic achievement, occupational service, age). The primary stage represents the first basic part of the general foundations upon which the educational process is based, as it is the real beginning of the comprehensive development process for children's perceptions. The importance of this research lies in the fact that it dealt with the most important modern topics, which is total quality management and its impact on the educational process, as well as the most important educational staff, namely the principals of primary schools and their leadership role in guiding others. The research was based on the descriptive approach, and the research community included two parts, namely, the principals of primary schools and the educational staff in two general directorates of education in the province of Baghdad (Al-Rusafa the first and the first Karkh). As for the research sample, it is (24%) of the community of directors, and (2%) of the community of educational bodies. The questionnaire, which consisted of (12) of Deming's principles out of (14) principles, was built to ensure its validity and suitability for the research objectives. Apparent honesty was adopted, as it was presented to a group of experts and specialists. As for the reliability, it was extracted by re-testing and the Facronbach

method. After verifying the validity and reliability of the tool, it was applied to the research sample, and the results were extracted using the statistical bag (spss), and several results were reached, including: Primary schools in the city of Baghdad suffer from a significant shortcoming in the application of total quality management. And the presence of statistically significant differences due to the study variables. The researcher made several recommendations, including: interest in spreading a culture of quality in educational institutions, especially primary schools, and restructuring the administrative organization of primary schools in line with the principles of total quality management, and working on holding training courses and educational seminars to raise the efficiency of School administrators.

Third / Study (Al-Jubouri, 2005) [8]

The effect of modeling and role playing on psychosocial adjustment and academic achievement for primary school students.

The study aimed to know the effect of modeling and role-playing on psychological and social adjustment and educational attainment of primary school students. The study acquires a distinct importance by addressing the psychosocial compatibility of primary school students, which is the rule that provides the individual with the minimum level of education, in addition to the fact that primary education is the most dangerous stage of human life, so a healthy environment should be provided for it, and educational guidance should be taken at school. The counseling process as a means to modify behavior is fully manifested in terms of prevention and growth, by providing some activities and events that contribute to addressing some problems for some students. When he begins to play roles for the characters he wants to represent, he thus releases a lot of his tensions and struggles to get rid of his disturbances, in addition to that, it will give him a sure chance to identify his problem himself, just as he gives the mentor the same opportunity. For the purpose of achieving the goal of the research, the researcher used the experimental method by following the design of the two groups (experimental and control) with a pre- and post-test, either measurement tools were represented by the psychosocial adjustment scale for fifth students in primary schools for boys and girls located within the borders of Al-Musayyab district, which is affiliated with the General Directorate of Education in Babil Governorate, After excluding co-ed schools. For the purpose of constructing the scale and analyzing its paragraphs statistically, four primary schools for boys and girls were selected in a stratified random manner, with (175) male and 175 female students as an exploratory sample. The experimental research sample was deliberately selected from the students of the fifth grade of primary school from my school (for girls and another for boys), and their number is (240) male and female students. Thus, the sample consisted of (90) male and female students distributed in a stratified random manner to four experimental groups and two control groups, with (15) male or female students for each group. Social, academic achievement scores), using (chi-square). To analyze the scale items, the t-test was used for two independent samples and to calculate the stability by the split-half method. To achieve the goal, an indicative program was built that relied on my methods (modeling and role playing), the four

experimental groups were exposed, and the duration of the program lasted (13) weeks and followed the collective counseling method to apply the indicative program, which is (11). A session for each experimental group, each of (40) minutes. Among the findings of the research are: The effect of counseling is clear in improving the psychosocial adjustment of the students of the four experimental groups for research, the effect of the counseling program in improving and raising academic achievement, and the differences were not statistically significant at the level (0.05) according to the gender variable. In light of the results, several recommendations were made, including the following: the introduction of the counseling program that was followed in the research, and the benefit of the psychosocial adjustment scale to diagnose psychological and social problems of students by educational counselors and administrators. And the dissemination of educational guidance in primary schools in order to guide parents of students and teachers towards the correct and sound educational and guidance methods. Emphasis on extra-curricular social, recreational and artistic activities, and accustoming students to group work that supports social relations. As for the suggestions, including: Benefiting from the counseling program by conducting a similar study in the study (intermediate and preparatory). And a comparative study between the methods of role playing and its impact on the psychosocial adjustment and academic achievement of students.

Discussing previous studies

The most prominent findings of the researchers from these studies are the following:

1. importance of the primary stage because it is one of the general foundations on which the process of education is based, and which represents the basic stage on which the next educational stages are built, as it is the real beginning of the comprehensive development process for children's perceptions.
2. Primary school principals are the most important educational faculties, because the leadership role is represented in them in guiding others, and from them the sample of the current study was formed.
3. The effect of counseling is clear in improving the psychosocial compatibility of students, because the counseling process as a means of behavior modification is fully manifested in the aspects of prevention and growth. The impact of a counseling program on improving and raising academic achievement was evident.
4. There is a discrepancy in the level of application of quality management due to several variables.
5. The viewpoint of primary school teachers in the extent to which the standards of the child-friendly school have been achieved varied, to varying degrees.
6. The tool used in most research and studies was the questionnaire, as is the case in the current study.

Methodology

First / study procedures: This study adopts the analytical descriptive research method as a method for it in order to achieve its goals, so this chapter will address the method of collecting information to achieve the goal, a description of the study community, the method of selecting the sample, and how to build the tool to identify the reality of child-

friendly schools that have not been achieved. The percentages determined in accordance with the standards of total quality management and institutional development, and the method of verifying their validity and stability, and applying them to the sample. In addition to presenting the statistical methods used in data processing and the method of analyzing the results. In order to achieve the aim of the study, the following were carried out and determined:

1. Study community: The community is defined: it is a group of individuals with certain characteristics (Abdul-Jabbar, 1990: 34), and accordingly, the current study community includes principals and principals of child-friendly schools in the governorates of Iraq except for (Nineveh, Salah al-Din, Anbar, Kurdistan region) for the year The school year (2015-2016), the number of which is (821) directors and directors, and these governorates were excluded due to the current conditions of the country (based on the statistics of the Directorate of Planning and Follow-up). As shown in Table (1).

Table 1: Community of Child Friendly School Principals

Directorates		friendly school principals-Preparing child	
1	Kirkuk	48	
2	Diyala	54	
3	Baghdad	Rusafa / 1	39
4		Rusafa / 2	39
5		Rusafa / 3	39
6		Karkh/1	37
7		Karkh / 2	39
8		Karkh/3	39
9	Babylon	54	
10	Holy Karbala	54	
11	Najaf	54	
12	Qadisiyah	50	
13	Double	54	
14	Wasit	54	
15th	Dhi Qar	54	
16	Maysan	59	
17	Basra	54	
Total		821	

2- The study sample: It is a small part of the community that the researcher studies and analyzes, and it is randomly selected from its framework (Abdul-Jabbar, 1990: 36), and to achieve the goal of the study, a sample of (25%) of the principals of child-friendly schools was selected With a focus on schools that did not achieve the specified percentages according to the standards of total quality management and institutional development, distributed over the governorates covered by the study, as shown in Table 2

3- Procedures for building the tool: To achieve the goal of the study, the researchers built a tool to identify the reality of child-friendly schools, especially schools that did not achieve the specified percentages according to the standards of total quality management and institutional development, which caused the failure in their application, and according to the following data:

A. Theoretical literature: Reviewing child-friendly school standards, theoretical sources, university theses, reports and publications related to the subject of the study, and eliciting many fields and paragraphs of the questionnaire.

B. The exploratory questionnaire: The questionnaire is considered one of the important means in educational and psychological research, because it enables researchers to collect a lot of information about the thinking and behavior of the sample members in an economic and quick way (Van Dalen, 1984: 431) ^[33] (Al-Janabi, 2008: 118). Accordingly, the researcher prepared an exploratory questionnaire, which included a number of questions about the subject of the study (Appendix 2), and it was directed to the selected sample, which included: (First) / educational supervisor number (2), school director number (4), and teachers number (8) for schools Child Friendly Spaces from each General Directorate of Education in Baghdad Governorate only. And (second) / an educational supervisor number (1), a school principal (2), and (4) teachers of child-friendly schools from each directorate of education in the other targeted governorates covered by the study.

Table 2: A sample of principals and principals of child-friendly schools

irectorates D		the sample
1	Kirkuk	12
2	Diyala	14
3	Baghdad	Rusafa / 1
4		Rusafa / 2
5		Rusafa / 3
6		Karkh/1
7		Karkh / 2
8		Karkh/3
9	Babylon	14
10	Holy Karbala	14
11	Najaf	14
12	Qadisiyah	13
13	Double	14
14	Wasit	14
15th	Dhi Qar	14
16	Maysan	15th
17	Basra	14
Total		212

C - Field visit: Conducting field visits to two child-friendly schools on (23/11/2016), which are (Khawla Bint Al Hussein, Al-Jawadin neighborhood - Al-Shula), (Jaber Al-Ansari, Al-Dahla village - Al-Shula), which are affiliated to the General Directorate of Education in the third Karkh governorate of Baghdad In order to see their reality by interviewing the supervisors, principals, teachers and heads of the Parents Council of these schools to identify work obstacles and development proposals.

Dr- The closed questionnaire in its initial form: Based on the aforementioned data, the tool (closed questionnaire) was prepared in its initial form, which included (43) paragraphs (Appendix 3), and distributed over five areas, namely (school environment, supervision and management, teacher, student, community partnership) and the paragraphs were The closed questionnaire focused on the reality that led to the failure of a number of child-friendly schools to implement their own standards, knowing that three alternatives were placed in front of each paragraph (agree, agree to some extent, disagree).

E-Indicators of tool validity: Honesty is one of the conditions that must be met in the research tool, as it determines whether the tool actually measures what it was

designed to measure, as well as the appropriateness of its paragraphs for the purpose for which they were developed (Al-Ghareeb, 1985: 271). One of the most reliable types of honesty in this field is "apparent honesty", which means the relationship of each paragraph of the tool to the goal that was set in order to achieve it, and the best judges on this type of honesty are the experts specialized in the field (Allen, 1979:95) ^[13]. (Al-Janabi, 2008: 120). To test the validity of these data, the working group presented the closed questionnaire in its initial form to a committee of arbitrators and specialized experts, numbering (9). Paragraph, where "Bloom" stated that if the percentage of agreement between the arbitrators reached (75%), it is possible to feel comfortable in terms of the validity of the instrument (Bloom, 1983: 126) (Al-Janabi, 2008: 121) ^[17].

The stability of the tool: It means that the test is able to give the same results, or results close to them, if it is re-applied to the same individuals under the same conditions (Al-Kharabsha, 2007: 189). Stability is defined as the degree of consistency or homogeneity between the results of two measurements in estimating a characteristic or behavior (Al-Nabhan, 2004: 229) ^[14], as well as an indication of the accuracy and consistency of the measurement tool in measuring what it was set for, and giving the same results, or close results if the process is repeated. The analogy is based on the individuals themselves (Al-Ansari, 2000: 114) ^[5]. The correlation coefficient is the statistical basis used to determine the reliability depending on the methods of calculating the reliability coefficient, to obtain two sets of degrees and find the correlation coefficient between them that represents the degree of stability (Fox, 1969: 353) ^[20], and the stability of the tool means that the scale is reliable and reliable (Al-Kinani, 2013: 77) ^[11].

Calculation of instrument stability (method of re-application of the test)

The method of re-application of the test is one of the most widely used methods in calculating the test stability of the tool, as the tool is applied to the same individuals twice, with an interval of not less than a week, and not more than a month and under similar conditions, then the correlation coefficient between the two applications is calculated and the result is the reliability coefficient. (Saber, 2002: 112). To achieve this, the researchers chose a random sample consisting of (10) individuals from outside the study sample, and the study tool was applied to them and then re-applied to them after two weeks of the first application, and by calculating the Pearson correlation coefficient (Awad, 1983: 194), between the degrees of the first and second application was the value of The total stability is (0.81), and this ratio is reassuring and statistically acceptable (Esawy, 1985: 58) (Al-Kinani, 2013: 78) ^[11].

G- Application of the study tool: After the tool fulfilled the application conditions to achieve the goal (identifying the causes of failure in some child-friendly schools in their application of the standards), the researchers proceeded to apply it to the members of the study sample, by sending the questionnaire by mail to the General Directorates of Education covered by the study and in coordination with the administration's people quality in the district for the purpose of distributing it to child-friendly schools, especially schools that did not achieve the specified percentages, and giving

them enough time to answer them (as the stability sample members were excluded when applying the tool), and the number of closed questionnaires distributed was (212), while the number of recovered and valid questionnaires For statistical treatment, it reached (163) closed questionnaire .

Second - The statistical methods used: (Abu Saleh, 1983: 194) [30] It was relied on multiple statistical methods to analyze and classify the special and appropriate data for the purposes and procedures of the study and to achieve its objectives by finding the weighted mean and using the percentage weight to describe the opinions of the sample members for each paragraph of the questionnaire, which are as follows:

- Pearson correlation coefficient to measure stability with the concept of stability by re-testing, according to the following equation:

$$t = \sqrt{\frac{n \text{ mg } x \text{ y} - (\text{mg } y) (\text{mg } x)}{[N(\text{MgH } 2) - (\text{MgH } 2)] [N(\text{MgR } 2) - (\text{MgH } 2)]}}$$

$$\text{Weighted mean} = \frac{(T1 \times 3) + (T2 \times 2) + (T3 \times 1)}{\text{Mug } t}$$

$$\text{Weight percentile} = \frac{\text{Weighted mean} \times 100}{\text{Max degree}}$$

Results

The results of the seven total study axes, after being statistically treated, showed that the highest indicator appeared in the paragraph (lack of laboratory materials, computers and modern technologies) within the axis of the curriculum, as it recorded its weighted mean (76.2) and its weight percentile (02.92), and in the paragraph ((lack of The halls (libraries, studio,. etc.) inside the school)) within the axis of the school environment, as their weighted mean was (76.2) and their weight percentile (02.92), while the paragraph (weak follow-up of the school administration to develop And the development of teachers and their employees) within the axis of school administration has the lowest indicator, as its weighted mean reached (53.1) and its weight percentile (12.51), and this indicates the need to support child-friendly schools with supplies, places and halls that are used to implement educational activities in them. As for the weakest indicator, it is possible His treatment is the research of child-friendly schools' administrations to develop them, and thus this is due to the development and development of teachers and their workers in the school through supporting and developing the capabilities of the principals of these schools with developmental courses and educational workshops, and the results of the seven axes will be interpreted according to the data of each axis, and my agencies:-

First / Student Axis

Pupils are the young ones studying in the early stages of the school, who continue their studies and receive knowledge in a different way, as they are at the heart of the first mental astonishment, which makes the educational and educational process keep pace with special psychological, mental and behavioral reactions, and we find that the highest indicator

in this field was the paragraph (weakness Stability of the psychological state, mental wandering and lack of concentration in the classroom for some students due to security conditions and others), which obtained a weighted mean of (43.2) and a percentage weight of (98.80), and this is a result of the instability of security conditions and the presence of some displaced students with their families From their areas of residence, which makes them psychologically and emotionally unstable, so it has become necessary to provide a psychologically supportive environment for the child inside the school that takes into account the artistic and sports activities inside the school because of their lack, as the study sample showed in the paragraph (lack of extra-curricular activities for students) where the weighted mean was (26.2) And its weight percentage (46.75), in addition to providing an atmosphere of safety away from violence inside and outside the school by treating them well by teachers and their other colleagues in the school and the surrounding environment for the occurrence of the paragraph (the negative effect of Violence in the school, family, and street on the student) on a weighted average of (2.25) and a percentage weight of (91.74) and as in Table (3), so it became necessary to pay attention to the student in all aspects of development in order to enjoy his educational life in a good way.

Table 3: Weighted mean and weight percentile of pupil axis vertebrae

T	paragraphs	weighted mean	weight percentile
1	Poor psychological stability, mental wandering and lack of concentration in for some students due to the classroom .security and other conditions	43.2	98.80
2	Lack of extracurricular activities for .students	26.2	46.75
3	The negative impact of violence in the school, the family and the street on the .student	2.05	3.68
Total marks		2.25	74.91

Second / teacher axis

The teacher is an educator and a teacher at the same time. He bears the responsibility of the students in learning and teaching and the direct and effective contribution to their proper upbringing through the conscious and comprehensive care of the integrated growth of the educated individual spiritually, mentally, physically, skillfully and emotionally, in addition to his role in the field of interaction with the environment and community service and contribution to its progress In the field of the teacher, we find that the highest indicator in this axis was the paragraph (lack of training courses for teachers of child-friendly schools), where the weighted mean reached (2.6) and its weight per cent was (75.88), and came in second place the paragraph (The lack of trained disciplines capable of teaching the curriculum, such as mathematics and English), whose weighted average was (4.24) and percentage weight (39.81). And the English language. There are other problems that appeared in this field, such as the lack of educational staff, the lack of exchange of experiences between teachers and supervisors, the large number of lessons for the teacher, and the discrepancy in the lesson time, which was the weighted average and percentage as in Table (4). His specialization and communication with the experiences of others of the

same specialization and the experiences of educational supervisors through reciprocal visits between child-friendly schools, taking into account the fair and equitable distribution of lessons for teachers so as to give him an opportunity to rest because the profession of education and as Imam Al-Ghazali said (education is the best, most honorable and noble profession) after the prophecy).

Table 4: Weighted mean and weight percentile of the paragraphs of the teacher's axis

T	paragraphs	weighted mean	weight percentile
1	-Lack of training courses for child friendly school teachers	2.66	88.75
2	Lack of trained specialists capable of teaching the curriculum, such as .ics and Englishmathemat	2.44	81.39
3	Existence of severe vacancies in some .educational staff	2.39	79.55
4	Lack of exchange of experiences between teachers and supervisors	2.37	78.94
5	The disparity between the distribution and the of lessons between their number a time allotted to them	2.29	76.48
Total marks		2.43	81.02

Third / Curriculum Axis

It is all the educational experiences that the school provides to students inside or outside the classroom according to specific goals and under sound leadership to help achieve comprehensive growth in all physical, mental, social and psychological aspects. It is all the planned experiences provided by the school to help students achieve the desired educational outcomes to the best possible their capabilities. The highest indicator in the questionnaire regarding the curriculum was mentioned in the paragraph (lack of laboratory materials, computers, and modern technologies), for which the weighted mean was (2.2.76), while its weight percentage was (92.02). Here we stress the need for these modern educational techniques to be available in the friendly school For the child to make it attractive and likable and to deliver the information to the student in an enjoyable and simplified scientific manner, they also emphasized that the large number of holidays and the lack of educational means delayed the completion of the curriculum and as mentioned in Table (5).

Table 5: Weighted mean and percentile weight for the syllabus axis paragraphs

weight rcentilepe	weighted mean	paragraphs	T
92.02	2.76	Lack of laboratory materials, .computers and modern technologies	9
89.98	2.7	Lots of holidays and late completion of the syllabus	10
85.89	2.58	Lack of teaching aids for the curriculum	11
89.3	2.67	Total marks	

Fourth / school administration axis

School administration includes every intentional and purposeful organized activity behind which the desired educational goals are achieved, which is not an end but a means, as it is an educational function, which is found at the highest administrative functions in every school aimed at

setting the basic rules that regulate the nature of the course of education and all the individuals associated with it from the administrators teachers and students, and is keen to maintain the effectiveness of the application of educational, pedagogical and guiding tasks through the performance and work of teachers during the school year. (87.1) and its percentage weight (37.62) and shortening the activities due to the emphasis on completing the vocabulary of the curriculum. In the second place, the paragraph (weak cooperation of educational bodies with school administrations) with a weighted average of (84.1), and its percentage weight was (35). 61) This leads to a disruption in the school's work. As for the weakest indicator in this field and in the entirety of the questionnaire, it appeared in its paragraph (weak follow-up of the school administration for the development and development of teachers and its employees). Which was its weighted mean (53.1) and its weight percentile (12.51), and this is a negative indicator of the school administration that should be exceeded to develop the work of the school and its employees, as shown in Table (6).

Table 6: Weighted mean and percentile weight for the paragraphs of the school administration axis

T	paragraphs	weighted mean	weight percentile
12	Some school principals abbreviate .events and activities in raising the flag	1.87	37.62
13	Weak cooperation of educational .bodies with school administrations	1.84	61.35
14	friendly -Weak centralization of child .school principals	78.1	3.59
15	The school's poor use of monitoring procedures and assessment of the .quality of its work	71.1	06.57
16	up of the school -Weak follow .nt and administration for the developme .development of teachers and staff	53.1	12.51
Total marks		1.74	58.24

Fifthly, educational administration

It is a set of planning, directing, controlling, implementing and dividing the work and issues related to the affairs of school educational institutions using the best methods. It appears from Table (7) that there are several elements involved in educational administration, as mentioned in the questionnaire, and the reason (lack of honoring the creative administration, and the lack of financial and moral support by the General Directorates of Education for the administrations of friendly schools) occurred, the highest indicator in the field of educational administration, as each of them obtained a weighted average. It reached (2.73, 2.72) and at a percentage weight of (91, 90.59), respectively, it became necessary to provide material and moral support to the educational administration of child-friendly schools, while the lack of curriculum books and the frequent transfers between educational staff and the school's lack of an educational guide were among the reasons that weaken that administration. Its weighted mean and percentage weight were as mentioned in Table No. (7). Several other reasons were mentioned that led to the reluctance of the educational administration's work, including (weak school integration with a group of schools to share resources and skills, teachers' enrollment in the Teacher Resource Center), and poor communication between friendly schools For the child, poor training, follow-up and control, and lack of interest in the proposals of supervisors and managers.

Table 7: eighted mean and percentile weight for the paragraphs of the educational administration axis W

T	paragraphs	weighted mean	weight percentile
17	.ing creative departmentsLack of honor	2 .73	91
18	friendly -Lack of financial and moral support from the General Directorates of Education for child .school administrations	2 .72	90 .59
19	.Lack of textbooks and reluctance to deliver them	2 .48	82 .82
20	.nsfers between educational staffLots of tra	2 .42	80 .78
21	.The school lacks an educational guide	2 .39	79 .55
22	Weak school integration with a group of schools to share resources and skills, and teachers' .enrollment in the Teacher Resource Center	2 .38	79 .35
23	.friendly schools-Poor communication among child	2 .36	78 .73
24	Late arrival of instructions and instructions, especially exams	2 .33	77 .71
25	.Weak training of administrative and supervisory staff	2 .19	73 .10
26	.he application of standardsup and oversight in t-Weak follow	2 .90	69 .73
27	.Lack of interest in the proposals of supervisors and managers during meetings and sessions	1 .98	65 .85
K degree		2.37	79.01

Sixth: The school environment

It is the environment that provides quality educational and educational programs in order to prepare permanent learners in order to acquire knowledge, prepare for life developments, achieve self-realization and live with others by focusing on basic and modern skills to access information and mental skills that include thinking and skills of using information. From Table (8), we find that the indicator that obtained the highest weighted mean (76.2) and with a weight percentage (20.92) was (the lack of rooms from libraries and studios. in the school). The presence of playgrounds, squares and gardens, poor rehabilitation and maintenance of the school building, with weak preventive and curative health services, whose weight ranged between (76.2 - 42.2), and its weight per cent ranged between (20.92 - 57.80), and this indicates that the school environment Child-friendly schools lack recreational and health facilities, lack of wide spaces, and suffocate classrooms and schools with students, and this has led to that environment being discouraged, especially in winter, as shown by its weighted mean and percentage weight in Table No. (8). Therefore, the school environment must be integrated. Whenever

successful administration, qualified teachers, a good curriculum, and an integrated building in terms of preparation and equipment with appropriate laboratories, the education resource room that contains books and advanced technology such as computer programs, the Internet and sports stadiums, it helps to raise the level of creative and talented students. Many literatures indicate that the school environmental climate in which the student lives has a strong influence on his formation of self-concept, his ability to work effectively and actively in school, and his ability to form reciprocal relationships with others. effect on the student. There is no doubt that the classroom environment (physical, psychological and social) has a clear impact on the school learning process, and may contribute significantly to raising the effectiveness of this process, motivating and pushing it strongly forward, and may contribute to limiting the effectiveness of this process, obstructing its course, and weakening its returns. And, in certain cases, it may lead to its complete disruption, and a number of students drop out of the school community (Al-Jumaili, 2007: 5) ^[9].

Table 8: eighted mean and percentile weight of the school environment axis paragraphs W

T	paragraphs	weighted mean	weight percentile
28	.etc) inside the school.Lack of halls (libraries, studio	2 .76	92 .20
29	.er of students in one class and schoolThe large numb	2 .68	89 .37
30	.Double and triple shift	2 .56	85 .48
31	.The lack of parks, playgrounds and sports arenas, and the ones that are available are not suitable	2 .56	85 .28
32	.he school buildingPoor rehabilitation and maintenance of t	2 .53	84 .25
33	Weakness of preventive and curative health services provided to the school by the official .authorities	2 .42	80 .57
34	The bathrooms are unsanitary and their number does not match the number of students	2 .28	75 .87
35	.The school building does not encourage studying	2 .09	69 .73
36	.The roads leading to the school are unpaved	1 .95	65 .03
Total marks		2.42	80.85

Seventh / Community Partnership Axis

It is a process that reflects the society's desire and readiness to integrate and actively contribute to efforts to improve and develop education. An effective school is one that thinks of building effective community participation that achieves better orientations for students towards school and the educational process, achieving better academic performance, achieving higher grades, lowering student dropout rates, and increasing parental support for the school. In a significant way, and the efforts made by the school and

those in charge of its administration in cooperation and cohesion with the forces of society and the environment surrounding the school and the educational process to build bridges of relations, cultures and common and mutual concepts that are concerned with the advancement and advancement of education as an institution and as interconnected processes and procedures in order to activate the role played by the educational institution in society And in Table (9) we find that the paragraph (the weak role of the media in educating the community in the child-friendly

school) had the highest indicator in this area with a mean and a weight of (2.58) and a weight percentage (89.85), and that the lack of awareness of community culture among parents, and the negative impact Clan disputes over the educational process, all of this is the result of the weak relationship between the school and the students' parents. For the negative indicators in the school-society relationship, a weighted average ranged between (51.2 - 98.1) and a weight percentage that ranged between (64.83 - 85.65), as shown in Table (9). These results support what many studies have proven over the years that the school's success in achieving its mission depends mainly on the extent of its connection Being a member of the society in which she lives, from here it becomes one of her first duties to carry out effective activities to build close relationships with the community, and to participate in discussing and analyzing educational matters and contributing to the school administration helps families understand and appreciate their rights and responsibilities (Al- Lami, 2006: 29) [12].

Table 9: eighted mean and percentile weight of the community W partnership axis paragraphs

T	paragraphs	weighted mean	weight percentile
37	n The weak role of the media i -educating the community in the child .friendly school	2 .58	85 .89
38	Lack of awareness of societal culture .among parents	2 .51	83 .64
39	The negative impact of clan conflicts .on the educational process	2 .06	68 .71
40	nts and Weak relationship between pare .school administration	1 .98	65 .85
	Total marks	2.28	76.02

Conclusions and Recommendations

The educational process in Iraq, despite its many achievements, needs continuous development in order to raise the level of learning and improve its outputs to enhance belonging and focus on thinking and dialogue in an atmosphere of moderation, tolerance and interest in educational technology, despite the importance that the education sector has had in the Iraqi constitution and in programs and projects Within the work plan and effective cooperation with the United Nations Children's Fund (UNICEF), the value of indicators is still not positive towards the development of this sector through the conclusions and recommendations made by researchers in their current study, and my agencies:

First, conclusions

1. Weak psychological stability of students due to security and other conditions, as well as mental wandering, lack of concentration in the classroom and lack of extracurricular activities.
2. Lack of training courses (weakness of the training aspect) for teachers of child-friendly schools (especially English and mathematics), with difficult vacancies for most of the specializations in these schools, with the number of lessons and their time varying from one school to another.
3. The lack of laboratory materials and the weak equipment of computers, modern technologies and teaching aids in child-friendly schools, as well as the

4. increasing school holidays, caused the non-completion of the school curricula.
4. The lack of school activities and events during the flag raising ceremonies due to the shortening of some school principals to this, with the weakness of serious cooperation between them and the educational staff and the failure to grant them the necessary powers, with a clear weakness in monitoring, evaluation and skills development.
5. Weakness in honoring some school administrations by the General Directorate and favoring some supervisors in this, as well as the delay in the arrival of the curricula and the shortage in them, the instability of educational staff through random transfer or the use of personal relationships and others, and the weak relationship between schools in general, with the delay in receiving instructions And the regulations received from the relevant authorities, as well as the apparent weakness in the rehabilitation of the supervisory body and other obstacles caused by the General Directorates of Education.
6. The lack of appropriate halls for libraries, laboratories and drawing halls, overcrowding of the people with students and non-compliance with the standard unit and double and triple shifts due to the lack of school buildings, as well as the phenomenon of displacement and forced displacement, and the lack of health services provided to these schools.
7. Limited social awareness, as well as the negative impact of inherited customs and traditions and clan conflicts and their interference in the educational process, as well as the weakness of the community partnership between the school and the family.
8. Because of the economic conditions of the country that affected the infrastructure of schools, which resulted in a lack of health conditions in some of the school's facilities (sanitary facilities and drinking water tanks).
9. Instability of educational staff, with some schools lacking an educational advisor.

Second / Recommendations

1. The necessity of providing psychological, educational and social guidance and counseling services for students and their families in the school to help them overcome the difficulties and problems they encounter inside and outside the school and solve them by sound educational methods. Emphasis on school administrations, in cooperation with the educational counselor, to provide the necessary assistance to them in solving problems, as well as the establishment of the General Directorates of Education Providing child-friendly schools with an educational guide, with the aim of making the school environment free of violence and using positive education methods in dealing with students.
2. Meeting the training needs of teachers of child-friendly schools as well as their school administrations through training leaders with the aim of developing their capabilities, developing their expertise, and providing them with modern educational developments through the establishment of qualitative training workshops inside and outside Iraq and by training leaders in this field, with the need to adhere to the time allotted for classes and equitable distribution.

3. The necessity of preparing school needs of laboratory materials, modern teaching aids and computers, with an emphasis on completing the school curricula through coordination with the General Directorates of Education and parents by investing the first hour before the start of official work or holidays (Saturday).
4. Improving the educational environment through the establishment of sports and extra-curricular activities and active participation in competitions and championships, with assigning recreational activities (sports, art) to students inside the school in order to be a pleasant environment and not just an infusion of information, with the necessity of granting the necessary powers to school principals and forming committees with the relevant authorities.
5. The necessity of honoring the distinguished from school administrations and educational staff who obtained an outstanding performance evaluation according to the approved standards by directing letters of thanks or the Creativity Shield and others, with the need to fill vacancies through the actual settlement between exclusively child-friendly schools or through non-friendly schools with the need to participate in training courses before Executing transport orders, as well as setting up a mechanism for receiving mail and taking care of these schools through the General Directorates of Education to:

- Developing and sustaining school infrastructure.
 - The stability of the educational staff of the schools and the exclusion of their staff from the settlement.
 - The daily shift in the school is one-sided to maintain all educational aspects
 - Provide it with curricula and books before the start of the school year
 - Determining the acceptance of students from the alleys surrounding the school and the geographical area
1. It is necessary to have the appropriate school halls such as library halls, drawing rooms, etc., with the use of local expertise from local community organizations and parents to provide and assist these schools by providing financial support.
 2. Strengthening the role of the media by addressing the Ministry of Communications / mobile phone companies by sending a text message to subscribers that includes activating the community partnership with schools, as well as preparing a documentary film through educational television and the media people in the General Directorates of Education, with school administrations presenting their services and activities through websites Social communication, with the aim of highlighting the role of these schools and their importance in the media through audio-visual media and through websites to educate the community about them, and for educational television to have a role in raising awareness of these schools by preparing documentaries and documenting their activities and displaying them through the screen.
 3. Activating community partnership through parent-teacher councils and strengthening the relationship between community institutions that provide services to the school and civil society organizations.
 4. Exchange of field visits between child-friendly schools to benefit from the exchange of experiences

5. Inclusion of students in a special uniform for each child-friendly school, even educational staff.

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