



DEVELOPING POSITIVE DISCIPLINE IN IRAQ

Positive Discipline Strategy Implementation Guidelines

(2nd draft)

Consultation Workshop

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National Technical Working Group***

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ABBREVIATIONS

AP	Action Plan
CFS	Child Friendly School
FMoE	Federal Ministry of Education
KRGMoE	Kurdistan Region Ministry of Education
IPDM	Iraqi Positive Discipline Manual
PD	Positive Discipline
PDIGS	Positive Discipline Implementation Guideline Strategy
PHP	Physical and Humiliating Punishment
PTA	Parents Teachers Association
ToT	Training of trainers
NTWG	National Technical Working Group

Executive Summary

Positive Discipline is not only about avoiding corporal punishment and respecting the basic rights of the child. It also provides a pedagogical toolkit aiming at supporting children's growth, giving them information, allowing them to develop their full potential, and preparing them to become happy, balanced and successful individuals. When it comes to teachers in particular, it shows them how to achieve their teaching goals and help their students handle difficult or challenging situations, while remaining calm, respectful and effectively managing their classroom. This is based on a set of principles that ensure a safe learning environment for children in schools. Based on an extensive PD literature review, we can classify these principles as follows:

- Dignity
- Discipline that teaches
- Understanding
- Fairness
- Personal development
- Social and life skills
- Potential and autonomy
- Encouragement instead of praise

Moreover, the appropriate PD approach should be based on understanding the interrelationships among:

- learning, behaviour and academic achievement;
- individual development (cognitive, social, emotional);
- family relationships (parents, child, siblings, extended family); and
- community health (neighbourhood, safety and economics, health, resources, and services).

Behavior problems can be greatly diminished as students acquire the skills of accepting and respecting others, communicating effectively, and focusing on solutions to problems. These outcomes will be reached within a classroom atmosphere of kindness and firmness, where dignity and mutual respect prevail.

In order to achieve this, an effective PD strategy should be adopted in school. The implementation guidelines of such strategy should be based on:

- Developing a strategic concept aiming at realizing the goals that the school wants to reach.
- Defining the baselines which could be established after analyzing the current situation of the school
- Developing the related strategic objectives
- Ensuring strategic governance led by the school principal with the collaboration of the positive discipline key players: Teachers, Supervisors, Councilors, Parents, and Community.
- Monitoring the implementation of the processes through performance indicators
- Conducting an evaluation for the purpose of correction and re- planning

"The data-informed decision making model" has been chosen as the base of the PD implementation guidelines presented in this report. This model relies on the following sequence: PARTNER – PLAN – ACT towards achieving the END GOAL of successful, thriving Children and Youth.

The success of this strategy relies on three main factors:

- Adopting a strategic governance model that allows continuous monitoring, evaluation and review of strategies and action plans
- Developing lines of intervention and training modules that are in harmony with the local culture
- Managing the risks of resistance to change and ensuring ownership and buy-in on all levels.

In order to coordinate the implementation throughout the Country, it is recommended that a National Coordination Steering Committee should be formed between the Federal and KRG Ministries Committees. A similar Steering Committee will be formed at the level of each Governorate, and Caza, ensuring the liaison between the Ministry and the Schools.

This strategic governance model will include an allocation of roles and responsibilities among different groups of stakeholders along the strategic implementation cycle. It will also involve the creation of several committees (Training, Monitoring, & Evaluation) and working groups.

For effective implementation, a Code of Conduct will be designed, in order to provide clear, fair, and consistent procedures and policies relevant to all sorts of conduct, respectful of individuals and their integrity, and committed to promoting peace and justice. The Code of Conduct will be addressed to all the partners: Students, Teachers, Principals, and Parents. A National Communication Strategy will also be developed to promote awareness and involve the parents and the Communities in this Strategy.

As a first step, the PD Implementation guideline Strategy will be implemented in 100 schools (50 of the Child Friendly Schools, and 50 from others), in addition to some schools for displaced students. This step will be considered as a pilot study during one academic year (2016-2017). The strategic action plan aims at expanding the experience to reach all the CFS in 4 years and all the Iraqi schools at later stages (in 2023).

All steps of the proposed implementation guidelines should be followed in order to reach a Good School: **"Participatory learning, Good Classroom management, Good Learning Environment, and Good Administration"**. In this context, an important portion of the implementation strategy is dedicated to the training of the key players: the teachers, principals, and parents.

Finally, an assessment of the work should be done at both the Governorates and the National levels, in order to evaluate the implementation and introduce the appropriate changes if needed.

The national technical working group, headed by the Director General of Curriculum in the central government and the regional Director General of Curriculum and Printings, convened on the 28th and 29th of October 2015 in Erbil, in order to prepare for the

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consultation workshop to be held in Baghdad 19th and 20th of December 2015. The participants discussed the first draft of the project presented by UNICEF, and presented their comments for the workshop. **All the recommendations of the participants are included in the last part of this report.**

I. Positive Discipline Definition

Positive Discipline is a teaching and parenting model that strikes a balance between two main considerations: effective teaching on the one hand, and respecting the rights of the child on the other hand. The Convention on the Rights of the Child protects children from all forms of violence, including physical and emotional punishment. It also recognizes children's rights to respect and dignity. This consideration is at the heart of the PD model, which focuses on reinforcing the good behaviours of children and reducing the bad behaviours without physical or verbal aggression.

However, PD is not only about avoiding corporal punishment and respecting the basic rights of the child. It also provides a pedagogical toolkit aiming at supporting children's growth, giving them information, allowing them to develop their full potential, and preparing them to become happy, balanced and successful individuals. When it comes to teachers in particular, it shows them how to achieve their teaching goals and help their students handle difficult or challenging situations, while remaining calm, respectful and effectively managing their classroom.

This is based on a set of principles that ensure a safe learning environment for children in schools. Based on an extensive PD literature review, we can classify these principles as follows:

- **DIGNITY:** PD invites teachers to respect the child's dignity and ensure mutual respect.
- **DISCIPLINE THAT TEACHES:** PD invites teachers to be both kind and firm and focus on solutions instead of punishment. PD is neither permissive nor punitive, and focuses on achieving educational goals in a safe learning environment.
- **UNDERSTANDING:** PD invites teachers to respect the child's motivation and life views, to understand the reasons behind their behaviour and tackle the negative beliefs behind their behaviour rather than trying to change the behaviour itself.
- **FAIRNESS:** PD promotes justice, fairness and non-discrimination among children.
- **PERSONAL DEVELOPMENT:**
- **SOCIAL AND LIFE SKILLS:** PD promotes active participation and aims at developing the child's character with a set of personal skills such as: self-discipline, social skills, cooperation, effective communication, problem solving, respect, solidarity, and concern for others.
- **POTENTIAL AND AUTONOMY:** PD encourages children to discover their potential and capacities and to make a constructive use of personal power and autonomy.
- **ENCOURAGEMENT INSTEAD OF PRAISE:** this shifts the focus from success to effort and improvement, and builds long-term self-esteem and empowerment.

II. Positive Discipline Implementation Guidelines Benchmarking

The most effective "Positive Discipline Implementation Guidelines" around the world are based on considering the Positive discipline as the framework in which students are treated respectfully, and taught the skills needed for working with others. There are classrooms where students:

- never experience humiliation when they fail, but instead learn how to turn mistakes into successes
- learn how to cooperate with teachers and fellow students to find joint solutions to problems, and
- are provided with an environment that instills excitement for life and learning instead of fear, discouragement, and feelings of inadequacy.

In the process, students develop a sense of :

- Connection
- Belonging
- Significance

Positive Discipline in the Classroom is intended to empower students at all levels to become more successful, not only in the classroom, but also in all walks of life. The belief that underlines this approach is that behavior problems can be greatly diminished as students acquire the skills of accepting and respecting others, communicating effectively, and focusing on solutions to problems. These outcomes will be reached within a classroom atmosphere of kindness and firmness, where dignity and mutual respect prevail¹.

Effective PD Implementation Guidelines should be based on:

- Developing a strategic concept aiming at realizing the goals that the school wants to reach.
- Defining the baselines which could be established after analyzing the current situation of the school
- Developing the related strategic objectives
- Ensuring strategic governance led by the school principal with the collaboration of the positive discipline key players: Teachers, Supervisors, Parents, and Community.
- Monitoring the implementation of the processes through performance indicators
- Conducting an evaluation for the purpose of correction and re- planning

Although many countries have implemented successful systems to promote the positive discipline within the schools, we notice that:

¹ Positive Discipline in the classroom, Jane Nelsen, Lynn Lott, and Stephen Glenn, building classroom discipline, Chapter 7, Pearson 2005

- Over 40 countries still authorize the whipping or flogging of children in their penal system.
- Only 30 countries have a law prohibiting corporal punishment in all forms of alternative care
- In more than 80 countries children are lawfully beaten and humiliated in school
- 33 countries have achieved full prohibition of PHP in all settings, representing just 5% of the worlds child population
- Almost 95% of children are currently unprotected ²

III. PD key players

The key players in implementing PD are School Principals, Teachers, Councilors, Supervisors, Learning Environment, Parents, and Community. PD is indeed a holistic approach to education, which recognizes that all aspects of children's learning and development are interrelated. By understanding how children develop and behave at different ages and in different situations, we can create a positive learning environment that often prevents negative behaviour and otherwise responds to it in a positive and constructive fashion.

As shown in the Figure 1, the PD approach is based on understanding the interrelationships among:

- learning, behaviour and academic achievement;
- individual development (cognitive, social, emotional);
- family relationships (parents, child, siblings, extended family); and
- community health (neighbourhood, safety and economics, health, resources, and services).

² Save the Children's Global Strategy on the prohibition and elimination of Physical and Humiliating Punishment, Australasian Conference on Child Abuse and Neglect 12th November 2013, Karen Flanagan

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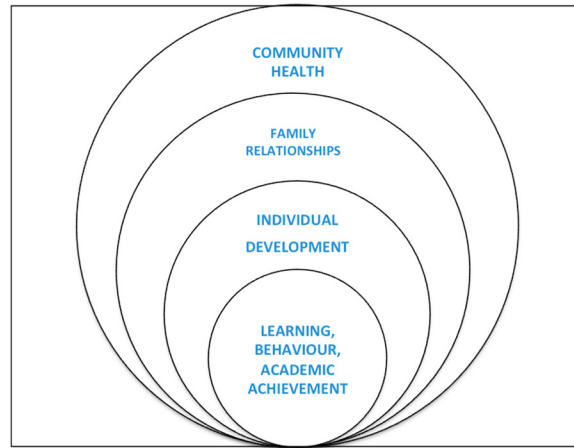


Figure 1: Positive Discipline Holistic Approach

It promotes synergic relations among teachers, parents, and the community as a whole, in order to support a truly safe environment for children's growth (see Figure 2 below). This requires an alignment of the PD approach across the community which can be achieved through different lines of action such as:

- Teaching both adults and students through experimental activities, allowing them to practice new skills and to have fun learning by doing.
- Implementing consistent classroom discipline programs and parent education programs: parents, teachers, and childcare providers can work together to provide a safe learning environment for children.
- Providing continuous support and accessible training opportunities for community members, so they can also teach each other PD skills.
- Enabling certified trainers across the country to work with schools and communities.

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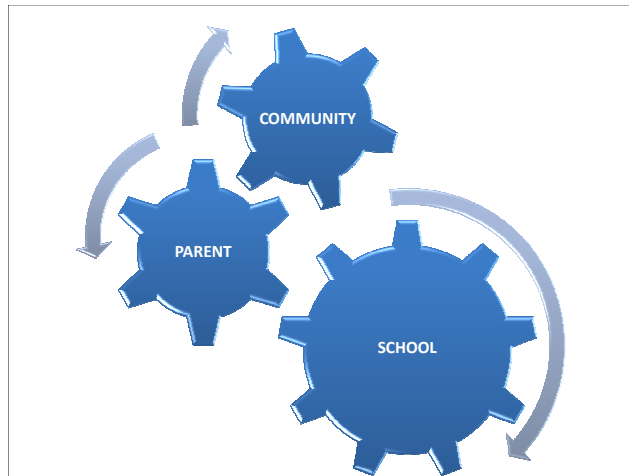


Figure 2: Positive Discipline in Synergy

Therefore, we are proposing further a strategic framework taking into consideration the different players and their combined effects.

IV. Iraqi Context: Positive Discipline Background

- The right to education is guaranteed by the Iraqi Constitution and the Compulsory Education Code No. 118 of 1976, and primary education is mandatory in Iraq for children of age 6 to 12.
- The Iraqi education sector faces many challenges in terms of budget, availability of teaching materials, infrastructure, number of teachers, and classroom capacity. The insufficient number of teachers and schools reflects on the positive side a relatively high enrolment rate, and on the negative side an insufficient capacity affecting the quality of education, especially in rural areas.
- In terms of pedagogical approach, Iraqi schools typically follow classical teaching methods, with a focus on lectures and memorization instead of analytical and deductive skills.
- This traditional approach also takes the form of corporal punishment as a means of education and discipline, and teachers often justify it as way to control their overcrowded classrooms.
- The common use of corporal punishment in Iraq can be narrowed down to two main factors: legal and cultural.
- On the legal level, although Article 29 of the 2005 Iraqi Constitution prohibits all forms of violence against children in family and schools, Article 41 of the Iraqi Penal Code does not consider corporal punishment as a crime if used “while exercising a legal right” such as “the disciplining by parents and teachers of children under their authority within certain limits prescribed by law or by custom.”

- On the cultural level, studies have found that violence against children is part of Iraqi custom and tradition, both in schools and families, especially in rural areas. Forms of corporal punishment in schools can range from hitting children with a hand or with a cane to burning or forcing them to sit for a long period in uncomfortable positions. This can cause both physical and psychological damage for the students, and has negative effect on their motivation and learning achievements.
- There have been some positive developments in this area, which can provide a basis for further improvements.
- In 2007, the Kurdistan Ministry of Education issued instructions for schools to prohibit the corporal punishment of children, with special sanctions, an information plan for parents and teachers, and a monitoring system to ensure compliance. Similar regulations banning corporal punishment were also adopted in Iraq in 2009, but without any specific monitoring mechanism.
- In this context, regional and national level conferences on PD were conducted in 2014, under the leadership of the Ministries of Education and with the technical support of UNICEF, in order to enable education stakeholders to develop a common understanding of various forms and effects of violence in schools as well as alternative disciplining methodologies that are available in the country.
- Following the conference, a technical working group drafted a PD Guide for teachers.
- The consultant conducted interviews with directors general, directors, school principals, supervisors, students, teachers, parents, Teachers union, and Parents Teachers Association (PTA) (from Baghdad and Erbil). He has also visited classrooms, and observed the classrooms' atmosphere and behaviours.
- After reviewing the legal text related to the violence in schools the consultant noted the following:

1. In Federal Government

- The primary school system No. 30 of 1978 states in the second part of the article 53 the legal text that takes care of the child's / student's Protection at the school: **"Physical punishment is strictly prohibited"**
- The procedures taken by the General Directorate at the beginning of each academic year are issuing various directives and notifications to the General Directorates of Education / Department of Educational Supervision to prevent the phenomenon of violence and physical punishment and an emphasis on Educational supervisors and specialists to monitor and follow up these cases and firm procedures are taken against the offenders:
 - The faculty uses aides to discipline pupils and guide them and address the social aspects of behavior, includes the following:
 - Advice and educational guidance
 - Guardian is called to school to deliberate with him to guide the students
 - Warning

- Rebuke
- Transfer to another school and provide the school transferred to it a confidential report includes the reasons for transport
- The General Directorate receives numerous complaints from parents and others concerning the use of physical punishment by school administrations , teaching staffs and instructional.
- Investigative committees are formed by the General Directorate to investigate and take the necessary proceedings against the delinquents by directing deterrent disciplinary sanctions in addition to other Remedial procedures such as directive shifting.
- There is some individual tentative to apply the Positive Discipline in classroom (Al Makdad Primary School, 2011-2012)

2. In KRG

‘In the new education system of Kurdistan, boys and girls are equal in their rights and duties. Within this system, physical and psychological abuse of students is prohibited and schools will be charged with the responsibility of preventing these abuses. The welfare of the student is at the centre of the system and it will work to achieve the right moral values and knowledge imparted to the student.’

Article 5, KRG, Education Basic System, 2009

Apart from this written article, the instructions to the principals are orally communicated. So the prohibiting instructions are not unified but rely on the appreciations and attitudes of the principals.

3. Meetings and interviews with DGs

The meetings and interviews with the DGs can be summarized by the following: All DGs in both MoE (Federal and Regional) are willing to collaborate with UNICEF for the success of the PD strategy.

- Their instructions to the schools principals aim at prohibiting the corporal punishment.
- They are very strict against the violence in schools whatever the aspects: Corporal or Moral.
- They take the appropriate measures against the teachers, principals who exercise violence on students: Principals demoted, principals in jail, teachers moved
- They noticed that some exaggeration in the media regarding the violence in schools

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- They request training for all partners (Principals, Teachers, Councilors, Parents, and Advisors)
- They agree on collaboration with UNICEF to develop the PD Implementation Guidelines.
- They stressed the essential aspects of PD
- They provided us with the latest statistical figures.
- They asked the IT responsible to allocate a window on the Intranet to monitor the Positive discipline progress (in kGR)
- The Minster Office is open for any claims (Tel, email, Site,), and helpline in Erbil
- They noticed that the evaluation of the principals and teachers is improved .
- The encouraged the studies and research on the PD in schools.
- They answered to all Public prosecutor claims.
- They request more coordination between the DGs
- They considered that many bodies handle the training issues without coordination, with the absence of an Administrative Training Structure
- Training should be in Summer
- They stressed the need to strengthen the role of Supervisors and Principals
- Some of them encourage decentralization
- They encourage teachers to actively participate in the PD training session.
- Some of them suggested that a teacher's success in the training should be a requirement for any upgrade
- They requested the need of Life Skills development through the Positive discipline: in Civic Education and Social topics

4. Meetings and interviews with the Teachers' UNION

- The Teachers UNION focused on putting the Student at the Center of the teaching /learning Process
- The Teachers Union has prepared curriculum development projects
- The Teachers UNION notices that the Parents participation is insufficient
- The Union is ready to collaborate and put in all its capacities with the UNICEF PD project

5. Classroom observations/meetings with teachers/school principals/PTAs

The field visits, interviews, and observations led to the following observations:

PTAs/Community:

- Parents (mothers less than fathers) are still favourable to use the corporal punishment

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- The community culture has a great influence on the behaviour of the principal and teachers
- The collaboration between the PTA and Principals is very active
- The PTA election showed parent motivation for the participation of mothers alongside fathers in running the associations
- The PTA is really involved in the school learning environment
- The PTA would be trained on Positive Discipline if it helps avoiding corporal punishment

School Principals:

- The school principals receive from their MoE directorate oral instructions detailing the appropriate behaviour in case of student contraventions, and the possible sanctions to be used
- The school principals give the students, twice a week (sometimes everyday), oral conduct instructions
- The School Principal could take the progressive measures against the students, starting from an advice and educational guidance, up to calling the Guardian to school for deliberation. The sanctions range from warning, rebuke, to finally transfer to another school and providing the new school a confidential report including the reasons for transfer.

Teachers:

- The teacher evaluation form is 30% filled by the School Principal, and the remaining 70% are completed by the Supervisor
- Teachers complained about:
 - The Crowdedness in Classrooms (more than 40 students)
 - The Lack of offices
 - The Lack of time to discuss with students
 - The old age of the school building
 - The fact that they don't receive their salaries
 - The Electricity cut off
 - The Lack of social researchers in school
 - The unfriendly learning environment
 - Having crowded classes is preventing the teachers from applying Article 5
- Teachers requested training, especially that there is a lack of teacher's training on Positive discipline

Students:

- 75% of the students (KG-6) have been beaten at least once.
- They proposed the maintenance of the equipment and the learning environment
- The students also proposed the following:
 - To respect of each other

- To respect their teachers
- To always assume their duties
- To respect the timeline

The Consultant also observed that:

- The teaching period is 45 minutes, and the break is about 5 minutes
- The same school building is used for 2 or 3 shifts
- The absence of monitoring and evaluation systems

V. Iraqi PD Implementation Guidelines' Strategy

- The current situation in Iraq with regard to PD requires more than what is suggested by the initial project: i.e. conduct school activities to promote positive discipline.
- The current situation requires the introduction of a new culture in the way of thinking and behaviour of parents, teachers and administration.
- Training of all employees of the education and administrative sectors, of parents and the community is essential. And this, in order to create for all the partners, a unified vision concerning violence, and to adopt the PD approach as the only possible one for building the future of their children and their country.
- One vision that is lead by both Ministers of Education in cooperation with all the educational and social leaderships.
- This will be achieved only through the implementation of a national strategy within a general framework of awareness, monitoring, evaluation and accounting.

In order to develop the PD Implementation Guidelines' Strategy, we have chosen "**The data-informed decision making model**"³ which relies on the following sequence (Figure 3): PARTNER – PLAN – ACT towards achieving the END GOAL of successful, thriving Children and Youth:

³ Team User's Guide | Positive School Discipline Course for School Leaders, By Carol J. Bershad, MS | John E. Hudson, EdM , EDC: Learning transforms lives, 2013

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FRAMEWORK FOR COMPREHENSIVE POSITIVE SCHOOL DISCIPLINE

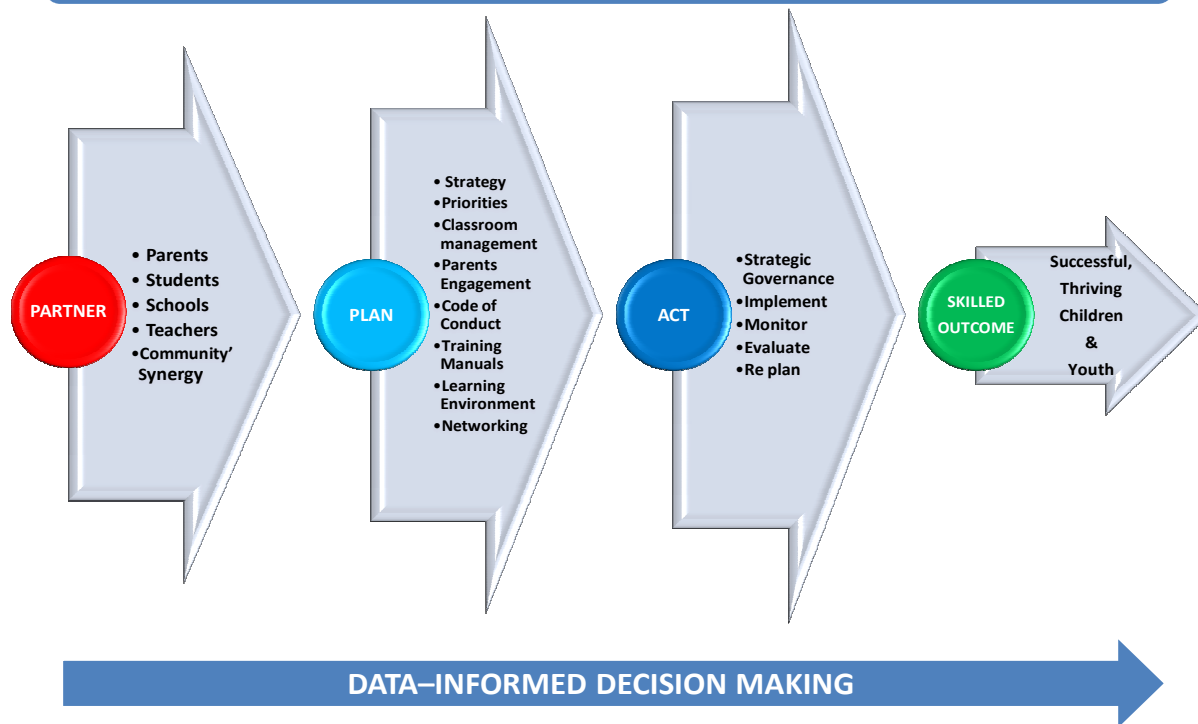


Figure 3: Framework for Comprehensive Positive School Discipline

1. THE END GOAL: Defining the point towards which we are heading

Developing the Strategy starts with defining the MISSION, VISION, and VALUES, of the PD project in Iraq, which would stem from the PD theoretical framework presented above, and from the Child Friendly School Model Initiative launched by UNICEF Iraq.

The mission, vision, and values have been chosen respectively from ***the Positive Discipline Teachers Guide*** proposed by the TWG and ***the Iraqi Curriculum Framework***. In order for this initiative to succeed, the ministers of Education in both central and regional governments should lead the implementation of the strategy.

a. Mission⁴

"We, the Minister of Education in the Federal Government in Iraq, in cooperation with the UNICEF, are seeking to develop and implement a national strategy aiming at building capacities in teaching and administrative authorities, parents, and the community, in order to:

- ***Learn how to stop violence in all its shapes at schools, due to its negative effects on the preparation of a generation having all mental, psychological, and skill-related qualifications.***
- ***Support Iraqi children in playing their roles as active, committed, rational, productive and proud citizens in future"***

b. Vision⁵

In order to achieve this,

"We need to give all our children, girls and boys in all parts of Iraq, the chance to benefit from quality education and to fulfill their individual potential.

We need to ensure our children have the same opportunities or better learning opportunities as children in other countries.

We need to transform our schools into stimulating and engaging places of learning where our children desire to go and that reflect our cultural values and priorities."

c. Values ⁶

We aim at developing values based on shared commitment towards:

- *The Iraqi Identity*
- *Tolerance and respect for all*
- *Social justice (including respect for rights of other nations, gender equality, inclusiveness, and social cohesion)*
- *Democracy*
- *Sustainable development*

2. PARTNER:

After establishing the End Goal, we can start the implementation strategy through the 'PARTNER-PLAN-ACT' approach.

⁴ The Positive Discipline Teachers Guide, draft 1

⁵ The National Curriculum Framework, 2012

⁶ Ibid

The PARTNER stage starts by analyzing the situation and defining the targeted stakeholders. The main stakeholders of PD implementation are schools and districts, in particular: communities, families, teachers and most importantly students. After analysing the current situation of PD among these stakeholders, we will be able, at a later stage (PLAN stage), to define:

- The strategic objectives to be reached
- The enabling objectives and activities at the level of each stakeholder group in order to achieve the strategic objectives

3. PLAN:

The PLAN stage consists of developing a strategic framework for positive discipline implementation. Based on the mission, vision, and situation analysis (research findings), we will be able to develop the core of the strategy, i.e. the STRATEGIC OBJECTIVES, the ENABLING OBJECTIVES (activities and types of intervention), and their related performance indicators (Figure 4).

We have adopted five Strategic Objectives developed by the Technical Working Group TWG that aim at supporting the children to become:

- ***Responsible citizens, proud of their country, Iraq, and of its old heritage, and capable of effectively performing the roles suitable for them in this world.***
- ***Successful individuals keeping pace with education throughout their lives, capable of working confidently under the existing economy and in a rapidly changing environment.***
- ***Productive, confident individuals capable of working with others to contribute to the advancement of their society.***
- ***Individuals showing respect to others' points of view and capable of peacefully coexisting in a pluralistic society.***
- ***Individuals aware of their rights and demanding them.***

This will provide the basis for the Action Plan, which will identify the activities and types of intervention, and allocate financial, human and material resources, as will be further detailed in the section on Developing the PD Action Plan.

These components will provide the strategic framework for PD Implementation: Mission, Vision, Strategic Objectives, Enabling Objectives, and Action Plan (Figures 4 & 5).

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Figure 4: PD implementation Strategy



Figure 5: Strategic Framework for Positive Discipline Implementation

4. ACT: Developing a strategic governance model

This strategy requires a governance structure and strategic processes, first to support the implementation, and second to conduct continuous monitoring, evaluation and re-planning (Figure 6). Based on the research findings and the resulting stakeholder map, we propose a Governance Model (Figures 7 & 8) for the management of the PD Implementation Process. This strategic governance model will include an allocation of roles and responsibilities among different groups of stakeholders along the strategic implementation cycle. It will also involve the creation of several committees and working groups as detailed hereafter.

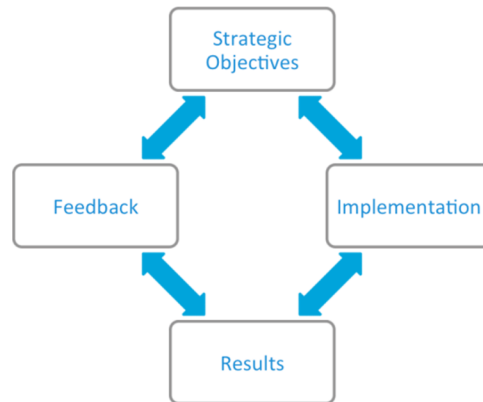


Figure 6: Strategic Process

The success of this strategy relies on three main factors:

- Adopting a strategic governance model that allows continuous monitoring, evaluation and review of strategies and action plans
- Developing lines of intervention and training modules that are in harmony with the local culture
- Managing the risks of resistance to change and ensuring ownership and buy-in on all levels.

We suggest that the strategic governance be formed from the following committees:

a. Federal /or Regional Steering Committee:

Role: manage the implementation project, from needs assessment, to decision making, to monitoring and follow-up, to re-planning.

Members: This committee will be headed by the Minister of Education and composed of the following members:

- Director General of Planning
- Director General of Curriculum
- Director General of Training
- Director General of Basic Education
- Director General of Supervision
- Director General of Studies and Research Centre
- Representative of Teachers Union
- Representative of Parents Teachers Association
- Representatives of Technical Working Group

In order to coordinate the implementation throughout the Country, it is recommended that a National Coordination Steering Committee should be formed between the Federal and KRG Ministries Committees as mentioned in the Figure 7.

We also suggest a Committee in each Governorate (i.e. in the General Directorates) composed of representatives of the central educational administrations, and a Committee in each Caza ensuring the liaison between the Ministry and the Schools (Figure 7).

The Steering Committee will disseminate its instructions and policies to the Governorates and Caza. In order to secure a unique implementation, the steering committee will unify the following:

The main missions of the Steering Committee

- Define the selection criteria of schools where the strategy will be implemented
- Define the trainers selection criteria
- Approve the training manuals (for trainers, principals, teachers, and parents)
- Approve the national guide for school conduct, that can be adapted by governorates according to their particular contexts
- Approve the national communication strategy
- Approve the monitoring and evaluation system for data gathering, analysis, and follow up
- Approve the inclusion of the PD skills (life skills, as well as civil and national values) in the curriculum of: civic education, religious education, social...

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Figure 7: Strategic Governance

b. Technical Working Group:

Role: Prepare and supervise the training manuals, provide expert support to the steering committees and the training committees, and oversee the implementation of manuals and training methods, develop criteria for trainers.

Members: The national technical working group, and experts in the field when necessary, with the Director General of Curriculum as their president.

c. Training Committee

Role: Develop the field training plan and the criteria of selection of the trainers, and supervise the training manuals (Trainers, Teachers, Principal, & Parents).

Members: Headed by the Director General of Training with the leading trainers and the Technical Working Group as members.

d. Monitoring and follow up Committee

Role: Organise and oversee data collection through the supervisors, and take appropriate legal actions, and send the data to the General Directorate of Educational Planning.

Members: Headed by the Director General of Supervision with the primary supervisors as members.

e. Evaluation Committee

Role: Analyse data from the monitoring and follow up committee, and come up with indicators. Evaluate the implementation results according to the expected objectives, and provides feedback on the implementation strategy to the steering committee, for decision making.

Members: Headed by the Director General of Planning with experts in statistics and social sciences members.



Figure 8: Strategic Governance for PD implementation

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The various Committees are supported by the Learning Environment, ICT, and Administrative services (Figure 8). The role of each committee has been mentioned in the figure 9 below.



Figure 9: Strategic Governance: Committees Role, Policies & Instructions

At the level of each School, a Team will manage the implementation of the Positive discipline. This team will be headed by the Principal and will be composed of: Teachers, Counselors, Parents, Community representatives. The supervisors will be in charge of monitoring as it will be developed at a later stage (Figure 9). The details of the implementation are presented in section 10 of the plan.

VI. School selection

As a first step, the PD Implementation guideline Strategy will be implemented in 120 schools, 60 from CFS, and 60 from the other public schools. This step will be considered as a pilot project to be implemented during the 2016-2017 academic year. The purpose of the action plan, at a later stage, is to expand the experience to all Iraqi schools, CFS and others, up to year 2023 as detailed later in this report.

THE CHILD FRIENDLY SCHOOL MODEL

The Child-Friendly School (CFS) model is a simple one at heart: it aims to make schools more welcoming, so that all children learn together in a healthy and happy environment.

Schools should operate in the best interests of the child.

Educational environments must be safe, healthy and protective,

Teachers must be well trained

The school has adequate resources and appropriate physical, emotional and social conditions for learning.

Within them, children's rights must be protected and their voices must be heard.

Learning environments must be a haven for children to learn and grow, with innate respect for their identities and varied needs.

The CFS model promotes inclusiveness, gender-sensitivity, tolerance, dignity and personal empowerment.

VII. Development of PD Communication Strategy

After adopting the PD implementation Guideline Strategy, the Ministries of Education are requested to mobilize the public opinion, parents and communities in order to be involved in the process of change. This mobilization could be achieved through special programs, launched by the Iraqi education TV, as well as by creating a website promoting this strategy, and the use of social media. For a progressive discipline approach to be effective, it is important that all members of the school community, including teachers, other school staff, students, and parents, understand and support the progressive discipline approach.

To support a whole-school approach, Ministries of Education must actively communicate policies and guidelines to all students, parents, staff members, Special Education Advisory Committee, and school council members. School boards should

also provide this information to their Parent Involvement Committees and other relevant groups.

Ongoing communication is essential to developing and sustaining effective home/school/community partnerships for improving student achievement.

VIII. Code of Conduct

The Student Code of Conduct is designed in order to provide clear, fair, and consistent procedures and policies relevant to all sorts of student conduct, respectful of individuals and their integrity, and committed to promoting peace and justice. The Code of Conduct defines the rights and responsibilities of each partner in the PD system (student, teacher, principal, parents and community) and the appropriate behavior. The Code of Conduct also aims to:

1. Promote the spiritual, cultural, social, mental and physical development of our children
2. Promote and value: Care, Trust, Respect for others, Honesty, Truth, Fairness, Tolerance and compassion, Self respect, Self discipline, Respect for property, Respect for the environment
3. Encourage children to take on duties and responsibilities
4. Encourage children to take responsibility for their own actions and behaviour
5. State clearly what is right and what is wrong
6. Define acceptable and unacceptable behavior
7. Promote the development of the 'whole' child with the support of parents and the wider community

In order to establish an atmosphere of mutual respect, we have to assign the respective responsibilities of each pillar of the Positive discipline approach: Students, Teachers, and Parents.

1. Students

All students are expected to:

- Treat each other with consideration, courtesy and respect. They should respect each other's views and use polite and decent language that does not offend anybody
- Enable teaching and learning to take place with ease by:

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- Being punctual as far as lessons and any other school activities are concerned
- Actively involving themselves in class discussions, work and any other activity that needs their involvement
- Cooperating with each other and their teachers
- Completing morning work, class and homework in time and ensuring that the work is handed in for marking
- Avoiding any kind of malpractice during tests and examinations
- Showing respect to other persons and to property
- Contribute towards keeping the school clean and tidy by:
 - Disposing of all litter in the dustbin/skip
 - Keeping all the school walls and furniture free from writing, especially the toilet walls
 - Physically participating in the cleaning of the school premises
- Observe silence and avoid making unnecessary noise, especially during breaks
- Act as a channel of communication from home to school and vice-versa by:
 - Delivering circulars, reports and any other communication from school to parents/guardians
 - Carrying a note from parents/guardian explaining the reasons for any absence from school
- Report all potentially dangerous situations
- Show respect to staff, prefects and class monitors at all times and in all places
- Be familiar with and abide by all school policies, rules and regulations
- Maintain personal cleanliness and follow the dress code
- Attend school on time, every day, unless excused
- Work to the best of their ability in all academic and extra-curricular pursuits and strive toward their highest level of achievement

2. Teachers

All teachers are expected to:

- Maintain a climate of mutual respect and dignity
- Be prepared to teach
- Assign appropriate homework and mark it on time
- Demonstrate interest in teaching and concern for student improvement
- Know school policies, rules and regulations and enforce them in a fair and consistent manner
- Not use corporal punishment when disciplining their students
- Look for positive ways of disciplining students and ways to encourage good behavior
- Communicate to parents and students their expectations of students, course requirements, marking procedures, and the classroom discipline plan
- Build good relationships with students, parents and other staff
- Demonstrate appropriate interaction with students

- Listen to students and counsel them when they have problems
- Work with students to develop a list of classroom rules and post them in the classroom

3. Parents

All parents are expected to:

- Recognize that the education of their children is a joint responsibility of the parents and the school community
- Send their children to school ready to participate and learn
- Ensure their children attend school on time, every day, unless legally excused
- Ensure their children are dressed and groomed in a manner consistent with the student dress code
- Help their children understand that there are rules that must be followed to maintain a safe, orderly environment
- Know school rules and help their children follow them
- Build good relationships with teachers, other parents and children
- Respond to teacher's communications and come to school when called
- Inform school officials of changes in the home situation that may affect student conduct or performance
- Provide a place for study at home and ensure homework assignments are completed⁷.

IX. "Training The Trainers" and training Materials

After choosing the leading trainers and the preparation of the training manuals by the TWG, the training starts in the governorates (Fig. 10).

The training material will contain 3 appropriate manuals addressing:

- School leaders and collaborators
- Teachers and Councilors
- Parents

The manuals could be inspired from the Positive Discipline Teachers 'Guide developed by the TWG.

⁷ <http://raisingvoices.org/>

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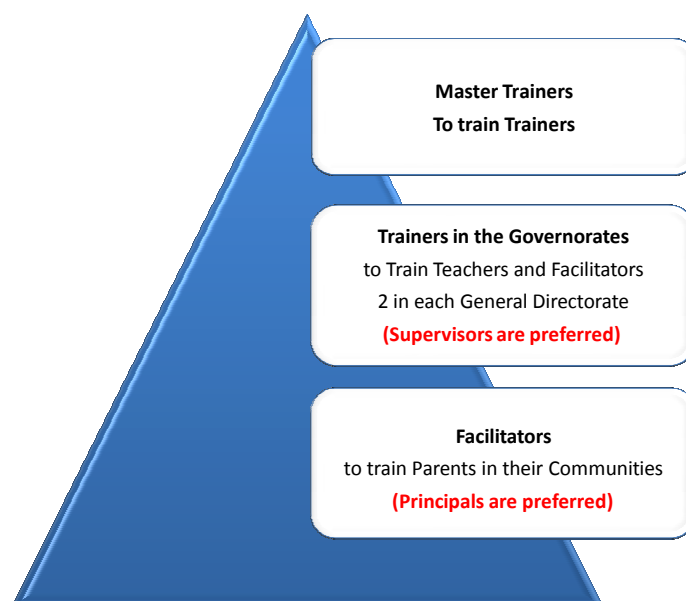


Fig 10- Training model

X. PD Implementation in schools

The successive steps of the PD implementation strategy in schools have been illustrated in the Figure 11 below.

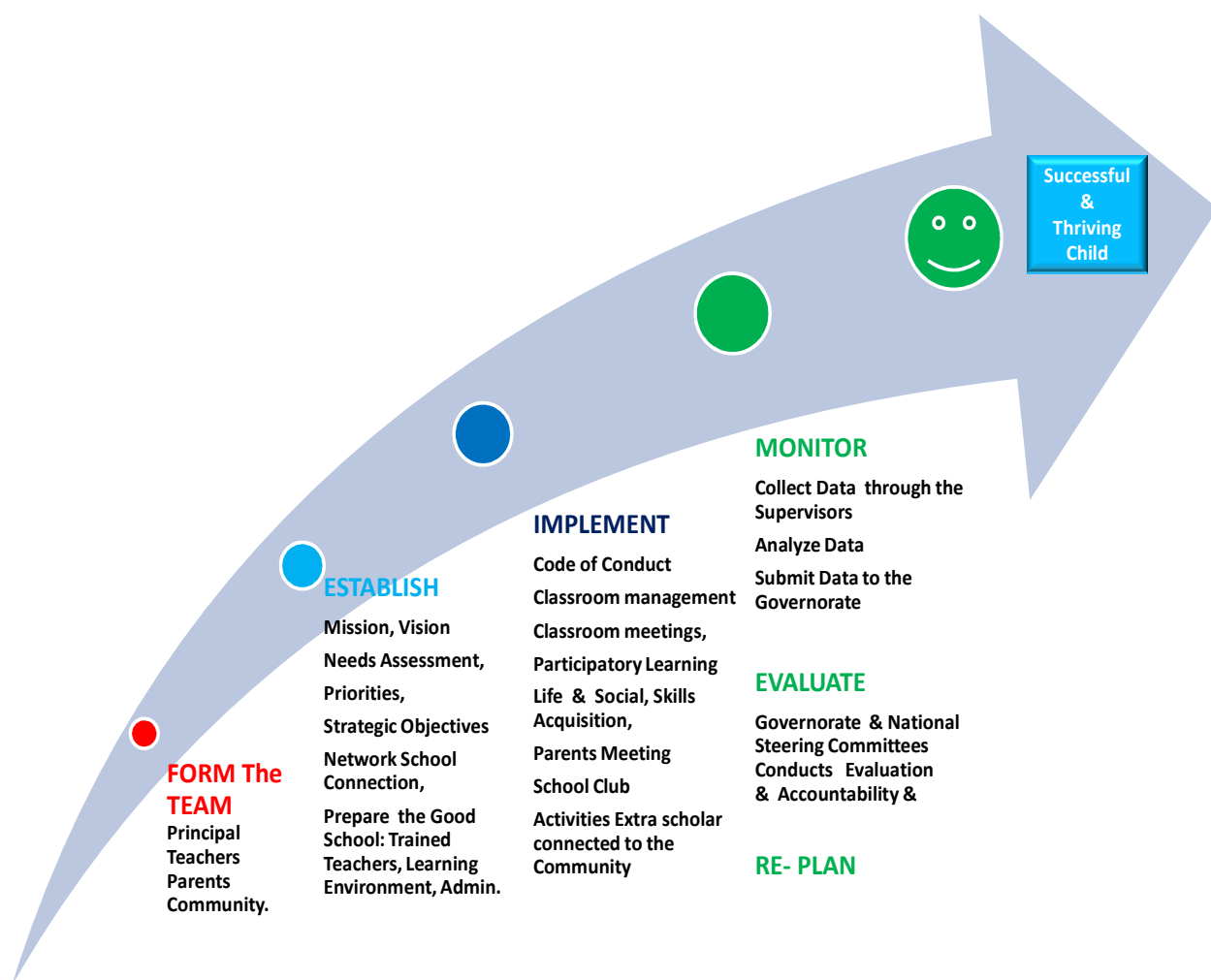


Figure 11: Positive School Discipline Strategy Implementation

1. Form the implementation Team

Depending on the school community demography (urban, suburban, or rural), and size (large or small), the **implementation team** will vary. For school teams (**THE TEAM**), it is ideal to be led by the School principal (Fig.12) . THE TEAM includes representatives of teachers, support staff (counselors, psychologist,) and parents. Each school and Nahia will be different, and therefore the composition of teams will vary.

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The key factor is to have a cross-section of stakeholders representing your school/district and community as part of the team. (All the Implementation steps in the school have been illustrated in the Figure 11).

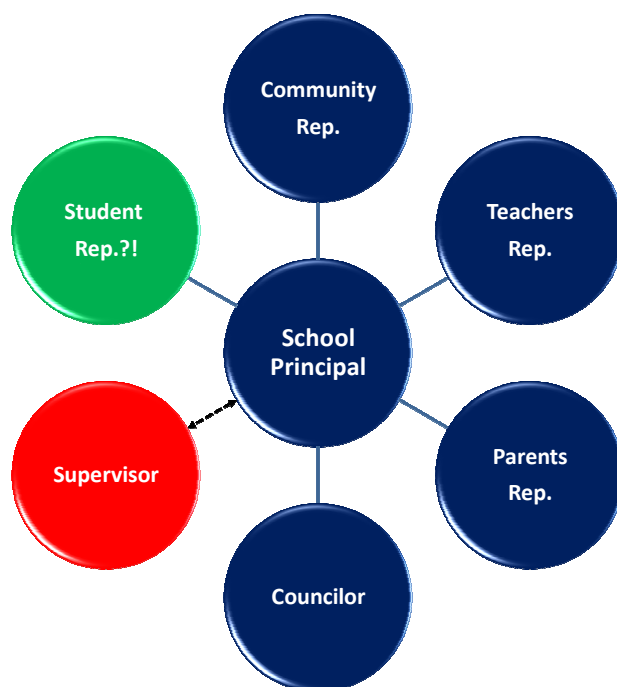


Fig 12: School Team

2. Establish the mission and vision of the School

Once the team is formed the mission and vision of the school could be established inspired from the mission and vision of the nationally defined PDI strategy, customized according the local values and culture.

3. Conduct Needs assessment

The team has to conduct preliminary activities that spark peoples' interests. The goal is to launch the implementation project with inclusive culture and with the tools to measure and celebrate change.

In order to establish the school strategic objectives, it is essential to determine the current Positive discipline problems that students, teachers, and parents are facing. These findings and the analysis of the collected data will form the baseline of the targets defined by the strategic objectives.

The Team has to define the causes of the problems such as:

- Family context
- Teachers behaviors
- Classroom management: Students are not treated respectfully, or are discouraged, humiliated when they fail, time management, ...Etc
- Lack of teachers leadership
- Classrooms Crowdedness
- Inappropriateness of the learning environment
- Lack of the capabilities of teachers...
- Lack of communication between Parents/Schools
- Etc....

The Implementation team has to perform the processes of gathering & analyzing data, through the following tasks:

- Describing relevant data and sources for school discipline-related issues: Corporal punishment, exclusion, drop out ...etc
- Analyzing school suspension and referral data to determine existing patterns
- Identifying ways to use relevant data to inform decisions
- Reviewing and assessing school disciplinary policies, practices, and programs

4. Establish the School Strategic Objectives

After defining the baselines of the school indicators related to the Positive Discipline, the Team will start developing the following:

- Priorities: meetings with parents, more communication with students, training of teachers, learning environment improvement
- Strategic objectives: decrease the corporal punishment by 50% during the academic year.
- Enabling objectives: Teacher's training, Meeting with parents, classroom management,..etc

5. Adopt locally the Code of Conduct

Based on the Code of Conduct, the Team will customize its local Code of Conduct according to the local values and culture and emerging requirements. The Code should cover the responsibilities of each stakeholder.

To assist the school in meeting its Mission Statement and stated goals, it is essential that the Code of Conduct is consistent and firmly rooted in those principles. Good behavior and discipline are key foundations for good education. Without an orderly atmosphere effective teaching and learning cannot take place.

We expect and insist on the highest standards of behavior throughout the school. Self-discipline and a love and care for other people are expected from all. This is important if we are to make the school a true, caring community

Code of Conduct of all pillars of the Positive discipline players:

a. The School Principal

The School Principal has to perform his duties by:

- demonstrating care for the school community and commitment to academic excellence in a safe teaching and learning environment
- holding everyone under his authority responsible for their behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community.

b. Teachers and school staff

Under the leadership of their principals, Teachers and school Staff should help maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff will uphold these high standards when they:

- help students work to their full potential and develop their self-esteem
- empower students to be positive leaders in their classroom, school and community
- communicate regularly with parents on important issues
- maintain consistent standards of behaviour for all students
- show respect for all students, staff, parents, volunteers and members of the school community
- prepare students for the full responsibilities of citizenship.

c. Students

Students are to be treated with respect and dignity. In return, they must show respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are shown when a student:

- comes to school prepared, on time and ready to learn
- is respectful for himself/herself, others and those in authority
- refrains from bringing anything to school that may put the safety of others at risk
- follows the established rules and takes responsibility for his/her own actions.

d. Parents

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this requirement when they:

- show an active interest in their child's school work and progress
- communicate regularly with the school
- make sure their child is neat, properly dressed and prepared for school
- ensure that their child attends school regularly and on time
- inform the school promptly about their child's absence or late arrival
- become familiar with the provincial code of conduct, the board's code of conduct and school rules
- encourage and help their child to follow the rules of behavior
- help school staff deal with disciplinary issues involving their child.

e. Community partners

Partnerships already in place may be enhanced and new partnerships with community agencies and members of the community may also be created. Community agencies are resources that schools can use to deliver prevention or intervention programs. Community members should:

- Support and respect the rules of their local schools.⁸
- Train all school staff to apply school discipline policies and practices in a fair and equitable manner.
- Use proactive, data-driven, and continuous efforts, including gathering feedback from families, students, teachers, and school personnel to prevent, identify, reduce, and eliminate discriminatory discipline and unintended consequences.

6. Conduct Training of the multi- players

After defining the strategic objectives of the school, the Team has to launch the training session according to the above mentioned methodology. Three types of training will be conducted through 3 appropriate manuals :

- Principals and supervisors will be trained at the level of their respective **Governorate**

⁸ www.edu.gov.on.ca/eng/safeschools/

- Teachers and counselors, will be trained at the level of their respective Caza
- Parents will be trained at the level of their respective Nahia

We recommend the following guidance for trainers:

a. Participatory Training:

Successful training courses should create a positive learning environment in which both trainers and trainees feel engaged and effective. As such, we propose using a participatory training methodology in order to enable an encouraging and cooperative training environment in which participants can share and work together.

Trainers should try to encourage participants to share and explore their own teaching practices and knowledge as a basis to develop new essential skills. This method allows trainers and facilitators to encourage and support trainees to actively and openly participate in the discussions and activities, whilst creating opportunities for trainees to practice their new skills.

Each Chapter should include a section of suggested knowledge that each of the trainees should acquire through the various activities, including discussion and group work. Suggested, however, means that trainers can develop and add their own experiences; providing local variations to enrich the chapters and make them better suited to the local community.

The participatory training method is well suited to exploring the topic of positive discipline as a substitute for negative discipline, which can be harmful to childhood development and detrimental to the parent/child or teacher/pupil relationship. In order to achieve training objectives, you should involve trainees in activities such as brainstorming and discussion, rather than relying on lectures or handouts.

b. Quick thinking or brainstorming:

It is a technique that stimulates the creativity of trainees and supports them in finding different solutions for various problems.

c. Imagination and recollection:

Most 'skill' training courses involve **group discussion**. When using **case studies**, trainers can provide suggestions from real examples that have occurred in their schools/communities; making the lessons more pertinent and interesting for the participants. However, in order to protect children and their families and/or schools, it is vital to ensure that their anonymity is preserved. Specifically, for real cases, use only the initial rather than the full name or change the names completely and change the

address. The aim is not to disclose any information that could identify the child, which in doing so, may expose him or her to harm.

d. Safe and friendly environment :

The trainees will only actively participate in the activities if they feel comfortable and respected and feel that they are being heard and listened to. Trainers should create a safe and friendly environment to enable participants to share their difficult experiences – such as being punished when they were small or that they are currently using the same methods on their children⁹.

**Good Teachers + Good Learning Environment + Good Administration
= Good School**

7. Prepare the Good School

A Good School aims to create a violence-free learning environment within which students develop their skills and confidence to grow into creative, constructive and thoughtful members of their community.

Good teachers, a good learning environment and a good administration are all interconnected.

In the following section we will discuss the steps to be followed in order to create a Good School. Although some of the steps focus on one area more than another, every step involves all three aspects of a Good School.

a. Motivate the Teachers

Motivating the teachers requires many skills that reach far beyond traditional academic instruction. In this step you will provide teachers with a renewed sense of their role, greater professional support, and approaches for interacting positively and creatively with students. The goal is to create motivated teachers who excel as educators and

⁹ Website: <http://plan-international.org/where-we-work/asia/vietnam>

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take pride in their work. Good teaching is fundamentally based on the participatory learning /vs / Conventional one.

Participatory Learning	Conventional Learning
<ol style="list-style-type: none"> 1.Values personal experience 2.Participants and facilitator share power in the learning environment 3.Everyone contributes to the learning process 4.Is based on mutual respect and collective responsibility between participants 5.Aims to create safety during the learning experience 6.Values diversity of experiences 7.Values emotions as well as logical thinking 8.Values co-operation among participants 9.Encourages creative and critical thinking 10.Focuses on building skills that affect participants' personal lives 	<ol style="list-style-type: none"> 1. Values objective facts and knowledge 2. Teacher holds all the power in a classroom-style setting 3. Teacher gives students information 4. Values obedience and 'good behavior' 5. Creates fear of authority figure or teacher 6. Focuses on correct answers and success 7. Values logical thinking and discounts emotion 8. Fosters competition between students 9. Values memory-based learning 10. Usually focuses on imparting theoretical knowledge

b. Establish Positive Discipline.

The strongest type of discipline comes from within. In this step you will establish the school culture and disciplinary methods that support positive discipline instead of corporal punishment. The goal is to create students who believe in themselves and are thus motivated from within to be their best.

c. Create a Good Learning Environment.

When students feel protected and respected, they can cease to focus on self-protection and open themselves to personal growth. In this step you will create a psychological sense of safety and inclusion, and enhance the school's physical shape. The goal is to give students a sense of security, dignity, value and voice.

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There are many reasons behind students' misbehavior. Some of them are not related to the teacher's skills at all. The school may provide a very limited environment that either encourages the children to show good behavior or pushes them to show misbehavior. If you manage to understand all the factors controlling your pupils' behavior, you will limit the possibilities of your feeling tense and defensive when they show misbehavior. You will also be able to limit the negative effects and develop your school condition to the better.

According the Iraqi Curriculum Framework, IRAQI Teachers should:

- Create an enabling learning environment
- Encourage active learning including the use of new technology in education
- Follow new technologies and advanced methodologies in the educational process
- Engage the learner in social dialogue and collaborative learning
- Enable learning to be personalized and enjoyable
- Encourage independence and self-management of learning
- Use appropriate teaching and learning strategies in harmony with the learning goals



"Nine tenths of education is encouragement."

Anatole France (1844-1924)
French Writer

8. Implement Strategy

Having prepared all the elements in favor of a Good School, we start implementing our strategy aiming at realizing the strategic Objective: ***"the profile of the student the Positive discipline will form"***.

According to Nelsen and Coll.¹⁰:

- a. Discipline problems gradually become insignificant in classrooms where there is climate of acceptance, dignity, respect, and encouragement: **Teachers and students must work together to maintain this climate.**
- b. Students need to perceive themselves as capable, significant, and in control of their lives: **These perceptions grow best in classes that hold regular class meetings that employ the principles of Positive Discipline.**
- c. It is crucial for students to develop skills of self-control, adaptability, cooperation, & judgment: **Classroom meetings are good venues for developing these skills.**
- d. Teachers must show that they truly care about their students: **This is necessary if the desired perceptions and skills are to develop properly.**
- e. Teachers demonstrate caring by showing personal interest, talking with students, offering encouragement, and providing opportunity to learn important life skills: **These tactics are crucial for every teacher.**
- f. Teachers can greatly facilitate desirable student behaviour by removing barriers to good relationships with students and replacing them with builders of good relationships: **By simply avoiding certain barriers. Teachers quickly bring about great improvement in student behaviour.**
- g. Class meetings should emphasize participation by everyone, group resolution of problems, and win-win solutions: **The meetings should also be a place where everyone, teacher and students, practices communication, respect, support, encouragement, and cooperation.**

Nelsen, Lott, & Glenn have identified three perceptions and four skills that contribute to the special benefits of Positive Discipline in the classroom.

The three empowering Perceptions:

- a. Perception of personal capabilities (I have ability, I can do this)
- b. Perception of significance in primary relationships (I'm needed, I belong)

¹⁰ Positive Discipline in the classroom, Jane Nelsen, Lynn Lott, and Stephen Glenn, building classroom discipline, Chapter 7, Pearson 2005

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- c. Perception of personal power to influence one's life (I have control over how I respond to what happens to me)

The four Life skills

Class meetings help in developing four life skills contributing significantly to success in life:

- a. Intrapersonal skill: *(I understand my emotions and control myself)*
- b. Interpersonal skill: *(I can communicate , cooperate, and work with other)*
- c. Strategic Skill: *(I'm flexible, adaptable, and responsible)*
- d. Judgement Skill: *(I can use my wisdom to evaluate situations)*



"We teach more by what we are than by what we teach."
Will Durant (1885-1981)
American Historian

9. Conduct meetings with Parents, and Community

As the role of Parents and Community is crucial in defining the behavior of students, The Team has to organize periodic meetings with parents according to the PTA policy, in order to enhance communication and manage appropriately the relationship between them so that they help students resolve their problems.

The Communication strategy promoting the positive discipline should be spread by the Team to involve both families and community in the process,

10. Activate the school clubs

The School Club is the best venue in which students could meet and organize social, national, technological, sports, health, environment, and cultural extra -curricular activities. As these activities are conducted out of the classrooms, students are able to feel free from classroom constraints, which will contribute in the following:

- developing skills
- providing direction in goal setting
- creating ultimately a positive school climate.

11. Connect to the CFS Network

By connecting the school with other CFS, you will create an encouragement for the school team and all the school stakeholders. You will also ensure positive competition among the different CFS and create some synergy. Schools could benefit from learned lessons of others.

12. Monitor the processes and collect the data

After starting implementation of the Positive Discipline, the Team has to monitor, through the supervisors, the different activities conducted to implement the Positive discipline. The monitoring also will check:

- The Code of conduct breaks
- The corporal punishment / class/students
- The number of referrals
- Exclusion from schools
- The violence among students
- Absence due to Parent/students arguing
- The teachers misbehaviors
- The students misbehaviors
- Parents misbehaviors
- The Principal decisions
- The inadequacy of the learning environment
- The classroom management behaviors
- The lack of learning environment supplies
- Drop out due to the violence
- Performance of training session
- Etc....

13. Evaluate the results

The Team has to evaluate the results based on:

- the baselines found during the Needs Assessment
- the pre - established performance indicators of the strategic objectives

This will be done in order to define the progress achieved and the reasons behind the failures.

XI. PD National & Governorates Assessments

1. Monitor Data Collection & Analysis

The data should be monitored and analyzed at the levels of Cazas/Governorates/Central & Regional. The data should be collected and sent to the Governorate and later to the Directorate General of Planning, for analysis and extraction of the indicators, which will be sent to the Steering Committee at the level of Governorate (Figure 13).

2. Evaluate the Federal Results

The Directorate General of Planning has to evaluate the results at all levels:

- School
- Nahia
- Caza
- Governorate
- National

The results should be analyzed in order to conclude:

- The progress made by the PD Strategy Implementation
- The failures
- The causes of failures
- The corrective actions for next year.

3. Conduct accountability

Based on the results of the implementation, the Steering Committee in the Governorate rewards the successful schools which have realized their objectives and encourages the Team and all the school stakeholders. As per the Schools that faced difficulties in the Implementation processes, they should be provided support in order to outline the causes of failures.

The National Steering Committee has to make decisions based on the:

- a. National Report prepared by the Directorate General of Planning
- b. Proposals of the regional Steering Committee

The Steering Committee will consequently give the Governorates directions concerning the implementation of the appropriate corrective actions.

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Figure 13: National/Regional Data Collection Gathering and Analysis

4. Correct and re- plan

In order to correct the failures, the National Steering Committee advise the Governorate Steering Committee to perform the following tasks:

- More Teachers Training
- Improvement of the Learning Environment
- More Parents Involvement
- More Community engagement
- Media Campaigns
- Building Schools
- Etc...

These will be considered as the instructions to follow throughout the following year by Governorates, which will spread it to the Caza and later to Schools.

The Teams in Schools should continue to monitor, review, and evaluate the effectiveness of school policies and guidelines, using indicators established in consultation with teachers, other school staff, students, parents, school councils, and

community-based service providers. The Team will also conduct a cyclical review of their policies and guidelines in a timely manner.

In evaluating and monitoring safe school policies and programs, the Steering Committee must direct schools to address serious student incidents, as well as other inappropriate behavior, in their school improvement plans. The Steering Committee must also direct schools to evaluate the effectiveness of their safe schools policies and programs through the use of school surveys which must be undertaken every two years at a minimum.

5. Extension of the PD Implementation Activity

The PD Implementation Program should be extended over 6 years to involve all Iraqi schools in the processes. As the PD program in Iraq will start at the beginning of 2016-2017, by implementing the program in 100 CFS located in various Governorates in addition to some schools for displaced students, the Steering Committee could extend the implementation, and cover the CFS and all remaining schools, in order to reach all the Iraqi Primary and Basic Education Schools in six years (2017-2023). Currently the number of the Primary schools related to the Federal MoE is 15549 (2015-2016). The expected number of schools in 2022 would be 17500. See the table below:

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Positive Discipline Implementation in Schools ¹¹	Schools Number (Primary + Basic Education)
2016-2017	50 CFS + 50 public schools
2017-2018	250 CFS + 250 public schools
2018-2019	400 CFS + 600 public schools
2019-2020	500 CFS+ 1900 public Schools
2020-2021	4500 Public Schools
2021-2022	4500 Public Schools
2022-2023	4500 Public Schools
Total Schools	17500 Schools

XII. Legal and Administrative measures promoting the PD strategy

The meeting held by the PD expert with the TWG in Erbil on the 28th and 29th of October 2015, led to 25 recommendations. We chose for the sake of this report the following legal and administrative measures that can be applied by both the Federal and KRG MoEs, in order to support positive discipline:

- Adopting the PD national implementation strategy by the Minister of Education (Federal and KRG)
- Allocating part of the student's achievement degrees for his behavior instead of limiting that only to knowledge achievement
- Committing to not giving oral instructions, especially regarding PD
- Stating, within the instructions issued by the responsible authorities, that psychological punishment is also prohibited beside corporal punishment.
- Stating that both physical and psychological abuse of students is prohibited and that schools will be charged with the responsibility of preventing these abuses.

¹¹ The number of Schools (KG-9) in Iraq should be checked by the Ministries of Education

- Incorporating within the annual evaluation questionnaire for the teaching staff (principal, teacher, supervisor) some paragraphs concerning the implementation of positive discipline.
- Strengthen existing regulations and instructions through a monitoring system by encouraging the role of supervisors
- Activating the law of teacher protection in order to ensure educational safety for both the student and the teacher.
- Encourage teachers to actively participate in the PD training session. Their success in the training could be a requirement for any upgrade
- Allocate a hotline to receive complaints from parents regarding student abuse
- Strengthen the role of PTAs
- Take into considerations students with special needs and the homeless
- Allocate a hotline between the students and the parents on one side, and the MoE on the other side, in order to report to the appropriate authorities any abuses.
- Include Positive Discipline as a requirement in the curriculum and programs of the Open Education Faculty and the primary education faculties.

XIII. PD Change :

Change is an ongoing process, not a short-term milestone. We can get discouraged when we don't see immediate results. But real change requires ongoing support and resources, and it takes time. Michael Fullan, a leader in educational reform, notes that the process of implementing change is often most difficult in the first six months, no matter how well you plan. It's important to have realistic expectations about the time it will take to see significant progress and to make sure that other stakeholders in the community understand that as well.

1. Culture & Performing Management

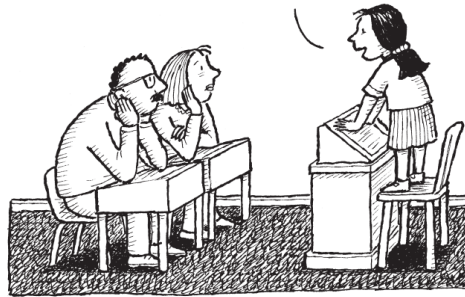
Change occurs in individuals first, then in organizations. The best program in the world won't succeed unless the people who are implementing it are ready and willing to make it a success. However, individual change is difficult if the organization is not supportive of the change. Therefore, as a leader you need to pay attention to individual implementer's needs and concerns and to work with key stakeholders in the community to successfully integrate the district's policies, programs, and practices into the system.

People go through change at different rates and in different ways. You can't expect everyone to be ready at the same time to implement a change initiative. Some people need more information to be convinced. Some need more training to feel prepared. In his book *Diffusion of Innovation*, Everett Rogers identified five categories of "adopter

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types,” based on the way people respond to a planned change: from Innovators, to Leaders, to resisters.

Now for homework....I want you both to overthrow your deeply-held cultural convictions on child-rearing and employ some positive alternatives ...by Monda



Positive Discipline is a new culture requiring a great change in behaviour from parents, teachers, children, and the community as a whole. This change is expected to face a certain level of resistance, refusal, and maybe denial (Figure 14 below).

In order to ensure the success of the PD Implementation Guideline Strategy, it needs to:

- Be in harmony with Iraqi Culture and Values
- Be championed by the Minister of Education
- Be supported by the appropriate legal framework (laws and regulations prohibiting corporal and psychological punishment)
- Be led and monitored continuously by the steering committee, in order to ensure proper implementation and continuous staff engagement and ownership
- Be motivation-oriented
- Be accompanied by communication efforts (through social media, teachers and parents networks, etc.)
- Be implemented carefully (without aiming for too much too fast, and through tracking, reporting and responding to school behaviour data)

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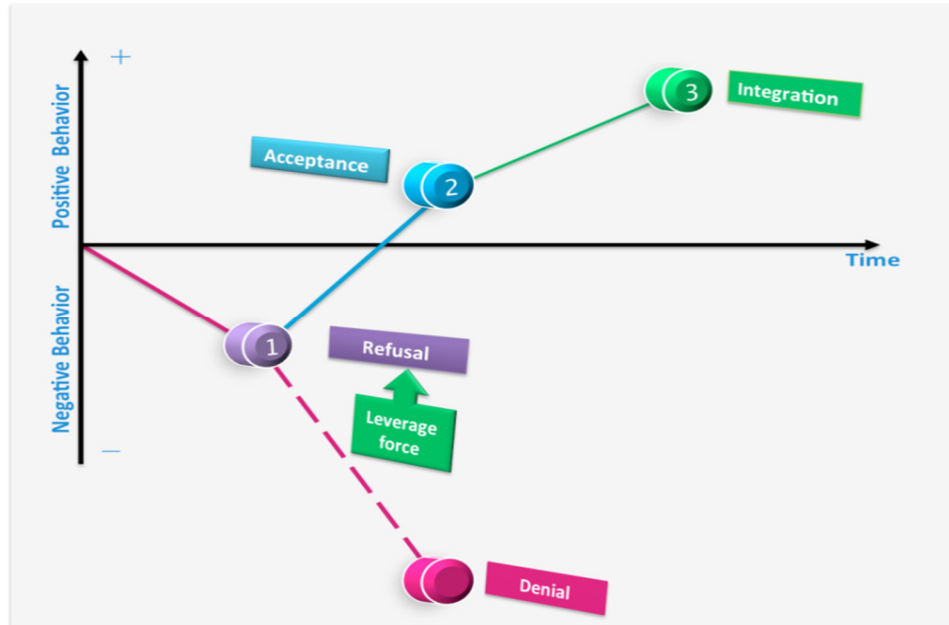


Figure 14: Evolution of behaviour in reaction to change

2. Is the Iraqi current context able to implement the PD program?

At the end of this report, and after proposing the detailed Guidelines for effective PD implementation, we have to ask ourselves: is it possible and realistic to achieve all the recommended strategic objectives in Iraq?

- In a Country where the war did not stop since 12 years?
- In a Country where there is a lack of schools?
- In a Country where there is a lack of teachers?
- In a Country where the classrooms are highly crowded?
- In a country where the teaching methods are still traditional?
- In a country where the teaching session is 45 minutes?
- In a Country where the same school building is used two or even three times a day, to serve each time as a different school, to compensate the lack of buildings?
- In a Country where there is short of learning environment supplies?
- In a Country where most of the Parents believe that the right way to address their children is through corporal punishment, yelling, and bullying?

The answer to this realistic query is:

- ✓ Yes we can if we trust in the future of our country,
- ✓ Yes we can if we are accountable,
- ✓ Yes we can if we start implementing the PD Strategy in 120 CFS with the support of UNICEF,

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- ✓ Yes we can if we extend it over 7 years to spread the new culture and practices to reach all the Governorates,
- ✓ Yes we can if we disseminate the awareness through the Education TV,
- ✓ Yes we can if we can prepare videos affordable to all teachers,
- ✓ Yes we can if we integrate the "Positive Discipline" as a compulsory course at the "Open Education Faculty", where 5000 teachers are currently enrolled,
- ✓ Yes we can if we think about what Jane Nelsen stated:

“Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse? Children do better when they feel better.”

The solution: The 3S Strategy:

Positive Discipline could be considered as a continuum that starts with stopping violence and corporal punishment, and continues to show lessoning, understanding, respect, in order to develop life, personal, and interpersonal skills:

- Self awareness
- Cooperation
- Communication
- Critical thinking
- Creative thinking
- Decision making
- Problem solving

Therefore we are proposing for the Iraqi Government to adopt the **3S Strategy: "3S' Iraqi Positive Discipline Strategy": Stop, Start, Skill (Figure 15).**

Each parent, each teacher, each school principal has to check where he is now according to this continuum and move forward to the next step....

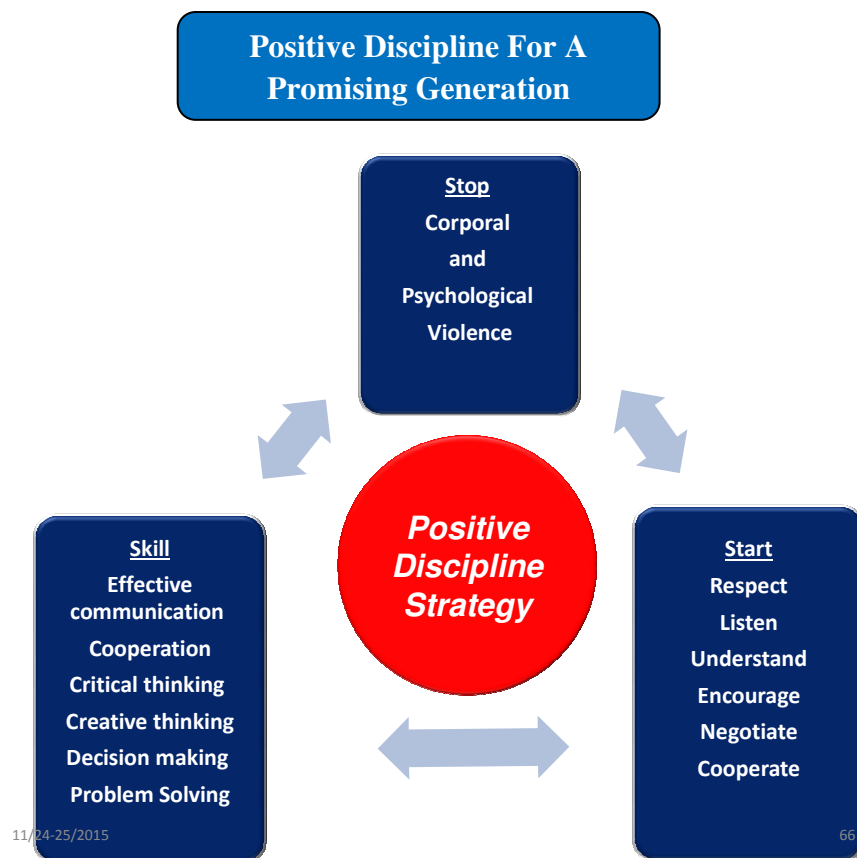


Figure 15: 3S' Positive Discipline Iraqi Strategy

Could we transform the PD Guidelines Activity into a:

3S' Iraqi Positive Discipline Strategy for A Promising Generation

XIV. Recommendations of the TWG

On the 28th & 29th of October 2015, a meeting was held in Erbil, organized by the UNICEF education and youth department. The members of the TWG of the PD manual attended this meeting, where all the recommendations regarding the Iraqi national PD strategy, prepared by the education expert Professor Mounir Abou Assali, were presented.

The Meeting was headed by :

- The Director General of Curriculum in the Federal government : Dr. Majeed Al-Allaq
- The Director General of Curriculum in KRG : Mr. Kawa Omar Hamad

The Participants were :

- The president and members of the PD manual committee in the Federal and KRG governments :
 - Dr. Usama Hamed Hasan : Head of the PD manual writing committee, professor at the Open Education Faculty
 - Dr. Hadeel Abdulwahab Abdel Razzak, Focal point of PD activity in the Federal Government, head of the curriculum of human sciences department in the General Directorate of Curriculum-Bagdad
 - Professor Fatima Hachem Kasim, Assistant Dean, Open Education Faculty
 - Dr. Muntaha Fahd Briassam, Research Director, General Directorate of Curriculum, Bagdad
 - Dr. Nazar Qasem Taoufiq, Professor at the Faculty of Art, Mustansiriya University
 - Mr. Bashdar Abdulkhaliq Khezer, Focal point of PD activity in KRG, Director of Education Planning, Ministry of Education, KRG
 - Mr. Yousif Hamad Usman, Expert and Director of social and psychological research, Ministry of Education, KRG
 - Mr. Abdel Baset Abdel Hamid Abdel Rahman, Administrative Supervisor, General Coordinator of CFS public education - Erbil

At the end of the meeting, **25 recommendations** were issued as follows:

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1. Adopting a national strategy for the project of positive discipline by the Ministers for Education (Federal and KRG).
2. Covering 120 schools (60 out of 1200 child friendly schools and 60 normal schools) for the pilot study of the positive discipline strategy implementation, taking into account the balance in schools selection criteria in terms of gender and geographic location with the inclusion of other schools for the displaced students.
3. Allocating part of the student's achievement degrees for his behavior instead of limiting that only to knowledge achievement.
4. Working on allocating one free broadcast hour for educational issues on satellite TV channels.
5. Avoiding giving only verbal instructions, especially with regard to positive discipline.
6. Activating the educational media, especially the educational satellite TV channel.
7. Incorporating the curriculum with ways of positive discipline, particularly within the teacher's guide as well as within the curriculum of the Open Educational College and the other colleges of education in the Ministry of Higher Education and Scientific Research.
8. Emphasizing the importance of the influential role of both the school and the teacher in spreading the culture of tolerance and cooperation in the school and community through the positive discipline and the importance of this culture in confronting challenges due to violence.
9. Preparing information programmes which include short dramatic scenes to highlight the role of positive discipline in certain situations, or, in other situations, to explain the risk of punishment and violence.
10. Establishing channels of cooperation with relevant ministries: (Ministry of Youth and Sport, Ministry of Labor and Social Affairs, Ministry of Culture).
11. Stating, within the instructions issued by the responsible authorities, that psychological punishment is also prohibited beside corporal punishment.
12. Stating that both physical and psychological abuse of students is prohibited and that schools will be charged with the responsibility of preventing these abuses.
13. Incorporating the annual evaluation questionnaire for the teaching staff (principal, teacher, supervisor) with some paragraphs concerning the implementation of positive discipline.
14. Activating the law of teacher protection in order to ensure educational safety for both the student and the teacher.
15. Creating pages on social networking sites and adding all the schools included in the area covered in order to achieve follow-up and monitoring.
16. Allocating a hotline to receive complaints from parents about any punishment against their children.
17. The UNICEF is to publish and distribute the Constitution among partners.
18. Activating the valid instructions and regulations by a monitoring system through the activation of the role of the educational supervision.
19. Activating the role of parents-teachers associations.
20. Taking care of students with special needs as well as the homeless.
21. Following the guide prepared by the Technical Committee as a reference guide for the project.
22. Developing three training manuals for: (teachers, principals and supervisors, parents) by the Technical Committee in collaboration with professor Mounir Abou Assali.
23. Using the title 'Positive Education' instead of 'Positive Discipline'.
24. Holding a national meeting on 24-25 / 11 to approve the national strategy, with the presence of two ministers in the central government and Kurdistan for the launch of the project, the directorates general of (curriculum - training - supervision - general education - educational planning- Research), the directorates general of education in all the provinces, representatives of the provincial councils (local governments), a representative of the teachers union, supervisors and some mature students, to contribute to the decision-making process, and correspondents of the educational TV channel.
25. Drawing a plan for the implementation of the project and support the UNICEF up to 2017.

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