

Higher Education in Iraq between the Past and the Present

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Introduction:

There is a saying by Einstein (Limiting scientific knowledge to a group of people contributes to weakening the philosophical spirit of the people and leads to its spiritual impoverishment, because knowledge is a refinement and arrangement for the way we grow in life) the saying emphasizes, beyond doubt, on the importance of exaltation and encourages the obedience of the community, rather, its role in bringing about the desired peace and development. Education has enjoyed a great deal of political and social importance during the last two decades of the twentieth century, as the Arab world in general and Iraq in particular began to discover for the first time the meaning and importance of education and its role in establishing and building peace in society, they sought to choose this over society, knowing that many societies realized the importance of education in building peace in societies. Therefore, vigorous educational efforts have been made in order to raise the level of societies in all scientific, political, economic and social aspects, and thus build peace commensurate with the requirements of society.

Iraq has suffered and continues to suffer greatly from the lack of attention to this issue, despite the great efforts that were made in this field, it was not at the required level, this is due to the fact that education has not turned into a supreme value that the state defends, allocates funds for, and takes care of its continuity and progress. Therefore, it sought to show itself that it is supportive and even encouraging, to gain the support of the people for it, in order to adopt education, even formally, as an option to change a peaceful society.

While it would have been better for Iraq to be at the forefront of countries that seek to adopt the path of education as a successful means to solve all problems, and he witnessed important developments on the local scene, which highlighted new trends on the way to democratic

and scientific transformation, therefore, educational efforts must be increased to solve community problems and build the desired peace.

we will try in this research to shed light on the educational efforts that were made as an attempt to advance society and then bring peace to it, it started from the Ottoman era to the present time, but in a brief manner, because each period of time needs many research if not the transfer of these.

Education is what builds nations, and without education, progress and development cannot be achieved. Rather, it is the first pillar of the society, which is responsible for preparing human capital capable of change and development, so we will try to clarify the concept and importance of education, and for this to be a starting point for our research in showing the efforts that have been made to develop education, because that means rehabilitating and building the community.

The history of education is not new, but rather dates back to the oldest civilizations and religions, whether Judaism, Christianity, Islam or Buddhism, as all of them encouraged learning, and the way to achieve this begins with understanding others and defining the set of values that must be followed, that is to say, studying any education, because the path to advancement is achieved only through education.

Accordingly, we will discuss the definition of a set of concepts in order to enable us to stand on the importance of higher education and its role in society, including the following concepts:

Education:

Education can be defined as the acquisition of values, knowledge, skills, principles, beliefs, and customs, what makes a person live in harmony with himself, others and his natural surroundings, education helps learners to think critically and acquire appropriate knowledge that

qualifies them for active involvement in civil and political society¹.

Learning is a multidisciplinary effort, often guided by teachers, but this does not prevent a person from educating himself, and this education may be regular under the supervision of the state or irregular under the supervision of the parents. In other words, education is any experience or any attempt that has an impact on thinking, feeling or acting².

The University:

It is a name given to the institution that includes a number of people specialized in science, including professors and students, and it has an administrative nature characterized by a moral personality and financial independence.

In clearer terms, it is the highest and most prestigious institution in the stages of education and training that performs a set of functions such as education and research, and preparing human capital, as it is an academic scientific institution that works to provide all sectors and institutions with the necessary human capabilities to work in order to achieve comprehensive development in society³.

University professor:

It is a university scientific title and it has degrees, Professor, Assistant Professor, Instructor and Assistant Instructor, the learner obtains them according to the ladder of promotions by submitting the research that qualifies him to obtain these titles, it is worth noting that the words professor, teacher and faculty member are all synonyms, and they mean one, and he is the one who conducts teaching, education and scientific research at the university⁴.

¹See: Talaat Ali Nouri, Peace and Education, unpublished research presented by the Center for Arab World Studies and Research, Al-Mustansiriya University, 2005, p. 4.

²See: HasnaRushdi and others - Teaching and Learning Processes - Algeria, 2004 p. 15.

³See: Abdullah Muhammad Abdul Rahman - Studies in Sociology - Part 2, Dar Al-Nahda Al-Arabiya for Publishing.

⁴Falouh Ahmed - Specifications of a university professor from the students' point of view - an

From the above, it became clear to us what education is and what the university is, and the university professor is the main pillar for the university's implementation of its goals. Therefore, we will discuss below the development of education in general and higher education in Iraq in particular, starting from the Ottoman era up to the present time, in order to find out about higher education and its development, ancient and modern.

Formal education in Iraq during the Ottoman era:

The fifteenth century witnessed a scientific renaissance in Europe, and increased in the sixteenth century during which calls appeared to reform society, eliminate what divides it and ignite strife, and that can only be done through education, which can achieve the development and progress of society and bring peace to it, scientific development continued until the beginning of the nineteenth century, in which the most important educational theories emerged that emphasized the importance of education and its role in building the state, at this time, the Ottoman Empire was in a state of decline, if not dying, so the scientific and cultural aspect was at the worst level, Therefore, ideas in this era have deviated so greatly that science and scholars have deteriorated until they thought that it was an abomination that a Muslim should not accept⁵.

This tremendous scientific development in Europe cast a shadow over the Ottoman Empire, which found itself compelled to go along with it, albeit in a small way, with the emergence of bold attempts to reform the Ottoman reality in general and the educational one in particular, among them is the establishment of an office for boys on the modern approach in 1824 by Sultan Mahmud II (1808-1839) and allowing all boys, regardless of their religion or beliefs, to enter it⁶.

unpublished doctoral thesis, Oran University, Algeria, 2007 p. 46.

⁵See: Abdul Razzaq Al-Hilali - History of Education in Iraq in the Ottoman Era - 1683-1917, Baghdad, 1959, p. 142.

⁶The same source, p. 146, Ibrahim Bek Halim - History of the Attic State, Lebanon, p. 294.

This attempt was made by the Sultan to challenge the educational reality from the front and to eliminate everything that would create discrimination and sectarian strife on the other hand, which lead in one way or another to bring progress, security and peace in the state.

This effort was followed by Sultan Abd al-Majid (1839 - 1916) taking several measures, the aim of which was to renew and borrow from the West, follow them, advance the Ottoman Empire and establish security and peace within it, therefore, he issued (Sharif Kalkhana Line) in 1839, in which he drew the general lines of reforms, including education, as a result, a special committee was formed in 1845 for this purpose, and this committee issued its recommendations to adopt the Western curriculum and issued the teaching curriculum in 1848, which was not implemented until 1869, As a result, Rashidiya offices and psychological schools were opened to graduate civil and military personnel in the country⁷.

These efforts and attempts, despite their weakness, have achieved somewhat, both in terms of scientific development or in terms of equality between the public and the beneficiaries in the state, this fact is an important point to remove anything that would sow the seeds of discrimination and conflict, and here the importance of education and its role in building society becomes true.

In August 1846, the Sublime Porte issued a law to reform the educational system in the Ottoman Empire, according to which the state took over supervision of education instead of the clergy, And the creation of a permanent council of knowledge known as (Diwan al-mmarf al-Amomi), whose name was transformed in 1847 into two public acquaintances⁸.

But the truth is that Iraq did not witness any real reform attempts except during the reign of the governor, Midhat Pasha (1869-1872), who

worked hard to pay attention to education and improve it⁹.

In the same field, the Ottoman Empire issued on September 20, 1869 the General Knowledge Law (General Knowledge System C), according to which a complete civil system for formal international education was established directly¹⁰.

This law helped link the Iraqi states together, in other words, they were simple attempts to build peace among the people of Iraq, and this cannot be achieved without education.

Then followed the issuance of the Ottoman Constitution in 1876, which gave education great attention and the most important thing in it regarding education:

- Dissemination of public knowledge that is beneficial to the public.
- Higher education was made compulsory throughout the Ottoman Empire.
- Primary education is compulsory for all Ottoman people¹¹.

It is considered at the forefront of matters that help to build and develop the country, but unfortunately it was not implemented as he wanted it to, but it allowed non-Muslim minorities to establish their own schools under the supervision of the government, which even Muslims joined under its banner, which confirms the rule of the spirit of tolerance after the development of ideas.

The development of ideas led to the development of educational demands aimed at upgrading and developing education, which sought to find schools (colleges) instead of traveling abroad to study and obtain a university degree, as a result, in 1907, a reformist body headed by Nazim Pasha (the governor of Qastamoni) visited Iraq to study the economic, administrative and cultural conditions in the states of Iraq, to find out what he needs in terms of reforms, and after completing the study, the commission submitted its report to the Ottoman

⁷See: Abdul Razzaq Al-Hilali - previous source - p. 144.

⁸Ibrahim Khalil Ahmed - The Development of National Education in Iraq 1869 - 1923 Baghdad, 1982, pp. 31 – 32.

⁹Ismail Nouri Al-Rubaie - History of Education in Iraq in the Ottoman and Royal Era - p. 1, published on the following link 04/19/2014 at <http://www.mesopot.com/old/adadl/tarbiawatalee m.htm>.

¹⁰Ibrahim Khalil Ahmed - previous source, p. 33.

¹¹Abdul Razzaq Al-Hilali - previous source - p. 25.

government, it referred to the few schools in the country that are scattered here and there, and called in the report for the need to open new schools for boys and girls, in addition to the necessity of establishing a law school in Baghdad, indicating the country's need for scientifically qualified jurists and administrators¹².

Despite the approval of the Ottoman authorities on the committee's proposal, the law school was not opened because there was no suitable place for that, so it was decided to merge it with the Hamidiya School (The first regular school in Iraq) It was not easy to change the name of the Hamidiyah School and turn it into the School of Law because this would cause anxiety and confusion, so it was decided to postpone the establishment of the Law School for another time, this was the real problem that faced the establishment of the Law School, so a petition was filed in June 1908 by the Iraqi youth, led by Mahmoud Subhi Al-Daftary, to the Correctional Commission in Baghdad, demanding the implementation of the royal will to establish the School of Law, the petition was appended to the need to expedite the establishment of the School of Law and to pray for the life of the Sultan¹³.

As a result of this petition, Nazim Pasha assumed the mandate of Baghdad as an agency. He restored one of the abandoned buildings in Baghdad and prepared it for study. On Tuesday, the first of September 1908, the opening ceremony of the Law School in Baghdad was held in the presence of the governor of Baghdad and a large number of senior officials. The representative of the school delivered a speech in which he welcomed the attendees. It is worth noting that this school at the time was one of the four law schools in the entire Ottoman Empire and its management was entrusted to the Director of Education in the Wilayat of Baghdad Khalil Bey¹⁴.

¹²See: Taghreed Abbas Rashid Al-Jumaili - Iraqi Law College 1928-1958 historical study - unpublished master's thesis - University of Baghdad, p. 17.

¹³The same source, p. 17-18.

¹⁴See: Abdul Jalil Al-Asadi, College of Law in Baghdad and its role in building the modern Iraqi state, p. 3. 2021-9-20
<https://m.ahewar.org/s.asp?aid=206685r=o>.

The establishment of the School of Law was followed by many colleges, such as the Higher Teachers' House (education), and others, and in an attempt to obtain the satisfaction of the Iraqi street, the Directorate of Education allowed in 1912 to teach in primary schools in the Arabic language, because the language that prevailed was Turkish, but I quickly retracted this decision and only taught history and geography in Arabic¹⁵.

Accordingly, it can be said that the Ottomans laid the cornerstone in building the educational policy in Iraq, despite the fact that this policy was tainted by a lot of shortcomings, whose impact continued for a long time because despite the many channels of education, there was no common basis for graduates of religious, official and missionary schools, which led to an intellectual and political conflict and thus eliminated any attempt to build a correct educational system in the country.

Education in Iraq during the British Occupation:

Iraq was subjected to the British occupation in the year 1914, which continued until the year 1921, and with regard to the position of the occupying British authority on education, at first, it was not in favor of opening schools and taking care of education, because she considered it secondary matters that should not be given attention, because the issue at that time had to focus on working to establish security and maintain order in the region, however, the insistence of the country's notables to reopen the schools that were closed due to the First World War, including the Law School, which was closed in 1914, rather, the interest in education increased to save their children from wandering the streets, and thus created an unnecessary commotion that prompted Britain to rethink this matter, but gave it good attention¹⁶.

It is striking that Britain followed the path of the Ottoman Empire in following the policy of divide and rule, as it worked to separate the people by stirring up sectarian strife, as Miss Bell mentioned among the important points that required a decision what the difficult problem of

¹⁵ Ibrahim Khalil Ahmed - previous source- P. 54.

¹⁶See: Abdul Razzaq Al-Hilali - History of Education in the British Era 1914-1921 - Baghdad, 1975, pp. 38-3.

religious education was at the fore, The Turks had taken the necessary measures for Sunni religious education only, and he remembered touching Bell (This policy has stimulated everyone's concern to enter schools for Sunnis, and remember that the British goal made it possible for children of all sects and beliefs to enter government schools)¹⁷.

This talk in one way or another sows and feeds sectarian strife and thus erases everything that would strengthen peace in the country, Britain supported merging the Department of Education, as well as merging the Endowments with the Department of Major Imports, and remained in this state until 1918, but she established the Department of Education headed by the Major Humphrey. E. Brown in August 1918 that he assured in his learning policy on three important things which are: learning, ethics and good health, also assure on using Arabic Language in schools that neglect that in the Ottoman Era with allowing to use other languages for other sects and nationalities, with an emphasis on teaching Arabic as a basic subject¹⁸.

Britain's action was the result of the actual needs imposed by the development of society on the one hand and the pressure of public opinion on the other, not to mention that Britain sought to pay attention to education to erase the bad view that prevailed about it in Iraqi society¹⁹.

As part of these efforts, the number of primary and secondary schools and even colleges has increased, as well as expanding the opening of girls' schools and increasing interest in women's education²⁰.

It made higher education free, as in the Ottoman era, and Britain formed the Education Committee, or what is known as the Council of

Knowledge, on 1/7/1919, its capacity was advisory and had nothing to do with the formulation of education policy, and this step was taken to reassure public opinion²¹.

Despite the development and progress in the field of education that would bring about a culture of peace, these educational efforts, especially in the field of higher education, were not at the required level, perhaps it was a deliberate act on the part of the British government to prevent people from walking the course of national progress.

Education in Iraq during the royal era 1921-1958:

The transfer of power from Britain to the Iraqis and the formation of the first Iraqi government on October 25, 1920 headed by Abd al-Rahman al-Kilani, head of the Supervisory Syndicate of Baghdad, education and health became a single ministry called (Ministry of Education and Public Health) headed by Izzat Pasha al-Kirkouki²², because the latter was not proficient in the Arabic language to read and write, he was replaced by Muhammad Mahdi Bahr al-Ulum, who remained in his position until the resignation of the first syndicate ministry on August 23, 1921, After the coronation of Faisal as king of Iraq and the end of the British occupation of Iraq²³.

After the formation of the Iraqi government, the Ministry of Health was separated from the Ministry of Education, and the Ministry of Education became a separate ministry on

¹⁷See: Miss. Bell - Chapters from the Recent History of Iraq - Translated by Jaafar Khayat, Lebanon, 2010, p. 310.

¹⁸ibid. p. 30; Abdul Razzaq al-Hilali - History of Education in the British Era - previous source, p. 98 - .99.

¹⁹See: Wafaa Kazem Madi Muhammad - The Development of the Feminist Movement in Iraq 1921 - 1958 Unpublished Master's Thesis, pp. 26-28.

²⁰Same source, p. 33.

²¹See: Abdul Razzaq Al-Hilali - the previous source - p. 100.

²²Politician and former minister, born in 1870 in Kirkuk, he studied primary in Kirkuk, after which he entered the Rashidiya Military School in Baghdad, he graduated from the Military Academy in Istanbul in 1888 and rose to the ranks, he was appointed Minister of Education in the first government formed by Abd al-Rahman al-Naqib in 1920, Then he was Minister of the Benefit, which was later known as the Ministry of Works and Communications 1921 in the two successive ministries of the Captain until the resignation of Al-Kirkouki on April 1, 1922, he died in 1932.

²³See: Hassan Latif Al-Zubaidi - Encyclopedia of Iraqi Politics - without a publisher, Lebanon 2013, pp. 417-418.

September 10, 1921, and was headed by Ali Heba Al-Din Al-Shahristani on September 27 of the same year, this ministry has sought to lay the foundations of sound education in Iraq for the advancement and advancement of the country. Building educational institutions at that time required a continuous effort and supported by the government. Therefore, the educational administration in Iraq was centralized to the fullest²⁴.

This centralization, despite the criticisms against it, has contributed to achieving equality among everyone in one way or another, and when this is achieved, all kinds of discrimination will be removed, and thus the culture of education will be spread. This centralization can be considered a good effort to build the right education at the time in Iraq, especially since the state was in its infancy, and here the impact of education on the development of society becomes clear.

It is worth noting that King Faisal I was a supporter of educational efforts and even sought to advance them, stressing the importance of education and the teacher in the development of society and the establishment of security and peace in it, he said (The work that a teacher does is greater than the work of the king, and greater than the work of a minister, and every work for the future of the people does not exceed the work of one of you, and he means teachers)²⁵.

As part of the efforts that have been made to promote and develop education, it is to increase the opening of primary and secondary schools, as well as the expansion of the opening of girls' schools and the increased interest in women's education, as well as increased interest in higher education in particular, Because of its importance in building technical cadres that society needs, as well as paying attention to the obstacles of the Ministry of Education. The state also allowed non-Muslim religious sects to open schools, but under its supervision²⁶.

It is noted that the House of Representatives focused all its sessions on education matters and left no room but to discuss the issue of education, and education for King Faisal occupied a special position because he saw in it the cornerstone of building the modern state in Iraq, as his vision was based on the necessity of controlling education first and withdrawing it from the control of the English²⁷. This is due to his rejection of the British ideas, behavior and policies based on divide and rule.

Interest in higher education increased during the royal era, so the foundation stone of Ahl al-Bayt University was laid in 1922, which King Faisal I was keen to be among the world's advanced universities, as a result of this interest, the Council of Ministers agreed on 3- 10 -1921 to open the School of Engineering and also approved the opening of the Teachers' High School on 1 -12 -1923²⁸.

Also, one of the important things that occurred during the royal era and that contributed to the development of higher education in Iraq was the opening of the College of Medicine in 1927, and its adoption of the system and curricula of the British Royal Medical College and other foreign colleges, which produced a large number of doctors, and the government sent them to England to complete their specialized studies, including the Jewish doctor, KarjiRabie, Jack Abboud Shay, RaoufDaoud, Albert Hakim, AlberBasri and many others²⁹.

King Faisal also sought to develop college graduates to send them on scientific missions to complete their higher studies at the government's own expense, the first mission was sent abroad in 1928, numbering 9 students³⁰.

The educational efforts continued, the most important of which was to reduce the number of English employees in the Ministry of Education.

²⁴Abdul Razzaq Al-Hilali The History of Education in Iraq during the Era of the British Occupation - Previous Source - pp. 244-246.

²⁵See: WafaaKazemMadi Muhammad - previous source - pg 29.

²⁶ The same source, p. 33.

²⁷See: Ibrahim Khalil Ahmed - a previous source - pg. 160.

²⁸AlaaJassim Muhammad - King Faisal I, his life and political role in the Arab revolution in Syria and Iraq 1883-1933, Baghdad 1990, p. 236, Ali Ismail Abdel Nafi, Higher Education in Iraq, Foundation and Development, p. 9.

²⁹ The same source, p. 16.

³⁰ The same source, pp. 17-19.

In 1925, only a few of them remained, and colleges continued to be opened in the country³¹. Although the government was able for the period (1921-1928) to introduce fundamental reforms in the education policy, dissemination of culture and the objectives of education, as a means of social reform in the country, but it failed to draw a clear educational policy, this is due to its newness at the time and recent access to this field, so the knowledge was narrow, which affected on reforms and was not as desired, the evidence for this is the lack of law and regulations that control the capabilities of knowledge in terms of administration and teaching. Therefore, in the year 1928, the General Knowledge Law was issued, and after that a number of important steps were taken in the field of educational efforts, which defined rights and duties and was composed of 39 articles divided into eight chapters³². This is a precedent in its tenure. This was followed by the issuance of the Amiri Primary School System in 1930, and its most important clause was to confirm that the elementary school was prepared to accept all students without differentiating between them because of race and religion³³. All these efforts, despite their modesty in one way or another, continued vigorously to raise the level of the country and establish a culture of security and peace until the outbreak of World War II, which had negative effects on all levels, including cultural, as it suffered a great deterioration, or rather a major setback to the previous efforts that had been made, therefore, the Ministry of Education worked as an attempt to avoid this matter to raise the budget for knowledge, which became the highest budget among all ministries with the exception of the Ministries of Interior and Defense, in the same context, the Ministry issued Knowledge Law No. 57 of 1940, which is one of the important laws, as it contributed to the consolidation of the pillars of cultural independence for education in Iraq, it also represented a manifestation of the Iraqis' eagerness to reject everything that affects

³¹See: Ibrahim Khalil Ahmed - previous source – 2019.

³²Same source - pg 272.

³³Same source - pg 85.

their national unity and disrupted the foundations of peace in the country. The Ministry of Education also worked to form several committees that sought to avoid shortcomings in an educational curriculum, institution, administrative or educational structure, and reconsidering it to redirect it in line with the scientific process. one of the most important committees formed by the Ten Committee in 1946, whose duty was to reconsider the organization of the educational system and the development of the educational system in Iraq during the next ten years from the date of the formation of the committee³⁴.

In the year 1951, the local primary school management system No. 38 was issued, which became the local administration in the brigades responsible for spreading primary education and establishing the necessary schools and supervising them after it was the responsibility of the Ministry of Education³⁵.

One of the problems that were prevalent in Iraq during the royal era that posed a real danger to education is the spread of illiteracy, which was not confined to reading and writing only, but also formed the various methods of dealing, customs and social traditions that were the reason for impeding the political, economic and social growth. Therefore, the Ministry of Education worked in 1939 to open literacy classes in different parts of the country, within ten years, the ministry achieved remarkable results in this field, and these efforts continued throughout the fifties. The Ministry tried to implement compulsory education, but it was hampered by many circumstances, the most important of which is economic³⁶.

It is worth noting that throughout the royal era, the minutes of the House of Representatives, in the majority of its meetings, were not devoid of

³⁴Salih Muhammad Hatim - The Development of Education in Iraq 1945-1958 Historical Study, unpublished PhD thesis, College of Arts, University of Baghdad, 1944, p. 81.

³⁵Abd al-Razzaq al-Hilali - Dictionary of Iraq, without a publisher, Baghdad, 1953, p. 55.

³⁶Ali Taher Turki Al-Hilli - Parliament's position on educational policy in Iraq 1939-1958, historical study, unpublished research, College of Education, University of Karbala, p. 5.

discussing education matters and paying attention to all matters that would raise the educational level, one of the most important matters that was touched upon is the coordination of curricula according to the service of the country, and thus striving to establish security and peace in the country, in the same context, it was stressed the need to activate the local languages law, because this leads to the establishment of a culture of peace, where the representative, Bahaa El-Din Nour, said: (If you want to create a united people in the Kingdom, teach them and study them in their own language, O guardians, then force them to learn the Arabic language)³⁷.

Also, during the royal era, attention was paid to sending missions abroad on the basis of efficiency, and not on the basis of favoritism to improve the situation of education in Iraq. Accordingly, it can be said that the royal era witnessed unremitting efforts to advance and develop education and abolish everything that would provoke discrimination and sectarian strife, although these efforts were not at the required level, they contributed to a significant improvement in the educational level in the country.

Efforts in the Republican Era:

The monarchy ended on July 14, 1958, after the revolution that took place in Iraq, which overthrew the monarchy and replaced it with the republican system³⁸, due to the large number of entanglements in the republican era and the division of researchers in this era into the first, second and third, we will try not to address these divisions because they are not our interest in this research, rather, we will focus only on the educational efforts that were made to advance education and establish a culture of peace in Iraq throughout the republican era, regardless of its divisions.

The interest in education during the Republican era increased remarkably at all levels, rather, it suffered from an increase in the number of

students in primary and secondary schools, as well as an increase in the number of university students, expanding education means increasing social mobility and enabling the children of the poor to enter schools, thus reducing the differences between everyone, it helped in naming and directing the ideas correctly, as the number of university graduates in 1958 was estimated at (15-18) thousand from higher education institutions.

As a result of the growing interest in higher education, it has witnessed a remarkable development, but it can be said that it has progressed at an accelerated pace, the colleges were diversified, and this led to the establishment of the Ministry of Higher Education and Scientific Research under Law No. (32) of 1970, which included universities with their various academic and professional specializations, as well as the institutions of the Technical Education Authority in its various colleges and technical institutes, In the engineering, medical, administrative, agricultural and research disciplines, it also included a group of bodies, research centers and consulting offices, as well as scientific societies³⁹.

This led to a significant increase in the number of university graduates, as their number reached (122) thousand in 1977, and in 1978, 18,662 students graduated from Iraqi higher education institutions⁴⁰.

In general, it can be said that the education sector in Iraq in the republican era expanded significantly, and many scholarships and scholarships were sent abroad, and Iraq obtained many study fellowships in foreign universities⁴¹, as well as teaching courses in foreign countries, followed by the issuance of Law No. 40 of 1988, Which stressed the university's basic role in society and counted it as one of the pioneering

³⁷Ali Taher Turki Al-Hilli, the previous source, pp. 9-10.

³⁸Phoebe Marr, *History of Contemporary Iraq, The Baath in Power*, translated by Mustafa Numan Ahmed, Volume 2, Egypt, 2009, p. 114.

³⁹See: Faris Karim Bedihi and others - The reality of university education in Iraq between challenges and the reform process - *Journal of Baghdad College of University Economics*, No. 49, Baghdad 2016, p. 20

⁴⁰See: Phoebe Marr - previous source - p. 110.

⁴¹See: Nuri Abdul Hamid Al-Ani and others, *History of the Iraqi Ministries in the Republican Era, 1958-1968*, Volume 2, Baghdad, 2005, p. 258.

institutions responsible for advancing society and facing development challenges⁴².

The development of the living and scientific society led to an increase in the need for higher education, and this need was filled by allowing universities and private colleges, founding licenses were granted to non-governmental organizations, such as scientific and professional associations and trade unions, and entrusted its responsibility to the Ministry of Higher Education and Scientific Research, and then the issuance of the Private Universities Law No. 13 of 1996, who sought to give private universities and colleges a field while striving to maintain the scientific level of their graduates, this is through subjecting it to the supervision of the Ministry of Higher Education and Scientific Research, and as a result, education has made great strides, private colleges and universities have spread in various governorates of Iraq as a result of the demand for education in Iraq in particular and the world in general⁴³.

Despite all the efforts that were made during the republican era to develop education and improve it in order to establish peace, the educational system did not develop significantly, but rather began to decline, especially at the end of this era in the time of Saddam Hussein and the real efforts that were made to develop education began to disappear, as this system, in its infancy, developed an educational philosophy that was not in line with the world vision, and was developed in the spirit of intolerance and hatred that the Baath regime represented. This led to the prevalence of wars, violence and the rejection of peace.

Current efforts:

After the fall of the previous regime in 2003, the trend towards developing education and paying special attention to a culture of peace began to

rebuild Iraqi society in a new way, this can only be achieved through education, because society urgently needs to properly educate the new upbringing and restructure state institutions, it placed the concept of peace among the priorities of education in order to get rid of the militarization of the education sector, which dominated it during the period of the previous regime.

The distorted education in the previous regime increased to perpetuate the spirit of hatred and hatred in the hearts of students through distorting the school curriculum, especially after the eighties of the twentieth century, the sabotage of what was built during the previous eras and the distortion of the image of the intellectual⁴⁴.

Therefore, the education sector after 2003 faced multiple problems, as many school buildings were destroyed, despite the emergence of some campaigns to restore these destroyed buildings, they were not at the required level, the education sector continued to face great difficulties, represented by weak planning and regulation, despite government spending on this sector, compared to the gross domestic product, which increased from 0.5% in 1997 to 2.6 percent in 2006, now that the sectarian war and the shaky political and economic situation have cast negative shadows on the reality of education in general and higher education, especially in Iraq. Despite what was previously mentioned, some efforts have been made that can be considered a good attempt to advance the development of education, because it is learning that encourages life skills, and the process of changing curricula began since 2008. The common denominators were adopted and the civilized aspects of Arab and Islamic history were highlighted without going into controversial issues or glorifying kings and princes⁴⁵.

⁴²See: Firas Aziz Muhammad Jawad Al-Shammari - Financial reporting in public universities a proposed accounting standard - an unpublished master's thesis, College of Administration and Economics, University of Mosul, 2004, p. 36.

⁴³See: Dakhil Hassan Jerio - Higher Education in Iraq and Some Requirements for Reform - Journal of the Iraqi Academic Council, Volume 2, Volume (57) Baghdad 2010 p.2.

⁴⁴See: Sufian Saeb Al-Maadidi - Building the concept of integrity in the Iraqi educational curricula - research published in the Center for Educational Studies and Psychological Research, Baghdad, 2008, p. 5.

⁴⁵Esraa Kazem Tohme - The reality of education between the challenges of development and the challenges of reality - p. 1-2, a research published on the following

Work has also been done to rebuild the infrastructure of the education sector or to develop educational cadres. The Ministry of Higher Education and Scientific Research also worked as an attempt to support a culture of peace to involve and train teachers in a series of training workshops, which emphasizes citizenship, political participation, and work on building and peace, and by relying on modern education methods. The government has also worked to raise the financial level of members of the educational body at all levels, as well as interest in keeping pace with global education, especially electronic, as well as interest in sending student missions abroad.

These efforts, despite their shortness and weakness, can be considered somewhat positive, because they contributed in one way or another to changing some of the things that this sector was suffering from, and endeavored with all their efforts to spread peace, despite being somewhat timid efforts.

Despite all these attempts, higher education from our point of view has suffered from many problems that can be listed as follows:

- 1- The massive expansion of university education by opening private colleges and universities and accepting low rates compared to their government counterparts, so that some private colleges became just a way to obtain a certificate without paying attention to the scientific level.
- 2- The great shortage of some teaching staff in specific specializations, offset by the massive expansion in other specializations.
- 3- Opening many scientific departments without providing the necessary supplies for them, such as scientific equipment, laboratory supplies, textbooks and scientific resources. On the contrary, the existing equipment suffered from extinction due to the lack of maintenance for it.
- 4- Opening evening studies in almost all government colleges without providing

the necessary conditions for this in terms of infrastructure and teaching staff, despite their being subject to the instructions and decisions of studies under the pretext of achieving scientific sobriety.

- 5- Evening studies students are not obligated to attend, but rather to obtain a university degree only for the purpose of adding it in their departments in order to improve their salaries.
- 6- The difficult living conditions on the one hand, and the unstable security conditions on the other hand, led to the students' lack of commitment to continuous and continuous attendance.
- 7- The large number of unplanned and unplanned decisions issued by the Ministry of Higher Education and Scientific Research led to the confusion and regression of the educational process.
- 8- The abolition of the decisions related to the promotion of registration and the repeated permission for the return of students despite their failure for more than a year, and the granting of the third round to students who failed, completed and absent, led to students feeling that success is an achievement and there is no need for discipline and commitment, and thus the weakness of the educational process in general.
- 9- Failure to keep pace with existing scientific curricula and methods for global scientific development and to stay on old curricula and methods.
- 10- The quest to achieve financial returns without paying attention to the scientific level led to a remarkable decline in the educational process.
- 11- The expansion of education is not linked to market requirements, as there is no well-thought-out plan for that in line with the requirements of development and development for the country.

Conclusion:

What is work, what is the future of education in Iraq in the twenty-first century, and how should it be upgraded in light of a society in which differences and divisions escalate? Doctrinal and

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sectarian conflicts and personal and material interests that go far from correct education, specifically higher education, are resolved. Will the situation remain as it is? Shall we stand idly by and succumb to the reality with all its negative aspects?

In light of the efforts that were made to develop education and thus build knowledge, we see that the efforts that were made were not at the required level, however, it was able to achieve outstanding results, but these results soon declined significantly, especially in the nineties, After the American occupation of Iraq due to the deteriorating security situation and its consequences, we will try to offer some solutions to these problems in an attempt to encourage a culture of peace. The most important of these solutions are:

- Reviewing the Iraqi situation, realizing its variables, and realizing the importance of education and its role in building people and developing society, Because if this were done, it would be possible to address all matters, and it would be possible to achieve scientific and cultural development and build a real society. We need to develop science in general to develop solutions to the problems of society.
- Ensuring the state's respect for different religions, nationalities and sects and for all their civil, political, economic and social rights and not to demean them, which leads to creating a state of contentment and establishing peace.
- Diagnosis and application of modern scientific solutions and advanced methods used in the world.
- The need to involve scientific cadres in the decision-making process, critical thinking, dealing with pressures, emotions, communication and interpersonal relations.
- Enhance critical thinking and problem solving skills
- Building public awareness and political support for the introduction of education in all fields.
- Encouraging and training the teaching staff in order to apply modern scientific curricula in teaching by introducing

them to training and development courses and workshops.

- Adopting modern and advanced curricula.
- Instilling the correct scientific orientations in the hearts of students that lead to the advancement of the student in particular and education in general.
- Adopting well-thought-out and approved plans for scientific expansion.
- Not to make mistaken decisions that harm the educational process.
- Striving to make education the first and basic goal of the educational process, not profit.
- Involve scientific cadres in making decisions related to education in order to be able to avoid existing errors and thus achieve the desired scientific development.

Finally, the state must realize the importance of science and education in the development and advancement of society.

Margins:

- 1- See: Talaat Ali Nouri, Peace and Education, unpublished research presented by the Center for Arab World Studies and Research, Al-Mustansiriya University, 2005, p. 4.
- 2- See: HasnaRushdi and others - Teaching and Learning Processes - Algeria, 2004 p. 15.
- 3- See: Abdullah Muhammad Abdul Rahman - Studies in Sociology - Part 2, Dar Al-Nahda Al-Arabiya for Publishing.
- 4- Falouh Ahmed - Specifications of a university professor from the students' point of view - an unpublished doctoral thesis, Oran University, Algeria, 2007 p. 46.
- 5- See: Abdul Razzaq Al-Hilali - History of Education in Iraq in the Ottoman Era - 1683-1917, Baghdad, 1959, p. 142.
- 6- The same source, p. 146, Ibrahim Bek Halim - History of the Attic State, Lebanon, p. 294.
- 7- See: Abdul Razzaq Al-Hilali - previous source - p. 144.
- 8- Ibrahim Khalil Ahmed - The Development of National Education in Iraq 1869 - 1923 Baghdad, 1982, pp. 31 – 32.

- 9- Ismail Nouri Al-Rubaie - History of Education in Iraq in the Ottoman and Royal Era - p. 1, published on the following link 04/19/2014 at <http://www.mesopot.com/old/adadl/tarbiawataleem.htm>.
- 10- Ibrahim Khalil Ahmed - previous source, p. 33.
- 11- Abdul Razzaq Al-Hilali - previous source - p. 25.
- 12- See: Taghreed Abbas Rashid Al-Jumaili - Iraqi Law College 1928-1958 historical study - unpublished master's thesis - University of Baghdad, p. 17.
- 13- The same source, p. 17-18.
- 14- See: Abdul Jalil Al-Asadi, College of Law in Baghdad and its role in building the modern Iraqi state, p. 3. 2021-9-20 <https://m.ahewar.org/s.asp?aid=206685r=o>.
- 15- Ibrahim Khalil Ahmed - previous source- P. 54.
- 16- See: Abdul Razzaq Al-Hilali - History of Education in the British Era 1914-1921 - Baghdad, 1975, pp. 38-3.
- 17- See: Miss. Bell - Chapters from the Recent History of Iraq - Translated by JaafarKhayat, Lebanon, 2010, p. 310.
- 18- ibid. p. 30; AbdulRazzaq al-Hilali - History of Education in the British Era - previous source, p. 98 - .99.
- 19- See: WafaaKazemMadi Muhammad - The Development of the Feminist Movement in Iraq 1921 - 1958 Unpublished Master's Thesis, pp. 26-28.
- 20- Same source, p. 33.
- 21- See: Abdul Razzaq Al-Hilali - the previous source - p. 100.
- 22- Politician and former minister, born in 1870 in Kirkuk, he studied primary in Kirkuk, after which he entered the Rashidiya Military School in Baghdad, he graduated from the Military Academy in Istanbul in 1888 and rose to the ranks, he was appointed Minister of Education in the first government formed by Abd al-Rahman al-Naqib in 1920, Then he was Minister of the Benefit, which was later known as the Ministry of Works and Communications 1921 in the two successive ministries of the Captain until the resignation of Al-Kirkouki on April 1, 1922, he died in 1932.
- 23- See: Hassan Latif Al-Zubaidi - Encyclopedia of Iraqi Politics - without a publisher, Lebanon 2013, pp. 417-418.
- 24- Abdul Razzaq Al-Hilali The History of Education in Iraq during the Era of the British Occupation - Previous Source - pp. 244-246.
- 25- See: WafaaKazemMadi Muhammad - previous source - pg 29.
- 26- The same source, p. 33.
- 27- See: Ibrahim Khalil Ahmed - a previous source - pg. 160.
- 28- AlaaJassim Muhammad - King Faisal I, his life and political role in the Arab revolution in Syria and Iraq 1883-1933, Baghdad 1990, p. 236, , p. 9.
- 29- The same source, p. 16.
- 30- The same source, pp. 17-19.
- 31- See: Ibrahim Khalil Ahmed - previous source – 2019.
- 32- Same source - pg 272.
- 33- Same source - pg 85.
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- 36- Ali Taher Turki Al-Hilli - Parliament's position on educational policy in Iraq 1939-1958, historical study, unpublished research, College of Education, University of Karbala, p. 5.
- 37- Ali Taher Turki Al-Hilli, the previous source, pp. 9-10.
- 38- Phoebe Marr, History of Contemporary Iraq, The Baath in Power, translated by Mustafa Numan Ahmed, Volume 2, Egypt, 2009, p . 114.
- 39- See: Faris Karim Bedihi and others - The reality of university education in Iraq between challenges and the reform process - Journal of Baghdad College of University Economics, No. 49, Baghdad 2016, p. 20
- 40- See: Phoebe Marr - previous source - p. 110.
- 41- See: Nuri Abdul Hamid Al-Ani and others, History of the Iraqi Ministries in the

- Republican Era, 1958-1968, Volume 2, Baghdad, 2005, p. 258.
- 42- See: Firas Aziz Muhammad Jawad Al-Shammari - Financial reporting in public universities a proposed accounting standard - an unpublished master's thesis, College of Administration and Economics, University of Mosul, 2004, p. 36.
- 43- See: Dakhel Hassan Jerio - Higher Education in Iraq and Some Requirements for Reform - Journal of the Iraqi Academic Council, Volume 2, Volume (57) Baghdad 2010 p.2 .
- 44- See: SufianSaeb Al-Maadidi - Building the concept of integrity in the Iraqi educational curricula - research published in the Center for Educational Studies and Psychological Research, Baghdad, 2008, p. 5.
- 45- EsraaKazemToma - The reality of education between the challenges of development and the challenges of reality - p. 1-2, a research published on the following
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 - 3- Ismail Nouri Al-Rubaie - History of Education in Iraq in the Ottoman and Royal Era, published on the following link at 04/19/2014
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