

SCIENTIFIC FOUNDATIONS FOR DEVELOPING THE REALITY OF PRIVATE EDUCATION

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Abstract:

Developing a stronger foundation for private education requires a multi-faceted approach rooted in educational research and a commitment to equitable access and quality. This includes understanding the social and emotional impacts of different learning environments, ensuring accountability and transparency, and addressing potential inequalities in access and outcomes.

The establishment of private universities has become one of the means to spread and expand the scope of higher education in Iraqi society, within the framework of the higher and university education strategy to expand the scope of education. This type of education is encouraged at the government level, based on a philosophy stemming from the principle of integration between public and private education, whereby the latter is considered a complement to or supplementary to public university education. One of the most important advantages of private university education is that it provides greater freedom in choosing colleges and academic specializations, in line with the interests of students applying to study at private universities. One of the most important findings of the research is that private universities do not suffer from the problem of disguised unemployment, as they often rely on flexible administrative structures that ensure high performance for all their members. Conversely, all necessary measures are taken against individuals whose performance does not rise to the required administrative and academic level. One of the most important recommendations of the research is the importance of the role of private colleges and universities in gaining the trust of citizens, so that they compete with government university education, work to advance it, and encourage private education based on a philosophy that stems from the principle of integration between government and private education.

Keyword: Education, Privet universities, Investment, Economic development, Unemployment.

Introduction:

The Iraqi Constitution considers education a fundamental factor for societal progress. The right to education is guaranteed by the state for all, in addition to free education from primary school through postgraduate studies. The Ministry of Education is responsible for planning, financing, and managing educational institutions for kindergartens, special needs students, primary, intermediate, and secondary education. The outputs of these institutions are the inputs of the Ministry of Higher Education, established in 1970 by Resolution No. 132. These institutions include universities with various academic and vocational specializations, in addition to the Technical Education Authority, which includes colleges and technical institutes specializing in engineering, medicine, management, agriculture, and arts. The Ministry of Higher Education institutions are joined by a number of research bodies, centers, consulting offices, scientific societies, and cultural attachés in various countries around the world.

The vision:

1-To provide university educational opportunities for undergraduate and graduate studies for the

purpose of contributing to and supporting scientific development in bringing about qualitative and quantitative changes that serve the interests of the people primarily in the scientific, economic, cultural, technological and educational fields, with the aim of catching up with the scientific and cultural development of the advanced countries that preceded us in those fields.

2-Disseminating, supporting and developing scientific knowledge in a distinguished and continuous manner.

3-Supporting and encouraging scientific research in all its fields, developing solid modern foundations, and fostering a sense of nationalism and true belonging.

4- The sense of responsibility is of exceptional importance, and supporting the trend towards consolidating national unity and moving away from narrow frameworks that fragment the structure of a single society.

Message:

The Ministry is committed to developing and modernizing the higher education and scientific research sector to become more capable of achieving theoretical and practical goals that are consistent with the current and future needs of society in order to strengthening the role of universities, institutions, and scientific and research centers in preparing future scientists and building a cultured generation that is sufficiently aware and committed to culture and values. Stimulating the foundations of scientific and academic communication (internally and externally) and openness in dealing with contemporary developments to reach the forefront of science. Employing modern technology to explore new knowledge, develop existing knowledge, or obtain it, and work to disseminate and apply it. Strengthening the foundations for selecting competent scientific and administrative leaders. Adopting national standards for quality control in higher education, consistent with internationally recognized quality standards, will improve the quality of the Ministry's outputs and keep pace with the requirements of societal progress. Contributing to community development and solving its problems through scientific research, and promoting community participation and creativity.

Goals:

To ensure that higher education leadership meets the ambitious standards set by educational institutions, universities, and scientific and research centers, keeping pace with global progress and reaching the horizon of knowledge and science, the Ministry has adopted a set of directions and objectives in its current strategy to advance higher education by emphasizing the importance of achieving "sustainable human development" and supporting "quality requirements in higher education" according to national standards that are consistent with internationally recognized quality standards.

Higher Education Strategy:

It is a purposeful executive action plan, implemented within a timeline that specifies the tasks, activities, and entities responsible for implementing each task, along with a timeframe for implementation, in light of the indicators and expected results. The strategy takes into account providing educational opportunities for all and meeting the current and future needs of Iraqi society, in line with development goals and plans. It aims to produce qualified graduates to meet these needs by formulating policies and

identifying the necessary measures to create an appropriate environment for this development, based on the foundations derived from the Ministry's philosophy and vision.

Current trends in higher education:

Establishing specialized universities. Establishing a quality management system by establishing a specialized quality authority, obligating educational institutions to publish and implement its standards, linking performance evaluation and funding, opening postgraduate studies, and sending scholarships abroad to the level of commitment to implementing quality standards. Updating curricula to keep pace with scientific developments and innovations, and providing training in modern teaching methods and e-learning technologies for all faculty members. Supporting universities with scientific competencies and relying on the expertise of Iraqi expatriates. Motivating faculty members to conduct and publish purposeful applied research. Relying on the learning process and expanding the use of information technology, libraries, and virtual laboratories.

Current challenges:

The absence of strategic planning at the level of establishing government and private colleges and departments. The lack of strategic planning when it comes to establishing public and private colleges and departments is a major reason for the current failure of private education. This is due to the emergence of a plethora of private universities and colleges that are not strategic, but rather transitional. The involvement of investors who lack a scientific or cultural background in investing in private universities is a significant factor contributing to the failure and declining academic performance of both graduating and continuing students.

There are a number of external and domestic challenges facing university education in Iraq, as is the case in most countries around the world. These include the low level of its compatibility with development needs, the increasing social and labor market demand for education, the reality of university admission policies, the quality of programs, weak funding, the qualitative level of curricula, and the level of scientific research. In addition, there are other challenges imposed by contemporary developments, represented by developments in information and communications technology, globalization, global competition, and their impact on graduates capable of competing globally in the labor market, economic challenges, and

The above indicates the existence of problems facing private educational institutions. Given the qualitative and quantitative development of these institutions, some negative repercussions and problems are bound to emerge, hindering their progress, growth, and efficient production performance. Positive conditions must be provided. The integrity of the educational process can be addressed. In general, the most prominent of these problems are the following: • The shortage of teaching staff in many specializations, the lack of adequate training, and the lack of privileges and financial incentives offered by some Arab universities in neighboring and Gulf countries are important and primary factors that attract the majority of professors and instructors with engineering, science, accounting, and administrative specializations, who are in constant need to meet the needs of academic departments in private colleges. As a result, some private universities have been forced to close certain academic departments due to the lack of teaching staff with the academic titles necessary for continuity. others.

Conclusions:

Over the past quarter century everyone who followed the Iraqi education process believed that education would have its share of development and prosperity, due to openness to the outside world, and this is what actually happened when university education expanded, and the private sector became widespread throughout Iraq, not just Baghdad, and this horizontal expansion is apparently not enough to improve the quality of university education. • The relationship between public and private universities is not a competitive relationship, but rather an integrated relationship, one complementing the other.

Developing countries lack a philosophy based on clear solutions and a comprehensive approach to human resource development and guidance, including appropriate policies for planning, developing, and directing these resources within an educational policy tailored to their specific circumstances. Therefore, a philosophy and ideology are essential to guide and develop human resources in a way that is consistent with the nature of the country's historical and social development.

Private colleges should be granted a degree of independence in freely choosing their curricula and teaching methods, consistent with the colleges' uniqueness and academic and qualitative development, and not be restricted by the contexts in place at similar government colleges.

The necessity of conducting economic studies to measure the efficiency of the educational activity of private universities at the state level, and determining the actual performance indicators of these colleges (i.e., setting specific standards) against which the efficiency of private colleges' performance in the scientific and educational fields is measured. • Providing facilities and scientific, material and technical support to private colleges and including them among the means of support. • Working to study the possibility of attracting teaching staff from public universities in some distinguished and rare scientific specializations and supporting their private colleges to support the process of raising the qualitative levels of college capacities

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