

Partnership Between the Government and The Private Sector and Its Role in Enhancing Education Outcomes In Iraq

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ABSTRACT

The Iraqi education system must take a proactive stance to reform the structure of the educational system and improve the quality through its basic arms represented by government and private education, noting that the latter, despite its novelty, is no less important than government education in the development of knowledge and technologies, and on the basis of this principle and after we learned that the data Education has revealed the weakness of the governmental educational system response in dealing with this system from the general budget, so it is necessary to allow the private sector to take a course after its departure from the educational arena and open the door to investment and provide all facilities to investors and make it one of the main elements in the national educational policy, which must be subject to planning and compliance For the controls and laws that are organized by the state to increase its effectiveness as a competent competitor in the educational and educational arena, to ensure its success to achieve the best results..

Keywords: Public and private education, Spending on education, Private investment, Partnership

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Introduction

The Iraqi economy, in light of its current rentier conditions, is in dire need of an economic role for the state that facilitates partnership and integration with private activity, through an intellectual and methodological mix of the economy and the promotion of the ideology of creative activities for shopping, or the so-called movement of advocates for the activity of joint companies consisting of state ownership and individuals alike, which is the vision Which sees in the economic alliance between state activity and the business sector a decisive move towards optimal economic and social performance, harmony and consensus in generating a solid model for sustainable development, and one of these basic models for the state's provision of services is entering into another form of partnership with the private sector to provide the services that the state considers. At a certain time, providing them through the private sector is more beneficial to society, as participation is

a mechanism for providing services by benefiting from the capabilities and expertise of the private sector by providing public and social services that the state has been providing itself. Therefore, the issue of encouraging private education may be provided to groups of Residents have better opportunities to get an education, and better educational outcomes for a number of students.

Research problem: -

Developing educational and sports programs, and educational plans, and accordingly, schools, transactions and colleges must be developed that are commensurate with the needs of the country, as a means of searching for a real problem. Financial resources and improving the means and means of the outputs of educational institutions.

Research Importance: -

The importance of research as it is of high quality research and available to a large segment of children of educational institutions

in Iraq, and educational institutions of educational institutions.

Research hypothesis

Public education program in the public sector In general education, it has positive effects on educational levels in Iraq.

Research objective:

The research aims to:

1. A study of the current reality of the problems faced by education in Iraq.
2. Determine the determinants that drive the development of private education and the legal frameworks regulating it, as well as the problems surrounding the private education process.
3. Defining the future features of the education sector and demonstrating the spirit of integration in one society between public and private education institutions in light of the educational reality.
4. Understand how to make the best investment of educational financing available.

Research Methodology:

For the purpose of taking note of the research topic as the most appropriate methodology used in describing phenomena, collecting data, and detailed research on the problem of the research topic, as this approach is considered more appropriate for collecting detailed and accurate data on the reality of public (government) and private (private) education.

The first topic / the theoretical aspect: the reality and development of the government education sector in Iraq

The first requirement: the structural

description of the educational system and its development in Iraq:

The education system in Iraq have had a great development since July 1958, as the education system expanded in all fields, and the expansion continued until 1968, especially after the promulgation of the Compulsory Education Law No. 118 of 1976, which began in 1978, ⁰ when education in the primary school stage was considered free and compulsory. For all children who have reached the age of six until the end of the primary stage, and the compulsory legislation of the Comprehensive National Literacy Campaign Law No. 92 in 1978 .

Especially since the education system in Iraq was one of the best education systems in the Middle East, before 1991, when enrollment rates in basic education were close to global enrollment rates, so great progress was made in gross enrollment rates, reaching 100%, by 1984, Full parity in enrollment rates between the sexes has been achieved in all schools, in addition to a reduction in the illiteracy rate for the age group (15-45) to less than 10%.

First: Analyzing the reality of education according to educational levels:

The official educational stages or courses (organizational structure) in Iraq include (12) years, the stage of compulsory primary education and extends to (6) years of study, which begins at the age of six, followed by the intermediate stage and extends for (3) school years, and then follows it (3) Years of preparatory education, which are divided into general preparatory (scientific or literary) and vocational (industrial, agricultural, commercial), in addition to the teacher preparation institute and the research period in it is (5) years after the intermediate stage, and when students finish their secondary studies,

they can continue and enroll directly To universities or technical institutes whose research extends to a period of four years as a minimum, students of the Teacher Preparation Institute and all vocational high school students can join colleges and universities to continue their higher education after achieving excellent grades in the final exams ⁰.

In order to identify this development in educational levels, it is necessary to analyze the reality and development of educational institutions according to the different educational levels, as shown below: -

1. Primary education:

Table (1) the evolution of government primary education indicators in Iraq for the period 2010-2020

Years	Number of schools	Student number	Teachers number	Years	Number of schools	Student number	Teachers number
2011/2010	14048	4864096	263412	2016/2015	12353	4869103	239420
2012/2011	14420	5077944	268293	2017/2016	13297	5318555	249501
2013/2012	14830	5288845	273295	2018/2017	14901	5992284	271597
2014/2013	15329	4564515	280516	2019/2018	15837	6231109	271121
2015/2014	15549	4182795	219039	2020/2019	16284	6336489	268312

Source: From the researcher's work based on the following sources: -

- Republic of Iraq - Ministry of Education / General Directorate of Educational Planning / Statistics Department.

Through the data contained in Table (1), we found that the period from 2010/2013 has achieved a remarkable increase in both the number of enrollments and members of the educational body in public schools during this period, as the number of students enrolled, males and females, reached (4864096), reaching (5288845). In 2013, and some quantitative developments observed in the preparation of the educational body from

The primary education stage is considered one of the most important stages of education because it is concerned with raising the child and preparing him to become a successful individual in his present and future, as well as to acquire the necessary information and concepts that make him a good citizen in his society, in addition to being the basis on which the later stages of education are built, which are considered as the basis for extending Individuals with a minimum education ⁰.

We can review the development of primary education indicators, as in the table below:

(263412) to (273295), and this slight increase is due to the improvement of the country's situation and the increase in its income after the developments in teachers' salaries as part of the changes in the existing economic system in the country. With a significant decrease in the number of students for the 2014-2015 period

The number of students decreased from (4564515) to (4182795) due to the lack of inclusion of the governorates (Nineveh, Anbar, and Salah al-Din) due to the occupation of most of its areas by ISIS.

As for the period 2015-2015, the number of students increased to reach (6336489) students in 2020 after it was (4869103) in 2020, and this

increase came as a result of the family's awareness of the importance of education in general and the primary stage in particular, as well as because this stage is a compulsory stage that obliges the family to admit its children to it.

2. Secondary education:

Secondary education occupies the core of the structure of the educational system, as UNESCO has defined secondary education as the middle stage of the general education

ladder, so that secondary education is the stage that follows primary education and precedes university education in most developing and developed countries, but in Iraq the term secondary education is used to denote The second stage of the study that follows the primary stage and leads to higher education. This stage also provides opportunities for students to discover their tendencies and abilities and develop them in order to obtain more specialization in the scientific aspect as well as in the practical side .

Table No. (2) the evolution of government secondary education indicators in Iraq for the period 2010-2020

Year	School number	Student number	Teachers number	years	School number	Student number	Teachers number
2011/2010	5472	1954766	136446	2016/2015	5437	2358484	133717
2012/2011	5746	2174477	138399	2017/2016	5928	2525338	140163
2013/2012	6069	2348332	142591	2018/2017	6630	2808854	153506
2014/2013	6396	2443932	152197	2019/2018	7081	2984148	154080
2015/2014	6499	1962768	121990	2020/2019	7316	3094021	155451

Source: Republic of Iraq - Ministry of Education / General Directorate of Educational Planning / Statistics Department.

Through the analysis of table (2) data, we find that the period between 2010-2015 has witnessed a remarkable increase in the number of students, members of the educational body and schools, as the number of schools increased from (5472) for the year 2010 to (6499) for the academic year 2015, as well as in the number of students who achieved A slight increase from (1954766) to (1962768) for the same year.

As for the period 2019/2020, it has achieved a remarkable increase in the number of enrollments, reaching (3094021) students in 2020 after it was (2358484) students in 2015. Absorbing this increase of students, and thus it can be said that this increase is due to the improvement of the general economic situation

of the country on the one hand, and the increase in the standard of living of families on the other hand, which pushed them to go towards education.

Third: Analyzing the reality of university education in Iraq:

University education has gone through many historical stages and developments before it was formed in its current structure and was exposed to a number of issues that, in turn, it is trying hard to solve to keep pace with the development of the times, and we will shed light in order to identify the reality of university education and the challenges facing it .

This stage included (the university education stage) for preliminary studies for the age group (18-23) years, and extends between (2-6) academic years, and it is an important stage in the aspect of preparing educational cadres to influence society, and Table No. (3) shows the number of students Accepted students and graduates as a percentage of the population in Iraqi government universities for the period from (2010-2019), and it is evident from the table inspection that the number of students admitted to the university educational institution during the academic years (2010/2019) has increased from (157560) students for the academic year (2011/2011)

2010), their percentage of the Iraqi population was approximately (0.48%) to reach (178119) for the academic year (2018-2019), about (0.46%) of the total population of Iraq, due to the continuous increase in the number of universities on the one hand and their expansion on the other hand. By opening new colleges .

Likewise, the percentage of graduates for the academic year (2018-2019) constituted about (0.32%) (after it was (0.25%) in the year (2010/2011). From the following table, the numbers of accepted students and graduates and their percentage of the population will be clarified as follows:

Table No. (3) The evolution of the number of students in universities and the population in Iraq during the period 2010-2019

years	Population	Number of accepted students	Number of graduated students	Percentage of accepted students out of the population (%)	Percentage of graduate students in the population (%)
2011-2010	32490000	157560	83716	0.48	0.25
2012-2011	33088000	133219	85000	0.40	0.25
2013-2012	33725000	186135	83476	0.55	0.24
2014-2013	34304000	162847	76310	0.47	0.22
2015-2014	34819000	129034	78920	0.37	0.22
2016-2015	35212000	127494	103537	0.36	0.29
2017-2016	36169000	158963	116511	0.43	0.32
2018-2017	37139000	180687	122989	0.48	0.33
2019-2018	38124000	178119	124345	0.46	0.32

Source: From the researcher's work based on the following sources: -

- Republic of Iraq, Ministry of Higher

Education and Scientific Research, Department of Studies, Planning and Follow-up, Department of Statistics and Informatics.

- Republic of Iraq, Ministry of Planning,

Central Bureau of Statistics, Directorate of Social and Educational Statistics, for various years.

- Republic of Iraq, Ministry of Planning, Central Bureau of Statistics, Directorate of Population and Manpower Statistics, for various years.

Column (4): is the work of the researcher and according to the following equation: $\text{Column 2} / \text{Column 1} \times 100$.

Column (5): is the work of the researcher and according to the following law: $\text{Column 3} / \text{Column 1} \times 100$.

The second requirement

Challenges of the educational system in Iraq:

Education in Iraq faces several challenges, including internal and external, which greatly and directly affect the course of the educational and educational process, starting with the high rates of poverty and lack of health care, the small number of teachers and the inability to prepare for the primary stage, in addition to that, the spread of bureaucracy and financial corruption with little Financial allocations for educational institutions, all of these factors have indicated their significance in weakening the educational system in Iraq, and we will suffice to address the problem of dropout, failure and weak rehabilitation of school buildings and curricula as elements that have a significant impact on the element of waste in education, as a problem that most countries in the world, especially developing countries, suffer from at various levels of education. Which leads to a great waste and loss of human energies .

The security, political and economic repercussions of the war led to educational

institutions being exposed to cases of sabotage, looting and targeting of teachers and many scientific figures, which prompted some of them to migrate, while the rest lived under the weight of fear and only moved to give lessons hours, as well as the students faced psychological and residential instability as a result of the threat, which impeded the regularity In school and the poor quality of education, these are examples of a long list of problems that the country has gone through , and among the problems and challenges are the following:

1 - The phenomenon of (waste) leakage and failure:

1- Drop - Out: It is intended to leave the student to study seats (interruption of study) before he reaches the end of the first or second compulsory stage, and this factor is considered one of the most important factors of waste or economic loss in education, and waste is one of the most dangerous types that harm institutions Educational institutions, because they lead to great losses for many of the efforts exerted and the money invested, which reduces the economic return of educational institution .

2- Repetition: it means the student's failure to pass a certain level of education, semester, or one academic subject for more than a year (which represents a waste and a heavy loss for the individual and society and he will have to repeat this phase again next year), and this requires Repetition of spending on the student's education more than once in the same academic year, and failure is in several types, including failure for two consecutive years due to absence, cheating, or study materials, or because of the student's personal and material circumstances .

Table No. (4) dropout and failing cases for the stages (primary and secondary) for the period (2010-2017)

stage	primary			esca	failur	wast	secondary			esca	failur	waste
year	The number of students	escape	failure	ping %	e %	e %	The number of students	escape	failure	pe %	e %	%
2010-2011	4864096	123053	672276	2.52	13.8	16.32	1954766	63151	489366	3.23	25.0	28.23
2011-2012	5077944	109526	692824	2.15	13.6	15.75	2174477	54810	515175	2.52	23.6	26.12
2012-2013	5288845	99205	737315	1.87	13.9	15.77	2348332	58594	531064	2.49	22.6	25.09
2014-2013	4564515	101043	515405	2.21	11.2	13.41	2443932	57754	1561064	2.36	63.8	39.16
2015-2014	4182795	72355	644614	1.72	15.4	17.12	1962768	54286	397630	2.76	20.2	22.96
2016-2015	4869103	109883	716663	2.25	14.7	16.95	2358484	81125	540046	3.43	22.8	26.23
2017-2016	5318555	126694	854749	2.38	16.0	18.38	2525338	66752	684689	2.64	27.1	29.74
Total	34165853	741759	4833846	15.1	98.6	113.7	15768097	436472	4719034	19.43	205.1	224.53

The source is prepared by the researcher based on the following sources:

- The Republic of Iraq, the Ministry of Planning, the Central Agency for Statistics and Information Technology, the Directorate of Social and Educational Statistics, the multi-year statistical group

The proportions were extracted by the researcher based on the equations below:

- The dropout rate = (number of dropout students / number of registered students) 100

- Failure rate = (number of students who fail / number of registered students) 100

Waste rate = failure rate + dropout rate.

From the analysis of table (4) data, the number of dropouts in primary (government) schools reached (123053) male and female students in the scholastic year (2010-2011) with a rate of (2.52%), and the number of dropouts increased to (126,694) male and female students in the academic year (2017). - 2016) and by (2.38%) compared to previous years that witnessed an increase and fluctuation between a slight increase and decrease in the

years preceding it.

The percentage of repeaters reached (13.8%) for the years (2010-2011), rising to (16.0%) in the year (2016-2017), and the repetition rates continued to rise during the academic years (2012-2013-2014-2015) respectively (13.6%, 13.9%). %, 11.2%, 15.4%) and then decreased slightly in 2015 until it reached (14.7%), due to the deterioration of the security situation in Iraq and other reasons, including the reluctance of students to complete their studies because some of them would engage in self-employment in the labor market to secure their material or subsistence family needs. Or because of a weakness in implementing the instructions related to absence accurately and firmly by the concerned authorities.

2. Deficit in school buildings:

One of the important things for the success of the educational process is to provide a sufficient number of school buildings and to maintain and sustain them. The problem is that there is an increasing shortage in the supply of school buildings, which caused the inability to absorb the increase in enrollment numbers, and led to an increase in the number of schools

operating in a dual system. And triple-permanence .

The total number of school buildings for the kindergarten stage was (561) buildings in (2004-2005), the percentage of what is fit is (40%), the percentage of which needs repair is (52%), and the percentage of those that are not suitable is (8%). The level of primary education, as the number of school buildings reached (8594), the percentage of what is fit is (33%), the percentage of what is in need of repair is (52%), the percentage of those that are not valid is (15%), while the number of school buildings for the secondary stage is (2383). (Building, the percentage of fit was 38%), while those that needed repair were (54%), and the percentage of those that were not fit was (8%).

The third requirement

Analyzing the reality of spending on government education in Iraq

First: - Analysis of public spending on the education sector in Iraq:

Total public government spending on education (investment and current) is expressed as a percentage of total public spending on economic sectors during the year, as public spending is one of the main sources of financing the education sector, and it is a true revealing mirror to the state's educational philosophy stipulated in the Iraqi constitution from Article (34) It is the principle of learning for all and the principle of equal opportunities .

In order to give a picture of the reality of government spending on the education sector, we will work to use some quantitative economic indicators, in order to come out clearly for education spending to appear more consistent and embody the economic reality and more expressive of the state's interest in

this sector, and then obtain a number of indicators that can be Through it, knowledge of the size of spending on education in Iraq.

1. Total spending on the education sector as a percentage of general government spending:

The relationship between the proportion of public spending allocated to the education sector and the state's general budget indicates the state's interest in this sector to allocate financial resources in exchange for allocations from other economic and social sectors for the budget .

Through this indicator, we can clarify the impact of public spending on investment in human capital and the extent of the Iraqi government's interest in the education sector. We note the increase in government budget allocations for education after 2003, but this increase did not rise to the required level commensurate with measuring the importance of this vital component, In addition, the operational expenditures of the budget are in the form of wages and salaries, and the bulk of it is allocated to military operations to maintain security and stability

Table (5) shows that government spending on the education sector increased by a small amount, as the percentage of spending on the education sector out of total state government spending in 2000 reached (3.99%) and then decreased to (3.30%) in 2001, with an increase in A slight (3.30%) in 2003 due to the conditions that Iraq went through in terms of changing the regime and other things, and then the rise in crude oil prices began and the increase in its revenues, which is the main financier of government spending, which constitutes (95-98%) of the budget revenues. The allocations of education expenditures in the following years reached their percentage

(19.1%, 21.5%) in 2009-2010, respectively, and then the percentage decreased and increased, as it was characterized by a relative change in succession in the years (2011/2012, 2013-2014) due to the amount allocated to education. Of insufficient government expenditures despite the rise in crude oil prices

and increasing state revenues. To find out the amount of government spending on the education sector in Iraq, the table data must be analyzed.

Table (5) Percentage of expenditures allocated to education out of the total expenditures of the Iraqi government for the period (2000-2018)

Years	Total government expenditures	Total expenditures on education	Annual growth rate of total education expenditures%	Total education expenditures (%) of total public spending
2010	30,660,743.7	6,617,860.1	25.6	21.5
2011	42,754,848.3	9,300,539.0	40.5	21.7
2012	42,158,634.3	8,530,552.7	-8.27	20.2
2013	47,755,742.7	9,597,575.1	12.5	20.0
2014	47,946,900.1	9,683,126.8	0.89	20.1
2015	36,339,342.1	8,988,200.6	-7.17	24.7
2016	36,212,829.9	9,677,943.0	7.67	26.7
2017	36,143,151.8	10,128,545.8	4.65	28.0
2018	42,702,945.3	11,856,906.3	17.0	27.7

The table was prepared by the researcher based on the following sources:

- Republic of Iraq, Ministry of Planning, Central Bureau of Statistics, Department of National Accounts, for various years.

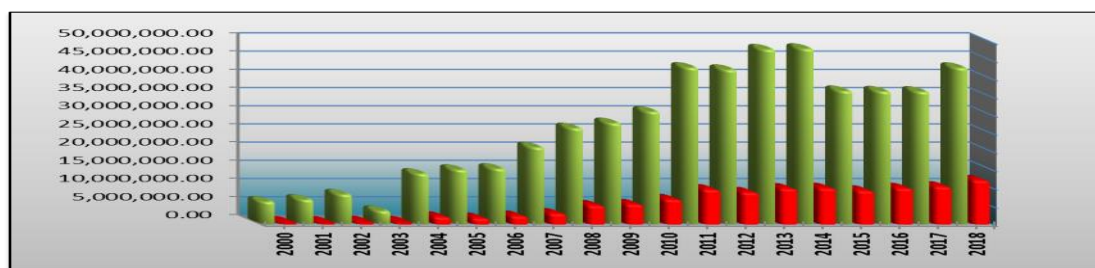
Column 4: $\text{Column 1} / 2 \times 100$

Column (3) was calculated by the researcher according to the following equation:

Annual growth rate = $\frac{\text{Current year} - \text{previous year}}{\text{previous year}} \times 100$.

last year

From the foregoing, the researcher sees that the expenditures in Table (5) resulting from the expenditures of the Ministry of Education are tantamount to allocations of the general budget for each year that relates to spending in the field of education.



Source: the figure from the researcher's work based on the data of Table (5)

It is clear from the above that despite the development of spending ratios in the education sector in some years, these allocations are insufficient compared to the proportion of allocations in other countries, as the proportion of Iraqi budget allocations to the education sector is lower than other countries, and this decrease has a negative impact on services. Education provided to students and thus on the development of human resources, and if we notice in general the amount allocated to education in terms of operational and investment spending, we find that what is allocated for investment spending is much less than operational expenditures, and it also reflects a negative aspect, since capital spending is the most important, and if reaping

its economic benefits. In addition, this leads to inflationary waves that affect human development, and this does not mean underestimating the importance of operational expenditures that help improve the future life of the individual and make it more beneficial.

2. Total spending on the education sector as a percentage of GDP:

The relationship between the share of education spending and the gross domestic product indicates the extent of educational efforts achieved by economic and social development. The GDP index is considered one of the main important indicators for measuring economic development rates, the level of economic well-being, and the government's efficiency in exercising its functions.

Table (6) shows total spending on the education sector as a percentage of GDP (in million dinars)

years	Expenditure of teaching	Average of yearly growth	Number of population	GDP at current prices	Annual growth rate%	* Average per capita spending on education	** Expenditure on education / GDP (%)
2010	6,617,860.1	25.6	32400205	162064565.5	24.0	204.2	4.08
2011	9,300,539.0	40.5	33088782	217327107.4	34.0	281.0	4.27
2012	8,530,552.7	(8.27)	33725178	254225490.7	16.9	252.9	0.33
2013	9,597,575.1	12.5	34304693	273587529.2	7.61	279.7	3.50
2014	9,683,126.8	0.89	34819301	266332655.1	(2.65)	278.0	3.63
2015	8,988,200.6	(7.17)	35212600	194680971.8	(26.9)	255.2	4.61
2016	9,677,943.0	7.67	36169123	196924141.7	1.15	267.5	4.91
2017	10,128,545.8	4.65	37139519	221665709.5	12.5	272.7	4.56
2018	11,856,906.3	17.0	38124182	254870184.6	14.9	311.0	4.65

The table was prepared by the researcher based on the following sources:

- Republic of Iraq, Ministry of Planning, Central Bureau of Statistics, Department of

National Accounts, for various years.

- Republic of Iraq, Ministry of Planning, Central Bureau of Statistics, Directorate of Population and Manpower Statistics, for various years.

Column (4) was calculated by the researcher according to the following equation:

Column (5): is the work of the researcher and according to the following law: $\text{Column 2} / \text{Column 1} \times 100$.

Column (6): is the work of the researcher and according to the following law: $\text{Column 1} / \text{Column 3} \times 100$.

Column (7): is the work of the researcher and according to the following law: $\text{Column 1} / \text{Column 4}$.

It is evident from Table No. (6) that spending on the education sector as a percentage of the GDP varied in the growth rates of the GDP in some years through its rise and fall, reaching (4.08%) in 2010, and it varied between rise and fall in the years (2011-2012) (2013-2014) to reach (4.27%, 0.33%, 3.50%, and 3.63%), respectively, because the increase in education allocations is low in relation to the increase in GDP, after which the percentage increased in the years (2015,2016,2017,2018). This is due to the increase in the education sector budget compared to the increase in GDP for the same years.

We conclude from the foregoing that the growth rates of public spending for the education sector moved independently of the rates of GDP growth during the period, which indicates the weak relationship between GDP and education spending, in other words, the GDP was affected by factors that did not affect public spending on Education, and thus the increase in spending on education in contradiction with the rates of GDP growth,

and this matter reflects the poor planning of the education sector, which cannot be linked to the growth rates of spending on the education sector with the rates of GDP growth.

The second topic:

Analytical vision on the reality and development of private education in Iraq

The first requirement: philosophy, development, and goals of private education in Iraq

First: The theoretical framework of the philosophy of private (private) education in Iraq:

The history of education has gone through multiple and varied stages between strength and weakness, greatly influenced by the political, economic and social changes that surround it, and the consequent care or neglect of education over the ages, drawing an excitement on societies and human civilizations, and education today faces new challenges that were not known from He accepted by increasing the number of educated people, as it is the right of every human being, which has burdened governments and states to cover his requirements appropriately, in addition to the accelerated scientific and technological changes that have characterized the modern and contemporary historical era, which has cast its effects on human life, especially as it is a global revolution unless it is realized or Understanding it by all countries at the same time, as it imposed a tremendous scientific diversity that exceeds the capabilities of traditional educational institutions and their competence and design them sufficiently to suit their current capabilities, which created forms of non-traditional educational institutions, which are private education institutions, or

what is known as private schools, where they multiplied and increased in numbers and imposed themselves On the educational and educational reality .

The principle from which the state started in its philosophy is that the relationship between public universities and private universities is not a competitive relationship, but rather an integrative relationship that complements one of the other because private education is complementary to government education and saw the need for a private sector

Within the general economic activity of the state, and that the size and type of this activity must be linked to the subjective and objective conditions for the development of society .

Based on the foregoing, the researcher believes that private education is a realization of his philosophy, as it is based on the principle of the participation of members of society in bearing the responsibility for developing education, as investment in it contributes to building the individual and society by reducing the burden on the state's shoulders through the involvement of the private sector and attracting private investment in it provided that it remains Under the supervision and control of the state for its importance and role in moving the wheel of economic and social development.

The second requirement

First: The reality and development of private education indicators in Iraq:

The organizational structure of educational courses for the academic stages of private education does not differ from the organizational structure of formal education in Iraq, where the private education sector is committed to all official educational standards and is subject to the same controls as public schools, especially those related to public examinations (for the completed stages), the

primary education stage in private schools It extends to (6) academic years, which starts from the age of six years, followed by the intermediate stage and extends to (3) years of study, followed by middle school for (3) years, and then universities for (4) years.

Second: The development of the private primary education stage:

Private primary education is the basis of the education system in Iraq, according to the recent developments that have made it so, and the study period does not differ from that in public schools, where the student is admitted at the age of six and the period of study also extends for six years, until the student's age is twelve years. And based on what the research mechanism indicated that in the primary and secondary levels of government, large proportions of them enjoy a low educational level compared to the number of students in private schools, because the cultural level plays a large and influential role in the extent of families 'desire and their serious orientation to learning and good achievement and achievement, the reasons for which are The extent of mental abilities and desire of the student himself .

It do it do not different in the primary stage but rather completes its functions and gains depth and activity, and aims to increase awareness of the nature of the individual and society for the secondary education student to measure the degree and relationship of one with the other and to form the self to serve the community and sacrifice for it

Here we will deal with the real relative development of the experience of private secondary education in Iraq, and the numbers of students, teachers and schools for the period from the year 2008-2019 according to the series of data obtained by the researcher. .

Table (8) evolution of secondary education indicators (private) in Iraq for the period 2008/2020

Secondary private	years	Number of schools	Number of student	Number of teachers	Years	Number of schools	Number of student	Number of teachers
	2009/2008	39	7205	391	2015-2014	438	60537	5505
	2010/2009	77	12625	840	2016/2015	544	73912	6307
	2011/2010	176	24880	1968	2017/2016	636	87546	7396
	2012/2011	295	36944	2956	2018/2017	813	112683	9977
	2013/2012	356	46346	3685	2019/2018	1016	142746	13015
	2014/2013	429	57336	4736	2020/2019	1254	151399	17182

Source: From the researcher's work based on the following sources: -

- Republic of Iraq - Ministry of Education - General Directorate of Educational Planning / Statistics Department.

- Except for the Kurdistan region

After we reviewed the expansion in private schools, we must refer to the success and failure rates, as well as dropout rates, as in the following table:

Table (9) Percentage of pass, failure and dropout% for private primary and secondary schools for the period (2009-2019)

years	Primary (The private)			(The private) Secondary		
	Successes percentage	Percentage of failure	Percentage of escape	Successes percentage	Percentage of failure	Percentage of escape
2010/2009	95.3	4.0	-	80.9	16.9	-
2011/2010	98.9	1.0	-	91.1	11.7	-
2012/2011	97.5	1.0	-	84.2	10.9	-
2013/2012	97.7	1.2	-	89.7	8.6	-
2014/2013	86.9	12.4	-	86.3	13.7	0.0
2015-2014	98.1	1.8	0.1	54.3	1.8	0.0
2016/2015	96.7	3.0	0.2	51.2	48.0	0.8
2017/2016	97.2	2.6	0.2	57.2	2.0	0.5
2018/2017	91.8	7.3	0.9	52.7	1.6	0.7
2019/2018	90.4	9.1	0.5	46.4	6.6	0.4

Source: From the researcher's work based on the following sources: -

- Republic of Iraq - Ministry of Education - General Directorate of Educational Planning /

Statistics Department.

- Except for the Kurdistan region.

- Data on dropout rates were not available for some years.

Fourth: The development of the university education stage (private):

Private university education occupies fundamental importance in Iraq as a substitute for formal university education at the current stage, based on developmental developments that require renewed energies and mobilization to serve the community in the field of knowledge, education and scientific research, which in turn requires drawing up a vision capable of evaluating it and determining its requirements to meet the needs of the labor market .

Private university education has an important role in the educational process, through its contribution to accommodating the increasing numbers of students who cannot be accommodated by public universities, and that the extent of development of this type of education depends on the interest of the authority responsible for it, which sets legal legislation and scientific controls that determine its size and course. In Iraq, this interest and the quantitative and qualitative development of university education can be clarified as shown in the table (-), which has been divided into several paragraphs, namely the numbers of students and graduates, and the number of faculty members as follows:

Fifth: Development of student and teaching staff preparation in private colleges:

Table (10) shows the number of students in private universities during the period (2000-2020)

years	Number of present student	Number of graduated student	Number of teachers	Percentage of student in present number
	(1)	(2)	(3)	(4)
2011-2010	71859	9641	1177	13.4
2012-2011	85888	13673	1425	15.9
2013-2012	106389	16276	1823	15.2
2014-2013	130798	23880	2121	18.2
2015-2014	142581	21513	2439	15.0
2016-2015	138152	26951	2626	19.5
2017-2016	136955	27578	3506	20.1
2018-2017	156361	31633	5161	20.2
2019-2018	182610	24056	6331	13.1
2020-2019	168572	24175	6325	14.3

Source: From the researcher's work based on the following sources: -

- Republic of Iraq - Ministry of Higher Education and Scientific Research / Department of Private University Education /

Department of Planning and Follow-up.

Column (4): is the work of the researcher and according to the following law: Column 2 / Column 1 x 100.

The third requirement

A forward-looking vision about the future of private investment in education in Iraq

Education was not immune to the events and developments that Iraq witnessed after a year after 2003 due to the deterioration of its conditions and the decline of its conditions, and despite this, many attempts were made to advance and develop its reality, including the development of a national strategy for education and higher education in Iraq in order to put an end to the deterioration of the educational outcomes on the one hand. And higher education and scientific research on the other hand, as well as engaging in the implementation of an ambitious plan to restore it due to what Iraq suffers from the deterioration of the infrastructure of school buildings and the great shortage in their number, in addition to the fact that the years pass without effective solutions commensurate with the ambition of the country and its decision-makers. The search for non-traditional solutions and alternatives is an urgent necessity imposed by the high population growth rates with the increasing demand for education, as everyone, individuals and institutions, must search for alternatives and solutions, especially in light of the economic crisis facing the world, and that everyone faces a historical and national responsibility imposed by commitment Ethical standards in front of future generations to meet their future aspirations in line with the goals of sustainable development and to obtain systematic education according to international quality standards and academic accreditation by everyone. Shed light on the

phenomenon of duality of double and triple attendance in school hours, and overcrowding of students and students in classrooms, which has become a rejected phenomenon that is not worthy of a rich country or its ancient civilizational history of important projects with strategic dimensions that can provide a solution, it is the model participatory school project with the participation of the private sector .

First: Educational services and the principle of partnership between the public and private sectors in Iraq:

The process of assuming both the private and public sector a certain part of the responsibilities, which derives from it some benefits in this field, is considered a process of positive cooperation in providing services to the citizen, and the form of this relationship is through whether he owns the sector

General assets and sites in addition to the rights of licenses, regulations, etc., or the role of the private sector will be for investment, management and development through the use of methods used in the partnership process between the two sectors, such as (BOT, BOOT) * and others.

As private education provides financial income for the state budget, through the fees that are collected for granting licenses for licenses to establish kindergartens or schools and private institutes, as well as renewal fees for this leave, and these wages provide a financial resource for the Ministry of Education, as is the case for Iraqi private universities as well. Granting the foundation license specified by the Council of Ministers and devolving to the state's public treasury in accordance with Article (7 of the Law on Private Higher Education

One of these basic models for the state's provision of services is to enter into another form of partnership with the private sector to provide services that the state considers at a certain time. Providing them through the private sector is more beneficial to society, as participation is a mechanism for providing services by utilizing the capabilities of And the experiences of the private sector through the provision of public and social services that the state has been providing itself

Second: Partnership Models in Educational Services:

When delving into the subject of participation models in providing educational services, it must be emphasized that the concept of educational services is not limited to the educational service itself, but rather includes everything related to the educational service in terms of inputs, which are the services that go into producing or providing a final educational service such as Management of educational institutions. Or develop the program to and the like.

So that the government contracts with the private sector to manage the existing public schools, including the educational process and activities, to achieve better quality of education while reducing government costs, and thus the process will be managed whereby the government works to contract to purchase educational services with private sector schools so that a certain number of students are

enrolled. Students in these schools in exchange for the state covering the expenses of these students, or for the private sector to provide the same service by providing teachers and what the educational process needs, among them are also contracts for infrastructure services, and this type of contract is one of the most common forms, as the private sector finances, designs and builds Schools operate in the form of concession contracts, and then ownership of the school is transferred to the government after the concession period

Third: Comparing the quantitative indicators of public university education with private education:

Private universities have witnessed a remarkable expansion in the number of enrolled students in the departments in their colleges, and by examining the schedule, the number of students graduating from public universities reached (58405) male and female students for the 2015-2016 academic year, bringing the number to (91,093) students in the academic year 2018-2019. While the number of students enrolled in private universities increased (24056) for the same period compared to the 2015-2016 academic year in which the number of students reached (21513), as a result of the increase in the capacity of private colleges and the students 'turnout for private universities.

Table (11) Number of students in public and private universities for the period (2014-2019)

Years	Government universities			Private universities		
	Male	Female	Total	Male	Female	total
2015-2014	26512	31893	58405	14787	6726	21513
2016-2015	37419	43007	80426	18476	8475	26951
2017-2016	42918	47090	90008	18633	8945	27578
2018-2017	41299	46729	88028	21255	10378	31633
2019-2018	42847	48246	91093	15341	8715	24056

The percentage change increase or decrease for the period (2019/2018-2018/2017)	3.7	3.2	3.5	-27.8	-16.0	-24.0
The percentage change increase or decrease for the period (2019/2018-2015/2014)	61.6	51.3	56.0	3.7	29.6	11.8

The source is prepared by the researcher based on the following sources:

- Republic of Iraq, Ministry of Planning, Central Organization for Statistics and Information Technology, Directorate of Social and Educational Statistics, Statistical Abstract 2018/2019.

The above illustrates the importance of private university education and its active role in contributing to the educational and educational process to establish a diverse scientific base capable of building capabilities and skills to help meet the needs of the growing labor market through: -

1. Private universities have an important role in absorbing graduates from preparatory studies, which exceeds the limits of accommodating official colleges, which do not exceed (160-150) thousand students annually.

2. Reducing the financial pressure on the general budget, as the preliminary studies indicate that the cost of one student is (12-15) million dinars annually for medical specialties and their technologies, and about (10-8) million dinars annually for engineering and scientific specializations, and between (2-3) million dinars annually Human Studies.

3. Providing opportunities for students to enroll in specializations that correspond to their desires and to register in private colleges in Iraq instead of completing their studies in private colleges outside Iraq and the consequent loss of hard currency that results from this, as well as providing the opportunity to complete studies for people who have missed educational

opportunities.

4. Providing job opportunities for workers, whether graduates of postgraduate studies (PhD - Master) or other associates to perform other administrative and service work .

Fourth: the distinction between private and governmental (private) education:

Given the challenges facing the government sector in the field of education, parents are looking for alternatives to educating their children, and those alternatives are the private schools in the country that respond to the demands of these parents. Private schools outnumber public schools.

In general, it can be seen that private schools have better facilities and facilities than their counterparts, as they provide more time for daily teaching to their students and can offer courses such as teaching musical instruments, in addition to augmentative training courses, private lessons, educational teaching aids and good entertainment, in addition to improved facilities. However, positive results can be observed in the educational level of children enrolled in private schools, as the rate of students in private schools who pass the primary school certificate examination is much higher than their counterparts in public schools.

It is known that the infrastructure of public schools in Iraq does not correspond to the large number of students and with the deterioration of most of these schools, their classrooms are overcrowded with students and they are in a precarious situation in terms of aging and poor construction, the reality that led

to the work of the tripartite system due to the shortage of buildings. Pain in another opinion about the possibilities of distinguishing between private education and public education, which results from the difference of educators in their definition of private universities in general, including private universities, so that they relied on the distinction between public and private universities, and not on the source of university funding, as it may differ. The concept when relying on the management style and some may see that the issue of management is more important than the source of funding, and in this context higher education has been classified according to funding into several models as follows: -

First form:

Private, profitable university education is self-financing, the most important characteristic of its ease of obtaining it upon request and without delay, which means that the sources of funding are clear and specific and come in the form of specific appropriations.

The second model:

Self-funded and not-for-profit university education: This is the prevailing model in developed countries such as: Stanford, Harvard, Chicago, Princeton and Korney universities, some of which have a history of foundation of hundreds of years.

The third model:

Private higher education: not-for-profit or subsidized by the government, and it is the type of education that receives government support or tuition fees, and Iraqi private university education depends on two aspects: funding by institutions and state administration, and tuition fees for the students themselves.

In conclusion, the private education system is an integrated and complementary system for public education, with its philosophy, goals and justifications, and its administrative and organizational structures, and the prosperity of this type of education will only be achieved by looking at it from this perspective and linking it to the national and development goals that society aspires to.

Conclusions and recommendations

Conclusions:

1. The current rate of spending on education is not considered an indication of the state's interest in education as a system and philosophy that places reform as much as it is concerned with salaries and formal and temporary reform of the school environment without a conscious depth to the essence of the desired reform.

2. Private education will respond in a faster and better manner to market demands, to provide appropriate and distinct education that meets the aspirations of the needs of the individual and society.

3. The quality of private education will lead to a spirit of competition between learning institutions, using advanced educational methods and the adoption of modern educational models.

Recommendations:

1. In light of the deterioration of government services, a support mechanism must be directed to it, supporting its role and benefiting from this intervention within a systematic legal investment framework that can achieve a kind of equal educational opportunities between rich and poor students. This system improves the quality of school performance in general and supports the principles of fair competition. Especially among students.

2. Not to grant a license to open a school or university except after completing all the requirements of the educational process, including buildings, equipment and teachers, so as not to affect the quality of education in these institutions.

3. Remedy the imbalance in the demographic distribution of private schools and colleges, so that they are not concentrated in a governorate or region without the other, to ensure the principle of equal educational opportunities.

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