

The Size of Government Spending on Education in Iraq and its Impact on the Provision of the Required Study Seats

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Abstract

The education sector receives the attention of writers and researchers in economic affairs because it has an important role in achieving economic development as it contributes to the provision of efficient human resources needed by the economic sectors. This is linked to the existence of adequate government expenditure on all kinds of education, which will lead to the provision of adequate study seats that achieve the necessary coverage for the all who are in the school-age. It should be noted that the government should be spends on education through the provision of the necessary infrastructure of schools and educational instruments and the adoption of technology in the development of the teaching process and leave the traditional methods and switch to advanced methods such as smart boards, electronic books, electronic libraries. The study aims to diagnosing the effect of the size of government spending on education in Iraq, on the reaching to the required number of seats that include all who are in school age , and the impact of these expenses on the development of education and the provision of necessary infrastructure. The study of the impact of public expenditure on education in Iraq will also include the study of the effects of the withdrawal of funds allocated by the government to the troubled economic and social sectors. This will generate the urgent need to make a distinction between the importance of directing government spending towards education and directing it towards other areas. And the positive and negative impacts resulting from it in the long term. And by comparing the priority of the sectors to which government spending should be channeled, the researchers will be able, with the help of available data on the deteriorating reality of education in Iraq, to draw up a proposed scenario for improving the education in Iraq over the medium and long term.

Keywords: *Government Expenditure, Education in Iraq, Social Inclusion.*

1. Introduction

In the 1980s before the Gulf War, Iraq's education system was one of the most advanced in the region with near universal primary education. However, the negative effects of economic sanctions during the 1990s and repeated international and domestic conflicts in the 1990s and in 2003 led to deterioration in infrastructure and shortage of teaching-learning materials. Since then, there has been a remarkable progress in education in Iraq. Enrolment in primary education grew tremendously over the past decade, increasing more than 4.1% per year. The total enrolment in primary education reached six million children in 2012 from 3.6 million in 2000. The national net enrolment ratio of primary education increased from 85.8% in 2006 to 90.4% in 2011. The enrolment in lower secondary school also increased significantly from 49.2% in 2000 to 79.1% in 2013.

However, the overall education situation in Iraq has not yet recovered to the level attained prior to the Gulf War. As of 2013, ten years after the invasion of Iraq, 13.5% of school-aged Iraqi children (1.2 million children) did not have access to basic education - six years of education in primary school, which is compulsory, plus three years of education in lower secondary school. About 500,000 children at primary school age and 650,000 children at lower secondary school age were out of school, which included children who dropped out from school and those never attended school . Reasons for non-enrolment include persistent violence and insecurity, poverty, poor quality of instruction and politicization of the curriculum.

2. General indicators of education in Iraq for the academic year 2017-2018

A- Primary schools: The number of (government, private and religious) was (15965), with boys 'schools accounting for 26%, girls' schools with 22.5% and mixed schools with 51%. The number of public schools alone reached (14,901). The number of students admitted in primary schools was (6197870), of them (5,992,284) in public schools. The number of students leaving in primary school (131468). Of them 99% in public schools, The percentage of females leaving in all primary was 47.5%. The number of members of teaching staff in primary schools reached (286097) of them (271597) in



public schools and the index of the teacher's share of pupils in primary schools reached about 22 pupils / teacher.

The number of school buildings was (11556), of which (10572) were governmental, while the number of mud schools was (149), all of it governmental.

According to the school independence index, The number of public original schools (10572), and The number of public guest schools (4329) and according to the classification of schools as working in public schools was (6151) in the morning time and (1033) noon time and (7697) in the morning and noon time and (20) evening time.

B- Secondary education: the total number of schools in Iraq reached (7485), of them 88.5% public schools. The students admitted in secondary schools (2933539), of them (2808854) in public schools. The number of members of the teaching staff (164744) teachers, of them (153,506) in public schools. and according to the index student / member of the teaching staff has reached (18) students for each teacher in the total secondary schools. The number of all students leaving (68594), of them (98.6%) in public schools.

While the number of school buildings was (4050), including (3469) governmental. The number of public Schools for distinguished and for talented was (55) and (6) respectively.

C- Higher education: the number of students in primary education (574637) in the morning time, in 31 public universities, and (84519) students in 4 governmental technical universities, (107329) Students in private universities and colleges. As for evening time students, there were (169005) students, (106,000) students at public universities, (15711) students in technical universities and (47294) in private universities and colleges.

The number of professors in the Iraqi universities for morning studies (47346), including 77 (foreign professors) (Arab), including 42185 professors in universities and technical government universities, including the ministry and its configurations, including (50) foreign professor (Arab) (5161) professors in civil colleges, including 27 foreign professors (Arab).

The number of professors in the evening studies was (767) professors, of whom (45) in private colleges and the rest in the universities and technical colleges of government.

The number of dropouts in public universities (4755). The number of dropouts in the technical universities of the government (2849), while the number of those leaving in private universities was (466). In the afternoon studies, there were (1352) students in government universities, (1352) in government technical universities, and (122) in private universities.

D- Postgraduate studies: The number of students in governmental universities was (35055) students, The number of students at high diploma level (1999) students, (22012) students in master's degree and (11044) in doctoral stage.

3. The volume of government spending allocated to education in Iraq (2007-2019):

The amount of government expenditure approved by the Iraqi Council of Representatives allocated to the Ministry of Education increased from about (1.9) billion US dollars in 2007, which constitutes 4.4% of total allocated to the other ministries to (7.3) billion US dollars in 2013, which constitutes 6.3% of the total allocation. The volume of spending allocated to the Ministry of Education has gradually decreased since 2014, the year in which the budget was not approved as a result of political conflicts, Until it reached its lowest level in 2017, which is about (1.2) billion US dollars (ie (1.4%) of total allocated, and then began to recover since 2018 and reached in 2019, about (1.8) billion dollars or 1.6% of the total allocation.

While the allocation to the Ministry of Higher Education and Scientific Research increased from (9.2) million dollars in 2007, i.e. (2.1)% of total allocation to (3) billion dollars i.e. (2.6)% of total allocation in 2013. And then began to decline since 2014 until it reached to (1.9) billion dollars in 2018 (2.2)% and then began to increase in 2019, it was (2.4) million dollars (2.2) %.

4. Conclusions

The increase in the volume of government expenditure before 2014 was an inevitable result of the financial abundance resulting from the increase in oil prices and production, which was reflected in the volume allocated to all Iraqi ministries, including education ministries, but these huge increases in the allocation of spending has not been translated into investment fields in the education sector, The number of school buildings has not increased significantly, and the educational sector has not witnessed any developments in the level of social inclusion, There are still large numbers of those who are in school-age outside the educational sector. The government has not taken any action in order to

involve them with their peers and their right to education. There is also a lack of equipment that plays a vital role in increasing and improving students' skills

But turned these huge amounts to imaginary projects and areas that serve certain categories of the political class and corruption has become dominant in the educational scene and even became a profitable business For some beneficiaries Represented by the printing of methodological books outside the country at fictional costs and above all there have been Faults in the scientific material and was allocated to areas Do not serve the social fabric of the Iraqi society..

If the increases in government spending did not serve the education sector, it is certain that the reductions are not able to accomplish anything, that the reductions in allocations resulted from the deterioration of oil prices in addition to the introduction of (ISIS) to Iraq and occupation of nearly one third of Iraqi territory in 2014 has enhanced the conversion The Iraqi government its interested in the sectors and ministries that serve the Iraqi citizen to the security sector and the liberation of the land. until victory is achieved on 10 June 2017, as the economic situation began to improve in conjunction with the improvement of the political situation, which reflected positively on the allocation of spending on ministries, including Educational ministries .

5. A proposed scenario for education in Iraq:

The size of large and increasing spending allocated to the ministries of education can be used as follows, especially if these increases continue in the coming years and that is through:

- 1- Increase social inclusion through The state's containment of young children and the return of students who leave forced to study because they work to support their families. Many of them have lost their parents and dependents as a result of conflicts and wars, causing students to drop out of school and contribute to increasing child labor.
- 2- Provide the requirements to stay in the study and this is through:
 - By increasing the number of schools, especially in rural and remote areas, as proximity to schools will provide incentives for students to continue studying
 - Provide the amenities of increasing the number of trips they sit on them as well as reduce the number of students within the classroom and provide the necessary supplies needed by students
 - Increasing the number of teachers, especially for the first stages of primary education, where the teacher will be entirely devoted to his class, which makes the relationship between the student and the teacher a strong relationship that allows the teacher to deliver information and advice to students and the students will listen to them and take it.
 - Permanent and continuous meeting between the director or the teacher and the students individually in order to listen to their problems and try to find solutions to them and with the help of their parents.
- 3- Reduce financial rumors by eliminating the sources of corruption that caused the waste of many of the funds that were intended to build and develop schools.

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