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International Academic Relations in Kurdistan Region Public Universities: Case Studies

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ABSTRACT

The transformation of educational legacies from the last era and the adaptation of policies and practices from formed academic relationships abroad are discernible features of higher education development in the Kurdistan Region of Iraq since political independence was attained in 2003.

An on-going exercise in Kurdistan Region higher education therefore involves sustaining old and establishing new relationships with international academically reputable higher education institutions abroad.

International academic relationships of Kurdistan Region universities contribute to the development of a viable higher education system and a number of higher education opportunities. However, they can also challenge and impose limitations on the creation of indigenous educational policies and practices and weaken the identities of emerging local institutions.

In this thesis, these contributions and challenges are explored using qualitative and quantitative research approaches. A survey of local perceptions of external influences on the development of Kurdish higher education was conducted. The study explores the British, US and European Union countries higher education systems that influenced during the last 20-year period, 2003 to 2024.

The reflected initiatives include; transformation of education from British models of the last century to today's programs at the universities of Kurdistan Region. All initiatives were analyzed across typical higher education functions to assess the extent to which they offer opportunities for productive strategies of development including domestic relevance, linkages with regional and other higher education institutions, and allow for counter-penetration into cultures of initiating countries. Literature reviews and a regional study that includes an overview of higher education in Iraq in general and in Kurdistan Region in particular, serve as contexts for research findings. Suggested ways of enhancing UK, US, and European academic relations with Kurdistan Region are offered based on prevailing issues, foundations and theoretical orientations.

The survey questionnaires were set up and sent to five groups of people directly involved in the higher education process. These groups are; group one (university faculties), group two (directors of international relations offices), group three (students), group four (university administrators), and group five (retired school teachers, school principals, and educational supervisors).

Survey findings reveal that participants perceive benefits from fostering international linkages but they also value the development of the Kurdistan own unique approach to higher education. From a Kurdish perspective, academic relations are based on individually asserted needs for and strong national obligations to provide locally and internationally recognized standards of achievement in higher education.

Meanwhile, the Kurdish larger partners in academic relations seek international linkages establishing off-shore extension, exchange, and research programs, or facilities abroad. Findings suggest that the strategic value of international academic relations on either side is linked to both prestige and expedience. Therefore;

The International Academic Relations Office (IARO) at the university is required to serve as the focal point for managing international partnerships and collaborations. To operate through a multifaceted approach aimed at fostering global connections and enhancing the university's international profile”.

In this Ph.D. research work, a new definition for international academic relations is introduced, namely; ***“The International Academic Relations Office (IARO) is the gate through which the university can enter the world’s higher education institutions. It creates a link for the university to interact properly with the society and international community by exchanging knowledge and culture between them. Each IARO is the point of contact for international students and staff exchange and mobility”.***

As the survey data indicated, needs and challenges facing higher education in Kurdistan Region are common knowledge among higher education personnel and the general public. They are readily apparent when one visits the sites where higher education programs are conducted, and also consistently reported and recorded in documents reviewed in the literature.

Most of the survey participants saw reasons for fostering international relationships with academic institutions or agencies abroad. Maintaining international linkages and ensuring that content and curricula of higher education programs address international issues were ranked among the most important reasons selected and are most valued in a region seeking to have the higher education outcomes approach the level of international standards.

The selection of the British approach as the most worthwhile of all the academic linkages of the universities the best approach might reflect the fact that the British presence through existing and highly sought after off-shore university relationships is quite visible.

The most significant finding among the quantitative data collected and analyzed for this case study is the extent to which combined approaches to higher education development and the development of the Kurdish own approach are valued by the groups surveyed.

Another finding which is particularly important to the wider higher education community is the percentage of Kurdish leaders and higher educationists who have received higher education in more than one country.

Further studies of a comparative type are needed to determine the extent to which combined approaches or multiple exposure to higher education impacts national and institutional development.

In this thesis, the data collected in the survey questionnaires, are well organized, carefully analyzed, studied and discussed. The results are shown in both tabulated and graphical forms, easily accessible, understandable and self-explanatory.

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Dedication

To my wife Ayhan, my daughters Muzhda and Darya

To My Grandchildren Mina, Ibrahim and Mohammed

To My son in law Dr. Sarbaz

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Abbreviations

Abbreviations & Symbols	Description
IQ	Iraq
CIG	Central Iraqi Government
KRG	Kurdistan Regional Government
GOV.	Government
MHESR/MOHESR/MOHE	Ministry of Higher Education and Scientific Research
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDP	United Nations Development Program
HCDP	Human Capacity Development Program
UK	United Kingdom
USA	United State of America
IRO	International Relations Office
IARO	International Academic Relations Office
IAR	International Academic Relations
IRT	International Relations Theory
Ph.D.	Philosophy Doctorate
M.Sc.	Master of Science
Mphil	Master of Philosophy
IKR	Iraqi Kurdistan Region
KRD	Kurds
EU	European Union
ECTS	European Credit Transfer and Accumulation System
HE	Higher Education
HEI	Higher Education Institution
NATO	North Atlantic Treaty Organization
NGO	Non-Government Organization
MOU	Memorandum of Understanding
MOA	Memorandum of Agreement
CBHE	Capacity Buildings in the field of Higher Education
ICM	International Credit Mobility
DAAD	Deustcher Akademischer Austauschdienst
MENA/MSP	Mena Scholarship Program
DeIPHE	Development Partnership in Higher Education
MDG	Millennium Development Goals
KEDO	Kurdistan Economic Development Organization
CIPE	Center for International Private Enterprise (CIPE)
IREX	The International Research & Exchanges

CHAPTER ONE

Introduction and Aim of Study

1.0 Introduction and Aim of Study:

Iraqis have traditionally placed a high value on education (**Imad Harb**, 2008). The country has a long intellectual history dating back to the ancient Mesopotamian civilizations, and it enjoyed a period of remarkable accomplishments during the early Arab-Islamic empires of the ninth century (**Ilham Makki**, 2023). Iraq's modern higher education sector dates back more than a century, when a college of law was established in Baghdad in 1908. A number of other colleges and academies were established in the city of Baghdad between the 1920s and the 1950s of the last century, and in 1960 all were combined and chartered as the University of Baghdad (**Sadam Bedan**, 2022).

The higher education sector flourished in the 1960s and early 1970s. Advances were made in both the arts and the sciences. The Iraqi Academy of Sciences became a relation for research in language, history, and literature. The university of Baghdad's medicine and science faculties attracted students from throughout the Arab world (**Matin Atmaca**, 2017).

Fueled by oil wealth, the universities research helped support an aggressive import-substitution drive that produced household items, construction materials, and agricultural machinery (**Eric Davis**, 2005).

In late 1960s, political changes undermined the dynamism of Iraqi higher education. The higher education sector became a venue for political correctness, cronyism, corruption, and manipulation of resources to advance the political regime's ideology and policies (**MHSER**, 2006).

The higher education sector was centralized in 1970 and became under the control of the Ministry of Higher Education and Scientific Research (MHESR). The higher education sector quickly found itself obliged to dedicate its research and talents to the political agenda of the controlling political party (**Mu'id Fayyadh**, 2006, **MHSER**, 2003, **Hameed Abdullah**, 2004).

One of the outcomes of the centralization of higher education in Iraq was overseas travel was soon denied to most academics (**Katherine Zoepf**, 2006, **Peter Neaumont**, 2006). Meanwhile, retention and advancement of faculty members became more politicized. On the eve of the liberation of 2003, Iraq had twenty universities and forty-seven technical institutes under the general management of the MHESR (**Mohammed al-Hourani**, 2006).

1.1 Iraqi Higher Education since 2003:

According to a United Nations Educational, Scientific, and Cultural Organization (UNESCO), (**Eric Davis**, 2005) survey, in 2004, Iraq's universities housed two hundred colleges with about eight hundred departments and twenty-eight specialized institutes or research centers. Only two

governorates, Muthanna and Maysan (both sparsely populated), were without a university (**Sadam Bedan**, 2022). Two new universities (one an American-style private university in Sulaimane and the other at Koya) were established. In late 2006, the list of Iraqi public universities included Dahuk, Erbil, Sulaimane, Koya, Mosul, Kirkuk, Tikrit, Diyala, Anbar, Baghdad, al-Mustansiriyya, Islamic Studies, al-Nahrain, Technology, Qadisiyya, Kufa, Karbala, Thi Qar, Babil, Wasit, and Basra. There also are seven private universities in Baghdad and two in Kurdistan (of which the university in Sulaimane is one), see appendix A.

Some official estimates (published by MHESR after 2003) put the number of students attending classes at universities, community and non-profit colleges, and technical institutes and colleges in 2003–2004 at nearly 400,000 (**UNESCO**, 2004, **Matin Atmaca**, 2017). The 2004 UNESCO survey produced a lower figure of approximately 250,000, this included only students enrolled at universities. Other UNESCO findings included the following:

- Males accounted for 58 percent of students and 65 percent of faculty, females for 42 and 35 percent, respectively.
- Nearly 50 percent of all students attended one of Baghdad's five universities (Baghdad, al-Mustansiriyya, al-Nahrain, Technology, and Islamic Studies).
- Thirty-two percent of students studied education; 28 percent, sciences, engineering, and agriculture; 15 percent, law and social sciences; 13 percent, medicine; and 12 percent, humanities.
- The academic teaching staff numbered about 19,000, of whom 36 percent had doctorates, 58 percent had master degrees, and 6 percent had bachelor degrees (and were licensed to teach in the technical institutes only).

Iraq has almost twenty thousand university faculty members, most of them were isolated from their foreign counterparts and deprived of new research materials and connections. Today, they need not only access to foreign contacts and current publications but also various kinds of training in:

new techniques and technologies, teaching methods and subjects, and writing for a new and globalized world of education. Iraqis will also need help from foreign scholars to develop the conceptual and substantive understandings of conflict resolution and peace making required for curriculum reform (**UNESCO**, 2004, **Mu'id Fayyadh**, 2006).

In addition to encouraging such training, the MHESR is keen to increase the percentage of Iraqi faculty who hold doctorates from foreign universities. Over the past three decades, on average only 36 percent of faculty had doctorates, most of which had been awarded by Iraqi institutions. By contrast, in the 1970s and for much of the 1980s Iraq sent most of its doctoral students to the West, where they acquired a rigorous education and had access to the latest research in their fields. Today, there exists a two-tiered knowledge system (**MHESR**, 2003):

On the top tier are the older university faculty members who received PhDs in countries such as the Great Britain, United States, and France;

On the other tier are teachers who graduated from Iraqi universities during the 1990s, a time when international isolation diminished the quality of education available within Iraq.

If the quality of faculty is to be restored to its earlier levels, the MHESR should allocate sufficient resources to cover the cost of sending suitable number of graduate students each year to study in the West. Simultaneously, the MEHSR should strive to enhance the quality of doctoral programs within Iraq itself. If the international community were to provide matching funding, the results of these external and internal efforts to develop better-qualified faculty would, of course, be felt all the more strongly. Investing in and training Iraqi academics is an essential task in developing the higher education sector (**Mohammed al-Hourani**, 2006).

1.2 Reforming Higher Education Sector:

Educational initiatives will be stillborn if administrative procedures in the MHESR and the individual universities are not refurbished. A program of decentralization of decision-making authority would give university schools and departments the opportunity to increase the number and variety of courses they offer. It would also promote the development of entirely new institutions, independent centers that could be either inter-disciplinary or specialized in nature. Inter-disciplinary centers could offer diversified coursework, while specialized outfits could provide opportunities for both teachers and students to concentrate on non-traditional subjects. The establishment of such institutions will depend not only on decentralizing bureaucratic authority but also on the government or external donors providing the funds to build, staff, and operate the new centers. The obvious corollary of this proposition is a concerted effort to provide more funding for new educational initiatives and to enhance the possibilities of outside funding (**Michaela Cancela-Kieffer**, 2007, **Oliver Poole**, 2006).

1.3 Organizing International Seminars and Workshops:

In order to translate the proposals outlined above into practice, then it is important to organize a broad range of seminars and workshops at which Iraqi faculty members can meet with one another and with foreign academics to discuss exactly what reforms are most needed and how they can best be implemented. These meetings, which could be conducted either in Iraq or, because of the security situation, in a nearby country, could range across a variety of topics such as infrastructural needs, pedagogy, research and publishing, contacts and exchanges with foreign universities, numerous teaching issues. From here the needs to the International Academic Relations Offices comes into sight (**Christina Asquith**, 2004).

1.4 Higher Education in Kurdistan Region:

According to Iraqi constitution, Iraq is a federation regime, accordingly, north Iraq is known as Kurdistan Region. Kurdistan Region has its own Ministry of Higher Education and Scientific Research. Therefore, it has its own law of higher education legislated by the Kurdish Parliament under law number 10 for the year 2008, see appendix B.

In the 1990s the region saw the repression of academic freedom in most of Iraq, in the north of the country the same decade brought intellectual liberation. As the three Iraqi Northern Kurdish provinces gained an autonomous status after the first Gulf War and the imposition of a no-fly zone in 1991 (Security council resolution No.686), the universities of Sulaimane and Salahaddin-Erbil acquired the independence from the MHESR in Baghdad they had sought since their establishment in 1968 and 1981, respectively. The Kurdistan Regional Government (KRG) established the University of Duhok in 1992 and the University of Koya in 2004.

Today, the Iraqi Kurdish region boasts a system of higher education that educates over one hundred thousand students in 48 universities and institutes, of these universities and institutes (18 publics, 20 private, and 10 private institutes), see appendix A, and offers a modern education influenced by contacts with the West and conducted in a liberal, mostly a political atmosphere. Universities in the north of Iraq have been able to capitalize on a host of assistance programs from UK, US and European governments and universities. Academic exchanges, curriculum materials, information services, teacher-training programs, and other programs have all contributed to creating a thriving higher education sector (UNESCO, 2005, **Daniel del Castillo**, 2023).

The Ministry of Higher Education and Scientific Research, Kurdistan Region-Iraq, has found and adopted an ambiguous scholarship program. The program was called Human Capacity Development Program (HCDP). The program started on July 2010. The program was sought to cultivate professional skills and leadership abilities among students, graduates and employees from Kurdistan Region by giving them the opportunity to earn a degree of master and Ph.D in more than one hundred disciplines in the centers of excellence. Over 4000 scholarships were benefit from the program. The aim was to satisfy the needs of the Kurdistan Region's market and develop the production system of the region. For historical reasons, the majority of the scholars joint UK universities to complete their studies. They finished their study and returned back to Kurdistan region, participating in the developing the academia, economic and building the Kurdish nation from all aspects. (<https://committees.parliament.uk/writtenevidence/49797/html/>) .

1.5 Definition of terms:

Frequently used terminology in the discourse surrounding these efforts and activities include: 'Political science', 'international relation', 'international education', 'internationality', 'internationalization', and 'international academic relation'.

1.6 Political Science:

Political science is the study of politics, power and government from domestic, international, and comparative perspectives. It entails understanding political ideas, ideologies, institutions, policies, processes, and behavior, as well as groups, classes, government, diplomacy, law, strategy, and war. It is essential to understanding how current political situations have come to manifest, their pros and cons, how citizens are impacted, and how future governance and power might structure.

1.7 International Relations:

International relations are the study and an attempt to explain behavior that occurs across the boundaries of countries. It is the study of the relations of states with each other and with international organizations and certain subnational entities, such as bureaucracies, political parties, and interest groups. It is related to a number of other academic disciplines, including political science, geography, history, law, sociology, psychology, and philosophy.

While **International education** is a very broad field of teaching and inquiry, also known as international development education. "The term is often used to cover comparative, cross national, or cross-cultural work extending beyond the borders. It could also apply to cross-cultural teaching and research domestically".

Burn, Barbara (1985) used the term the 'internationality' of higher education, explaining: "I refer not to the internationalization of higher education but to its internationality, a word which, according to Webster's Second Edition, means 'the quality or state of being international'. This is deliberate as the word internationalization implies moving from non-international to internationality. My topic and my convictions rule out the possibility that higher education is non-international, though it may have varying degrees of internationality".

Rudzki, Rornudd. E.J. (1995) acknowledged that first defined, in an earlier publication, 'internationalization' as: " a long-term strategic policy for the establishment of overseas lids for the purposes of student mobility, staff-development and curriculum innovation.

He then re-defined it as:

"a defining feature of all universities, encompassing organizational change, curriculum innovation, staff development and student mobility, for the purpose of achieving excellence in teaching and research".

Knight, Jane (1993,1995) noted a need for more common understanding and usage of the term internationalization in higher education and defines it as, "Integrating the international dimension into the primary functions of an institution of higher education."

This 'international dimension' she defined as:

“a perspective, activity or program which initiates or integrates an international intellectual global outlook into the major actions of a university or college" (**knight, Jane**, 2014).

These definitions, although fairly clear, do not completely remove the ambiguity or compensate for the lack of conceptual clarity which surrounds this topic. The word internationalization and the term international education are often used interchangeably, while the notions of internationality and international academic relations are not often referred to.

In this thesis, it has been decided to use the term 'international academic relations. International Academic Relations is defined here as those interactions and linkages which take place at Kurdistan Region and abroad among and between people of certain cultures and nationalities and people in educational agencies and institutions including country universities and research institutes (**Mohammed Bajalan**, 2024).

In this research work (Ph.D. thesis), international academic relations offices of eleven public universities of Kurdistan Region-Iraq will be carefully studied. Their works and achievements and their services to the staff and student mobilities during the last ten years will be tackled and analyzed. The analysis and the study include the long survey and questionnaires which are expected to be answered by the university academic staff, the directors of the IROs, students, university administrators, and retired school teachers, school principals, and educational supervisors. The questionnaires will be deeply analyzed and the results will be presented in both tabulated and graphical forms.

CHAPTER TWO

Historical Background

2.0 Federal Republic of Iraq:

Iraq is a country located in Western Asia, bordered by Turkey, Iran, Kuwait, Saudi Arabia, Jordan, and Syria. Total area of Iraq is 438,317 square kilometers and the current population of Iraq in 2024 is 46,523,657. A 2.24% increase from 2023. The population of Iraq in 2023 was 45,504,560, a 2.27% increase from 2022. The population of Iraq in 2022 was 44,496,122, a 2.21% increase from 2021. Therefore, there is substantial growth of the population in Iraq.

The economy of Iraq is dominated by the oil sector, which has provided about 99.7% of foreign exchange earnings during its modern history.

Iraq's higher education system has been affected by years of conflict and instability. Despite these challenges, the country has made efforts to rebuild and improve its education system in recent years. Iraq has a large number of universities and colleges, offering a range of programs in various fields. However, many of these institutions suffer from a lack of resources, outdated curriculums, and poor infrastructure (UNESCO, 2005).

The country has a literacy rate of around 84%, and the government is working to increase access to education for all Iraqis. While there are limited opportunities for international students in Iraq, the country has been making efforts to attract more foreign students. Some Iraqi universities offer programs in English, and the government has implemented policies to support international students, such as simplified visa processes and scholarships (Oliver Poole, 2006). Overall, Iraq's higher education system is still facing challenges, but efforts are being made to improve the quality of education and increase opportunities for both Iraqi and international students (Christina Asquith, 2004).

2.1 Ministry of Higher Education and Scientific Research-Baghdad-Iraq:

<https://moheer.gov.iq/en/>

The Ministry of Higher Education and Scientific Research of Iraq aims at making quantitative and qualitative changes in the scientific, technical and cultural movement in Iraq and directing scientific and research institutions to undertake the process of creating a new generation equipped with science and knowledge, so that these institutions become an effective and influential force in the Iraqi community (Sadam Bedan, 2022). The Ministry also aims at developing scientific and cultural relations and expanding friendly relations in these fields with other countries and various scientific and academic organizations around the world in order to achieve harmony and integration in the fields of science and knowledge.

There are more than 127 universities and academics in Iraq (Appendix A), in which 48 of them are located in Kurdistan Region. in total: 35 public universities, (four technical universities, one

institute of technology, two fine arts university, one national defense university, and one police academy), in addition to 45 private universities and colleges (**Matin Atmaca, 2017**).

About 850,000 students are enrolled in undergraduate and graduate programs in federal republic of Iraq (exclusive of the Kurdistan Region). Of the 19,112 academic university teaching staff, 56% are male and 44% female; 43% of the teaching force is concentrated in Baghdad (**Eric Davis, 2005**). Figure (2-1) below shows the locations of higher education institutions on the map of Iraq.

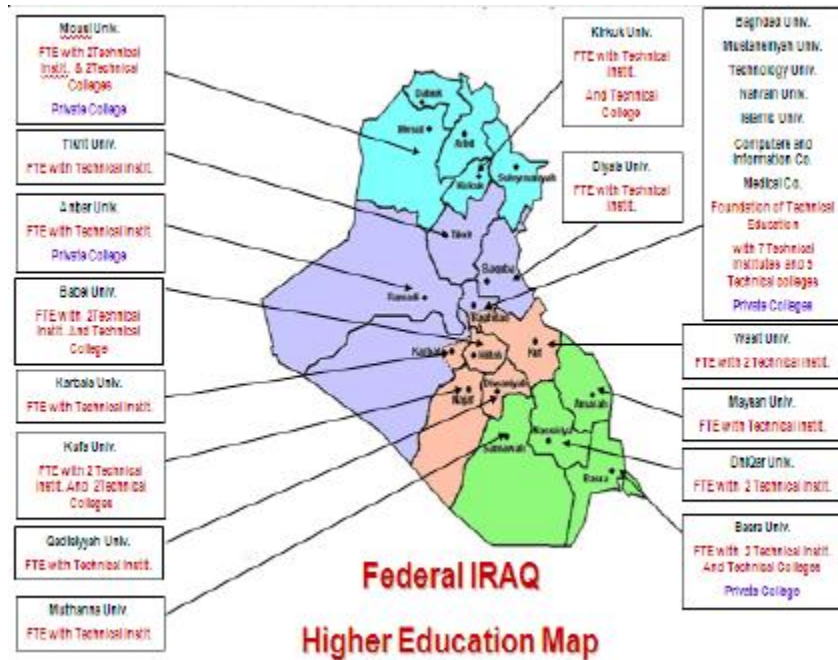


Figure (2-1): Locations of higher education institutions on the map of Iraq.

2.2 Kurdistan Region-Iraq (The Study Area):

The four Governorates (Erbil, Duhok, Sulaimane and Halabja) are located in the northern part of the Federal Republic of Iraq, known as Kurdistan Region, the home land of Kurdish nation, Figure (2-2).

The geographical location of the studied area lies between latitudes 34° 42'N and 37° 22'N and between longitudes 42° 25'E and 46° 15' east. The region shares its borders with Syria in the west, Turkey in the north and Iran in the east. From geopolitical perspective, the region is a landlocked country (it has no international water borders). The region is surrounded by five water bodies which are the Mediterranean Sea, the Arab gulf, the Caspian Sea, the red sea and the Black Sea. For historical reasons Kurdistan region is sometimes called the land between the five seas and some other times it is called the **Fertile Crescent**. Yet only the Mediterranean Sea and the Arab gulf have major influence on the climate of the region (**Saeed, M. A., 2023**).

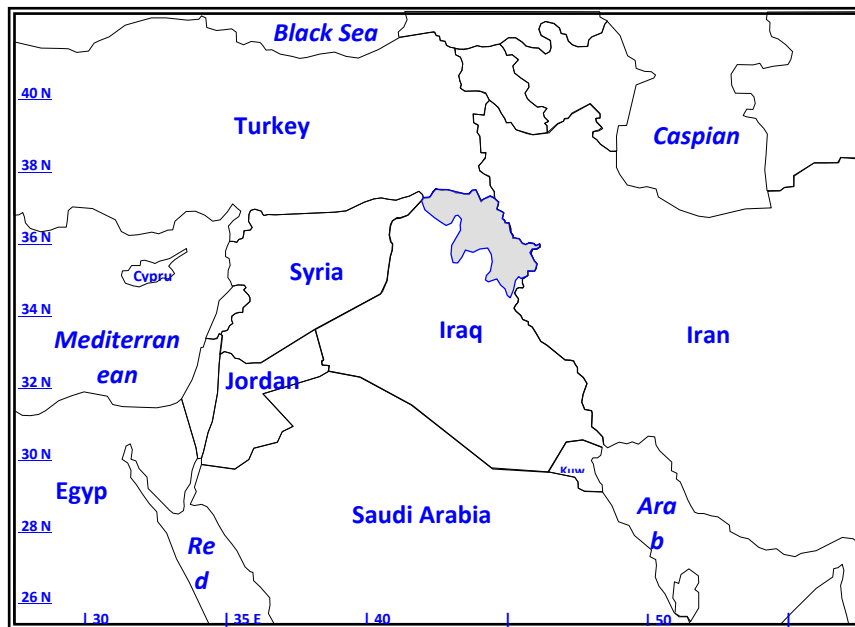


Figure 2-2: Geographical location of the study area (shaded area).

2.3 The Climate:

The climate of Kurdistan Region has been identified according to Koppen classification as arid and semi-arid climate (steppe - BSh and Mediterranean – Csa). it is hot and dry in summer and cold and wet in winter, with short spring and autumn seasons compared to summer and winter (<https://www.mazeez1953.com>).

In winter, Kurdistan Region falls under the influence of Mediterranean cyclones that moves east to northeast over the region. The Arabian Sea cyclones move northward passing over the gulf carrying great amounts of moisture causing large amounts of precipitation over Kurdistan Region. Occasionally, European winter cyclones move eastward to the southeast part of Turkey and over the mountainous region of Kurdistan, bringing substantial amounts of rain and snow.

In summer, the region falls under the influence of sub-tropical high-pressure belts and Mediterranean anticyclones. The sub-tropical high-pressure centers that move from west to north and northeast passing over the Arabian Peninsula carrying and bringing sand and dust to the region. The maximum daily temperature may reach as high as (50°C) in hot summer periods, while the minimum daily temperature can drop to (-10°C) in cold winters (**Abbas, K.A., 2008**).

2.4 Economy of Kurdistan Region:

Currently, Kurdistan Region consist of four provinces with a population of about 6,000,000 and total area 46,862 square Kilometer. The provinces of Duhok, Erbil, Sulaimane and Halabja are rich in agricultural lands. Wheat and other cereals are grown there. Most of the areas are rain fed, but there are also some smaller irrigation systems in place. Tourism is another branch which draws the attention of the KRG officials which achieved the declaration of Erbil as the Tourism Capital by the Arab Council of Tourism in 2014.

Thus, the Kurdistan Region economy consists of the autonomous economy. It is dominated by the oil industry, agriculture, manufacturing and tourism.

2.5 Ministry of Higher Education and Scientific Research-KRG (MOHE-KRG):

<https://www.gov.krd/mohe-en/>

The Ministry of Higher Education and Scientific Research (MHESR) oversees the administration of institutions of higher education in Kurdistan Region of Iraq. The work of the Ministry covers areas in both higher education and scientific research polices.

Ministry of Higher Education and Scientific Research (MHESR) in the Kurdistan Region is the governmental institution that draws up policies and strategies for promoting the process of higher education in the region and oversees their implementation. Its key activities lie within these two crucial functions and include, among others, providing guidance for higher education institutions, indorsing best practices in higher education system in terms of teaching, learning and researching, promoting quality assurance, accreditation, curriculum development, national universities ranking and auditing. Furthermore, MHESR endeavors to promote the implementation of high international standards and qualities through coordinating and organizing international educational programs and cooperation with the governmental and private higher education institutions. MHESR oversees 18 governmental universities, 20 private universities and 10 private institutes (**Abbas Dizayee, 2023**). Within MHESR, 6 general directorates functions: Management and Finance, Engineering and Projects, Auditing and Quality Assurance, Scholarships and Cultural relations, Study, Planning and follow up and Research and Development.

In addition, MHESR, has highly been boosting the process of internationalization in higher education. This has been attained through integrating global and European dimensions and standards such as that of Bologna process and ECTS system of the European Union Countries Higher Education Institutions into the different education programs, degrees and studies, curriculum development programs and research programs (**Helen Aittola, et.al. (2009)**).

MHESR, as the governmental institution under which the higher education institutions in the Kurdistan Region are licensed, will act as the body that underpins and supports the implementation of the various policies and activities recommended and run within the academic projects. It is also coordinating the various activities involved in the projects as well as supervising their implementation in the universities taking part in the projects. In addition, MHESR will assist in

providing data and information as required as well as facilitating the organization of necessitated meetings, workshops and trainings.

Higher education is based on academic study and research, and normally builds on four years full-time education at stage one leading to BSc or its equivalent. Institutions of higher education in Kurdistan Region are mainly state-funded, but increasing number of private Universities are being inaugurated. It is worth to mention here that, public universities are steadily orienting toward non-free tuition institutions. The non-free tuition enrollments are called **Parallel Studies**.

The Ministry of Higher Education and Scientific Research supervises institutions of higher education in the Kurdistan Region, and develops strategies to organize study processes and develop indigenous scientific research.

The role of higher education institutions (HEI) in the process of nation-building is indispensable. Raising standards in these institutions has long been a top priority for the people and for Kurdistan Regional Government (KRG) (**Mohammed Bajalan**, 2024).

It is not a secret that the current system of higher education, which Kurdistan Region has inherited from Iraq, is dated and largely dis-functional. Its pyramid-style management structure concentrates decision-making authority at its summit. There is little transparency, democracy and accountability in the system, and the role of staff and students in management is negligible. Internal audit, performance monitoring and quality assurance are virtually non-existing. In short, the existing system is a major barrier for progress, incapable of healthy evolution or modernization. Whereas student numbers are increasing exponentially, standards within HEIs remain below those of the neighboring countries. The key question is whether this stagnant system can be reformed, and the future of generations of students rescued. The answer is yes. Can this be easily achieved? Certainly not, for the challenges are enormous. However, where there is a will, there is a way (<https://www.gov-krd/mohe-en/>).

There is now a unique and historic opportunity to bring this vision closer to reality. The process of reform begins with a vision, followed by a well-designed strategy and a clear road-map. With the right level of dedication, determination and concerted efforts, the dream is achievable. It will require close collaboration of all parties involved, including the Cabinet, Parliament, political leaders, professional organizations, media, universities, students and the people of the region.

2.6 First: A new HE strategy:

A key priority for the MOHESR would be to harmonize the region's demand-and-supply of university graduates. Currently, there is a major gap between the two, in terms of quantity and quality. For example, the region's economy is booming and demand for professionals in the tourism, oil and other industrial sectors are increasing exponentially, whereas the universities are busy teaching conventional topics without keeping pace with the reality.

The ministry studied these issues in close collaboration with the Ministry of Planning and other ministries, and assess the region's need of professionals in various disciplines. New colleges, training courses and institutions may need to open, while others reduced in size or even closed.

2.7 Second: the role of the Ministry:

Prior to inauguration of the fifth cabinet of KRG, the region's higher education institutions were managed via the Higher Education Council, chaired by the Prime Minister. Key members were the presidents of the state-funded HEIs (**Mohammed Bajalan, 2024**).

Following Iraq's liberation, the fifth Cabinet of Kurdistan Region (formed in 2006) established MOHESR to mirror that of the Federal Government in Baghdad. The Ministry was created in a record time. Today the Ministry has a vital role in running the region's HE system. However, past experience has demonstrated that the Iraqi model of HE is bureaucratic and its ability to improve quality is inherently limited. Therefore, the Ministry's roles, structure and interaction with HEIs were reviewed and re-defined, and the law number 10, 2008 of higher education was issued (Appendix B). The Ministry of Higher Education and Scientific Research (MOHESR) embarked on reviewing the entire system of HE, in a way legal or administrative barriers were removed to accommodate reform and serve the ultimate purpose, namely, improving quality and raising standards. In this regard, the Ministry's priorities include:

- 1- Reforming the management structure of universities, and introduce a modern democratic system where the staff's ownership of their institution and students' rights of quality education are protected.
- 2- Reviewing the financial system of universities and institutes, based on formulas as per student numbers, subject areas, quality teaching and research output.
- 3- Introducing teaching and research quality assessment systems to monitor performance and link key performance indicators to promotion and pay.

4- Implementing audit mechanisms to ensure the rule of law, control of corruption, safe environment, gender equality and protecting the rights of minorities such as non-Kurds, disabled individuals, etc.

5- Reforming the funding schemes for student scholarship and research grants, to ensure compatibility with the region's future plans and aspirations.

6- Creation of scholarships, entitled Kurd Scholarships, for international non-Kurdish students, those who have special interest in Kurdish language, Literature and Culture, could joint Kurdish universities to continue their studies leads to Bachelor degree, as a step toward internationalization/globalization of higher education of Kurdistan Universities (<https://archive.gov.krd/mohe/mhe-krq.org/index.php/node/3728.html>), Kurdish.studies@mhe-krq.org .

7- Creation of a specific scholarship program called Split-Site Ph.D. studies programs, funded by the Kurdish Government. This Ph.D. study program takes four years, and the selected talented students will spend a period of 6 to 12 months in one of the international universities abroad under the supervision of an international supervisor.

2.8 Third: Independence of Universities:

It is the ambition of the people, government and academic institutions of Kurdistan Region to improve standards in the HEIs, to have them counted among the best in Iraq, Middle East and the World, in the near, intermediate and long-term future, respectively. However, the main barrier for realizing this dream is the fact that the region's HEIs are not sufficiently independent. To ensure independence of HEIs, the Ministry must shed power and hand academic, administrative and financial control over to these institutions (**Mohammed Bajalan**, 2024). Its own role should become largely restricted to strategic planning, funding, auditing and ensuring quality and equality. Mutual interactions between the Ministry and the HEIs should be regulated via a dynamic, modern and transparent mechanism.

Transfer of power, on the other hand, requires the universities to become more democratic, transparent and accountable. They are not at the moment, therefore, are not in a position to accommodate self-governing powers. Transferring power from the Minister to Presidents of universities at this moment is a desired step toward the decentralizing universities, which in turn directs to the internalization (**Abbas Dizayee**, 2023).

Therefore, one of the priorities is to radically reform the management structure of universities, to render them answerable to staff and students, and help them gain independence. Power will then be transferred from the Ministry to the institutions in a programmed fashion. The road map to independence will begin with the establishment of an elected body (senate) which

will become central to all university functions. Via the senate, university owners (academic staff) and customers (students) will take part in decision-making process, auditing and monitoring quality.

2.9 Fourth: Redrafting the Higher Education Law:

The higher education law known as Law No. 10 Higher Education, (2008), see appendix B, in Kurdistan Region was based on the old fashion law of Iraq's Higher Education. No doubt, there are certain components that are amenable to modernization, but on the whole, it is a barrier for progress. In collaboration with Parliamentary colleagues (Higher Education Committee), reviewed the law to bring it in line with the new vision. A direct communication channel between the Ministry, the Parliament and the Cabinet was created for this purpose and to remove legal barriers.

Accordingly, reform of Higher Education and Scientific Research in Kurdistan Region is a big challenge that requires a clear vision and a well thought out road map. Here, the top-level strategies mentioned are to provide a frame work for the Ministry's future activities, and to generate lively debates in the academic community. The issues are complex and the challenge is enormous, however, these are not overwhelmingly so. Every milestone must be brain-stormed, and with the determination and hard work of the academic leaders, the ministry shall move from a milestone to another.

2.10 The Strategy:

The MOHESR's objective is to help Higher Education Institutions (HEIs) in Kurdistan to achieve excellence in teaching and research, and become internationally competitive; make higher education increasingly market orientated and to help future graduates to be competitive and highly employable in both local and international labor markets. The strategy on the long term is to:

1. Reform of the management structure of the ministry and HEIs, and introduce dynamic, democratic and accountable systems.
2. Help HEIs to become increasingly independent.
3. Introduce a Teaching Quality Assurance, based on student and staff evaluation.
4. Introduce mechanisms of monitoring performance and linking them to pay and promotion.
5. Review and modernize postgraduate studies, including Diplomas, MSc and PhD programs.
6. Review the diversity and distribution of specialties in Kurdistan Region universities, and harmonize them with the labor market in the region.

7. Introduce audit mechanisms to ensure quality, equality, accountability and human rights.
8. Review the system of research funding and administration.
9. Review scholarship programs and launch cycles of scholarship calls with protected funding.
10. Introduce new funding schemes for training established academic members of staff in international centers of excellence.
11. Review the HE law and work closely with the relevant Parliamentary committee on redrafting a new law that would allow modernization of the system.

2.11 Undergraduate Studies:

Undergraduate education (first cycle) is an education level taken prior to gaining a first degree, hence in many subjects in many educational systems, undergraduate education is post-secondary education up to the level of a bachelor's degree.

Undergraduate degree courses in the Kurdistan Region are called Bachelor degrees or First Cycle. They normally take four years of full-time study. The exceptions are degrees in medicine, dentistry and architecture, which take longer.

When the student completes the study, the student will be given a title depending on the area of study (**Mohammed Bajalan**, 2024). The most common titles are:

- BA (Bachelor of Arts)
- BSc (Bachelor of Science)
- BEd (Bachelor of Education)
- BLW (Bachelor of Law)
- BEng (Bachelor of Engineering)
- BMD (Bachelor of Medicine)

2.12 Postgraduate Studies:

Postgraduate education (second and third cycles) involves learning and studying for degrees or other qualifications for which a first or Bachelor's degree generally is required, and is normally considered to be part of tertiary or higher education (**Mohammed Bajalan**, 2024).

The organization and structure of postgraduate education varies in institutions within Kurdistan Region. Many postgraduate courses contain both taught and research elements. The students can often tailor degrees to fit their specific needs in following qualifications.

Higher Diploma; Postgraduate High Diplomas studies are almost always taught course qualifications. They usually follow the same program as a Master's degree but are assessed only by exam, without a dissertation.

Master degrees in Kurdistan Region universities are usually awarded for two year's study and are assessed by exam and a short thesis. A thesis is a document submitted in support of candidature for a degree or professional qualification presenting the author's research and findings. Master's degrees in Kurdistan region can consist of both taught and research elements.

MPhil ; Master of Philosophy is a two or more years' research program ending in a dissertation or thesis of 50,000-70,000 words. Many institutions in Kurdistan region allow successful MPhil students to convert directly to the second year of a PhD course after their first year.

Doctorates take three or more years of independent study and research. Almost all Doctorates are completed purely by research, ending in a dissertation or thesis of 70,000-100,000 words (shorter in scientific disciplines).

As mentioned above in Kurdistan Region, there are 48 universities and institutes (Appendix A), in which 18 are public and 30 are private. The total number of the students at higher education institutes in Kurdistan region are over 100,000. The percentage of female students is 48%. There is no tuition fee as the education is free in Kurdistan Region.

Recently, a new system for students' enrollment was introduced. This new system is called the parallel system. In this system, the student is obliged to pay a small and limited amount of tuition fee. The tuition is considered as the university income.

CHAPTER THREE

Literature Review

3.1 Higher Education and International Academic Relations:

In this chapter, a literature review on the most important papers and researches carried out at different countries on the international academic relations are outlined.

International academic relations as an area within higher education institutions, its scope, its activities, tasks and behaviors, and its actors and stakeholders will be explored and examined.

Also reviewed and examined in this chapter are issues, definition of terms used, foundations and theoretical orientations which may be of particular relevance to Kurdistan Region international academic relations. The literature reviews continue with discussion on small nation regions, such as Kurdistan Region, as well as a review of the challenges small nations face in developing their higher education institutions and systems. Those challenges are outlined within the context of international relations in general and educational development in particular.

To narrow the focus of this broad study, an attempt is made to find common threads which link aspects of international relations and development theory to college and university academic relations, including the exchange of knowledge across cultures. To aid in achieving a balanced perspective, a concerted effort was made, in both parts of the literature review, to include the work and viewpoints of researchers from a variety of countries, see the bibliography.

3.2 Internationalization:

Internationalization of higher education institutions is defined as a long-term strategic policy for establishing overseas links and a defining feature of all universities, encompassing organizational change, curriculum innovation, state development and student mobility, for the purpose of achieving excellence in teaching and research (**Rudzki, Rornudd. E.J.** 1995).

Also, Internationalization has been defined as the integration of international and or intercultural dimensions to higher education institution's purpose, functions and or delivery; it involves a process of interchange of higher education between nations, between national systems of higher education, and between institutions of higher education (**Knight, Jane** 2014).

The internationalization of higher education institution is one of the major tasks of the office of international academic relations, which is an area of research and study of comparative education and international relations which might be broadly defined as international academic relations, (**Hayhoe, 1995**).

International education and internationalization are factors that drive the internationality of a university, while international academic relations are both the cause and the result of them . And

international education and internationalization is sweeping generalities; international academic relations could be disaggregated into discreet units for easy analysis (**Helen Aittola, et.al.** 2009).

3.3 Tasks and Behaviors:

Definitions and terminology outlined above can be found in the literature, what is not readily found are listings or discussions regarding the actual nature of international activity in colleges and universities. Numerous tasks which comprise international activity and academic relationships can be extracted from published documents, including course catalogues, admissions information etc., as well as unpublished reports, minutes, and memorandum of understandings of individual universities, institutions and departments (**Vanderpool, Jam D.** ,1998). Specific tasks and behaviors usually inherent in the daily work and functions of the international academic relations of higher education institutions. These tasks and behaviors are summarized in table 3-1 below.

Table 3 - 1. International Academic Relations in Higher Education: Task & Behaviors.

Ref: Vanderpool, Jam D. (1998) "Comparing Internationality in Colleges and Universities". Paper presented at the annual meeting of the Comparative International Education Society, New York, USA.

No.	Tasks	Behaviors
1	Admission of international students	Enhancing the scope and range of international activity
2	Advisement of international students	Evaluation of international activities, projects and programs
3	Advisement of students, staff and faculty re: international travel, immigration policies	Fostering international and global awareness
4	Approval of agreements, contracts and grants	Hosting international visitors
5	Arrangement of international exchange itineraries	Identification of development opportunities and projects
6	Arrangement of international visitor itineraries	Integration of international context and perspectives in teaching and learning situations
7	Adding international documents and artefacts to library, archival and museum collections	Liaison with internal and external constituents and stakeholders re: international activity
8	Conducting research in other countries	Production of publications re: international activities i.e. opportunities and outcomes
9	Compiling information databases regarding international activity and relations	Providing cross cultural communication and sensitization training

10	Collaborating with national and international non-governmental organizations	Providing grantsmanship training and advice to those seeking funding for international projects
11	Collaborating with national and international <i>non</i> -governmental organizations	Providing incentive for staff and student participation in international activity
12	Counselling domestic and international students, scholars and exchanging participants	Providing or restricting work experience placement opportunities for international students
13	Contracting consulting services	Provision of housing information for international students, scholars and visitors
14	Contracting research services	Promoting international activities and events
15	Defining legalities of international activity	Recruitment of international students
16	Dissemination of information re: international activities, opportunities and outcomes	Review of agreements, contracts and grants
17	Hosting international conferences and seminars	Review of programs, <i>events</i> and activities

The 2030 Agenda for Sustainable Development of the European Union, states that the Sustainable Development Goal 4 (SDG 4) aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” It is vital to give a central place to strengthening education’s contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health. The content of such education must be relevant, with a focus on both cognitive and non-cognitive aspects of learning. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD) and global citizenship education development (GCED), which includes peace and human rights education, as well as intercultural education and education for international understanding (**Morone, A.M, 2003**).

According to the Iraqi National Development Plans (2010-2014 and 2013 -2017, 2018 2022,2022-2-23, and 2024-2-28), Iraq Business News (<https://www.Iraq-businessnews.com> ,24.04.2024), the improvement of the education system plays a crucial role for the creation of an inclusive environment that cultivates civic values and helps contribute to the achievement of sustainable development. The Central Iraqi Government (CIG) along with Kurdistan Regional Government (KRG) in Erbil is increasingly realizing that the entire educational system (from early childhood through tertiary education) must reflect the new social and economic needs of the global economy, which increasingly demands a better-trained, more skilled, and adaptable workforce (**Sadam Bedan, 2022**). Moreover, Kurdistan Regional Government took further steps by hosting a high-level conference with thinkers and decision makers in the region to discuss ideas of developing

the early-stage education system. The need for a change has been further reinforced by the outbreak of COVID-19 pandemic, that represents a transformative challenge for institutions and educators, called to deliver alternative learning methods, when attending educational activities in person is not possible (**Mohammed Bajalan**, 2024). The UNDPs have outlined many means by which to achieve the vision for the education sector in different publications.

In Kurdistan Region of Iraq, students enrolled at public elementary schools are educated by elementary school teachers whose 90% of them are graduates from colleges of Basic Education of the HEIs in Kurdistan. The Basic Education Colleges in Kurdistan are the main provider and supplier of the primary school teachers in the region. The current teaching staff at the primary schools are 75% graduates of the Basic education colleges and 20% are graduates from a two years teacher preparing institute which is equivalent to the secondary school (**Morone, Antony Maria**, 2023).

There is a high demand within the society to enroll children in the private primary schools rather than the governmental schools due to the difference in quality. So, to raise the standard of the governmental schooling system to the international standards, the first and foremost step is to raise the quality of graduates from the Basic Education Colleges in Kurdistan. The ultimate beneficiaries are the future citizens and leaders of the children in the governmental primary schools in Kurdistan Region.

There have been several attempts by UNESCO regarding improving the primary education system, through enhancing the curriculum of the primary school or providing materials but very little work has been done on improving teaching methodologies by modernizing teacher skills.

These colleges are graduating elementary school teachers who are trained in the very old style of teaching and never exposed to the new teaching methodologies for elementary school students. This is due to lack of training of the Basic education staff and also no exposure opportunity to different teaching methodologies and teaching philosophy. Accordingly, the graduates from Basic Education colleges have no modern international skills to eventually tackle the kid in the elementary schools and make the classroom a magnet and enjoyable time to the students rather than a poorly stimulating time (**UNESCO**, 2005).

In this regards more attention should be paid to this issue to secure a graduate from a Basic Education college that got state-of-the-art knowledge in teaching methodologies rather than being educated with teaching methods of the last century, especially, with the recent ways of getting knowledge through different electronic mediums and modern technologies (**Abbas Dizayee**, 2023).

The higher education system in Iraq is indeed inherited from the higher education of the Great Britain during the twenties of the last century, when the College of Medicine was founded by the English people during the colonization of Iraq in 1927, and then the University of Baghdad in 1957 was also initiated according to the British system. Since then, the changes in teaching methodology, marking system, examination techniques, class management, and most of the

curriculum approach to the society were almost the same despite few scattered changes on the college and departmental level (**Christina Asquith**, 2004, **Daniel del Castillo**, 2023).

Partnering universities in Kurdistan region with world high standard universities via enhancing International academic relations (cooperation) is necessary and of instant need.

As a part of the Ministry of Higher Education and Scientific Research (MOHESR) in Kurdistan Region plan to develop the quality of the graduates in general by adopting new teaching methodologies (**Morone, Antony Maria**, 2023).

The directorate of international academic relations in the ministry as its main goal has selected thirty-three academic faculty members from 17 public and private universities to attend a pedagogical training course in HAMK University of Applied Sciences, Hemeenlinna, Finland. Then, the Ministry of Education of Kurdistan Regional Government (MOHE- KRG) introduced a new pedagogical training program, which began April, 16, 2019, at four pedagogy centers in Erbil, Duhok, Sulaimane, and Garmian, and provinces.

The HEIs of Kurdistan Region of Iraq, have started working via international academic relation offices to access and increase means to reach out to people to establishes a partnership to develop cooperation ideas as well as to facilitate transfer of know-how, experience and good practices among EU universities and Kurdish HEIs, by fostering access to capacity building opportunities ,via Erasmus programs, and improving the access of university staff with fewer opportunities to a more qualitative higher education offer.

The general objectives of international academic relations are therefore to connect the universities with each other to enhancing the quality of the teaching offer, by innovating teaching methodologies, through reviewing and updating curricula by reinforcing the competences of the university staff in adopting a student-centered learning approach in the HEIs from Kurdistan Region of Iraq.

3.4 Political Science:

Political science is the study of politics, power and government from domestic, international, and comparative perspectives. It entails understanding political ideas, ideologies, institutions, policies, processes, and behavior, as well as groups, classes, government, diplomacy, law, strategy, and war. It is essential to understanding how current political situations have come to manifest, their pros and cons, how citizens are impacted, and how future governance and power might structure (**George F. Kennan**, 1979).

In another words, Political science is the study of local, state, and federal governments, political players, public discourse about politics, and relationships between politicians and between political bodies. It is an analytical field that examines empirical data gathered from patterns and dynamics and outcomes in various political spheres.

Political science as a field is thousands of years old. Philosophers Confucius and Kautilya in ancient China and India, respectively, produced analyses of contemporary political dynamics between 500 and 300 BCE. Between 450 and 300 BCE, ancient Greek philosopher Aristotle generated the first empirical analyses of politics, and his student Plato consolidated the ideas of democracy and republicanism (Mark Bevir, 2022). In North Africa (Tunisia) in the 14th century, historian Ibn Khaldun recorded his observations of political patterns and their implications for the larger society of the Arabic-speaking world. Each of these thinkers examined the nature of the state in their respective communities and nations, analyzing both the state of power as it existed and how it might be reorganized to better serve the people (Aristotle, 1946).

Four fields of political science have been recognized, namely; they are public administration, comparative politics, domestic policy, and international relations. Each centers a specific aspect of political science, be it domestic, international, theoretical, or bureaucratic (Hans J. Morgenthau, 1948).

During the 1920s new centers, institutes, schools, and university departments devoted to teaching and research in international relations, as a branch of political science, were created in Europe and North America. In addition, private organizations promoting the study of international relations were formed, and substantial philanthropic grants were made to support scholarly journals, to sponsor training institutes, conferences, and seminars, and to stimulate university research.

Issues that were addressed in the literature of political science international relations include international, and especially European, integration; alliances and alignment, such as the North Atlantic Treaty Organization (NATO); ideologies; foreign-policy decision making; theories about conflict and war; the study of low-intensity conflict; crisis management; international organizations; and the foreign policies of the increasing number of states that became part of the international system in the mid- to late 20th century.

Hans J. Morgenthau's *Politics Among Nations* (1948) helped to meet the need for a general theoretical framework. Not only did it become one of the most extensively used textbooks in the United States and Britain—it continued to be republished over the next half century—it also was an essential exposition of the realist theory of international relations.

3.5 The behavioral approach and the task of integration:

In the 1950s an important development in the social sciences, including the study of international relations, was the arrival of new concepts and methodologies that were loosely identified in ensemble as behavioral theory. This general approach, which emphasized narrowly focused quantitative studies designed to obtain precise results, created a wide-ranging controversy between theorists who believed that the social sciences should emulate as much as possible the methodologies of the physical sciences and those who held that such an approach is fundamentally unsound (Audas Milie C., 1990).

Accordingly, much of the intellectual effort of the mid-1950s to mid-1960s, the so-called “behavioral decade”, went into the task of comparing, interpreting, and integration various

concepts from new areas of study, and the scholarly goal of the period was to link theories, or to connect so-called “islands of theory” into a greater, more comprehensive theory of international relations.

The struggle for power, for example, was accepted as a fact in past and current international politics, but attempts to make all other factors subordinate to or dependent upon power were thought to exclude what is important and interesting in international relations. Similar assessment was made of the theory that asserts that the character of a nation—and hence the character of its participation in international relations—is determined by its child-rearing practices, as well as of the Marxist theory that international relations are solely the historical expression of class struggle (**Baba Tupeni L.**, 1992).

The general attitude was that the international relations are multidimensional and therefore have multiple causes. This conclusion supported, and in turn was supported by, the related view that an adequate account of these facts could not be provided in a single integrated theory and that multiple separate theories were required instead.

By the 1960s, for example, studies of international conflict had come to encompass a number of different perspectives, including the realist theory of the struggle for power between states and the Marxist notion of global class conflict, as well as other explanations. At the same time, conflict theory coexisted with economic and political integration theory, which approached the phenomena of international conflict from a distinct perspective (**Bacchus Kazim**, 1987).

Quantitative methodologies were recognized as useful for measuring and comparing international phenomena and identifying common features and patterns of behavior, qualitative analyses, by focusing on one case or a comparison of cases involving specific research questions, hypotheses, or categories, were thought to provide a deeper understanding of what is unique about political leaders, nations, and international events such as the Cold War (**Bacchus Kazim**, 1992).

The use of quantitative analysis in international relations studies increased significantly in the decades after the 1960s. This was a direct result of advances in computer technology, both in the collection and retrieval of information and in the analysis of data. When computers were introduced in international relations studies, it was not readily apparent how best to exploit the new technology, partly because most earlier studies of international relations were set forth in literary form (**Bagherian Fatemeh**, 1993).

Nevertheless, quantitative studies were undertaken in a number of directions. A growing body of studies, for example, developed correlations between phenomena such as alliances and the outbreak of war, between levels of political integration and levels of trade, communication, and mobility of populations, between levels of economic development and internal political stability, and between levels of internal violence and participation in international conflicts.

3.6 The later 20th century:

The influence of behaviorism helped to organize the various theories of international relations into two principal perspectives:

3.6.1 The foreign-policy perspective:

The foreign-policy perspective, encompasses theories about the behavior of individual states or categories of states such as democracies or totalitarian dictatorships. The foreign-policy perspective also includes studies of the traits, structures, or processes within a national society or polity that determine or influence how that society or polity participates in international relations (**Bray, Mark and Packer, Colin, 1993**).

3.6.2 The international system analysis perspective:

The international system analysis perspective encompasses theories of the interactions between states and how the number of states and their respective capabilities affect their relations with each other (**Bray, Mark and Packer, Colin, 1993**).

While comparative foreign-policy analysis first appeared during the mid-1960s. By comparing the domestic sources of external conduct in different countries, using standard criteria of data selection and analysis, this approach develops generalized accounts of foreign policy performance, including theories that explore the relationship between the type of domestic-external linkage a country displays and its political and economic system and level of social development ⁽⁴²⁾.

3.7 International Relations:

The study of international relations is an attempt to explain behavior that occurs across the boundaries of states. It is the study of the relations of states with each other and with international organizations and certain sub-national entities, such as bureaucracies, political parties, and interest groups. It is related to a number of other academic disciplines, including political science, geography, history, law, sociology, psychology, and philosophy (**Clark Burton, 1983**).

The main goal of international relations is Peace Keeping, stability and Conflict Resolution. Diplomatic efforts, negotiations, and conflict resolution mechanisms are critical points to achieving this goal.

Meanwhile, international relations theory (IRT) is the study of international relations (IR) from a theoretical perspective. It seeks to explain behaviors and outcomes in international politics. The four most prominent schools of thought are realism, liberalism, constructivism, and rational choice.

The field of international relations emerged at the beginning of the 20th century largely in the West and in particular in the United States as that country grew in power and influence. Whereas the study of international relations in the Soviet Union and later in communist China was stultified by officially imposed Marxist ideology. This increasing popularization of international relations reinforced the idea that general education should include instruction in foreign affairs and that knowledge should be advanced in the interests of greater public control.

Politics and International Relations graduates can be found across a broad range of careers and roles, including: diplomat, political adviser, trade negotiator, journalist, policy consultant, researcher, current affairs producer, intelligence and risk analyst, speechwriter, non-government organizations (NGO) development manager, and project managers (Clark, Burton, 1983).

3.8 The International Academic Relations

(IARO) are responsible for managing various aspects of international relations office (IRO) duties such as global partnerships with higher education international institutions, international student services such as exchange student program, cross-cultural communication, and daily administrative tasks related to international affairs (Johaston, James N., 1981).

The International Academic Relations Office advises and supports the university leadership, academic and research staff, and students in international projects and initiatives, thereby increasing the university's internationality and visibility. The key function evolves around the design, negotiation, preparation and implementation of staff and student mobilities, at the first, second and third cycle levels of higher education's studies (Tiechler Ulrich, 1996).

The International Academic Relations office has the responsibility for the strategic direction and development of the international academic cooperation and exchange programs, including supervision of programs and budget, together with participation in preparation and promotion of strategy plan, and administration of higher education institution. Accordingly, each campus has an International Relations Office, which is responsible for the administrative management and monitoring of international student exchange programs.

My personal definition of international academic relations in this Ph.D. thesis is that "*The International Academic Relations Office (IARO) is the gate through which the university can enter the world's higher education institutions. It creates a link for the university to interact properly with the society and international community by exchanging knowledge and culture between them. Each IARO is the point of contact for international students exchange and mobility*". The basic functions, tasks, and goals of the IARO can be summarized as follow (Tiechler, Ulrich 1996) :

-To facilitate cooperation with domestic and foreign universities.

-To encourage and facilitate the participation of students, researchers, faculty, and administrative staff in international exchange programs and projects.

-Preparation and writing the memorandum of understanding/agreements (MOU/MOA) and;

-Participation in the implementation of the memorandum of agreements is the fundamental and major task of the IARO.

3.8.1 Scope of Activity and Mode of Operation:

The International Academic Relations Office (IARO) at the university serves as the focal point for managing international partnerships and collaborations. This office operates through a multifaceted approach aimed at fostering global connections and enhancing the university's international profile.

3.8.2 Core Business and Implementation:

The core business of IARO of the university revolves around facilitating international academic exchange and collaboration. Usually this is achieved by (**Wilson,D.N.**, 1994) :

- **Facilitating** international student mobility programs, to promote cultural exchange and academic enrichment.

- **Managing** partnerships and collaborations with universities and research institutions worldwide to foster academic cooperation and knowledge exchange.

- **Improving** the university academic programs and research activities to potential international partners and students, thereby attracting talent and fostering academic diversity.

- **Organizing** and coordinating international conferences, workshops, and academic events to facilitate intellectual exchange and collaboration among scholars from diverse backgrounds.

- **Collaborating** with various university departments to promote cross-cultural understanding and diversity within the university community.

- **Developing** and implementing strategies to enhance university's global reputation and ranking through proactive engagement with international stakeholders and strategic initiatives.

3.9 Internationalization of Academic Work and Career:

The Bologna Process

The higher education sector in Europe has undergone reform processes based on several European conventions and communiqués: Sorbonne (1998), Bologna (1999), Prague (2001), Berlin (2003),

Bergen (2005) and London (2007). The goal of these reforms is to enhance the emergence of a harmonious European Higher Education Area (**Barkholt, K.** 2005). Since the mid-1990s, internationalization has become one of the main thematic areas in higher education publications. The most frequently discussed themes include the mobility of academic staff and students as well as the internationalization of the substance of teaching, learning, and research (**Kehm and Teichler,** 2007). Though the national level has an important influence on the international dimension in higher education – through policy, funding, programs, and regulatory frameworks of internationalization is taking place (**Knight, Jane,** 2004).

The main goals of the Bologna Process underline the international aspects of higher education processes and structures. The European Credit Transfer System (ECTS) was introduced at the same time as the university three-cycle degree (Bachelor, Master and Doctoral) structure reform. The mobility of staff and students is one of the core elements of the process, developing international cooperation between individuals and institutions, enhancing the quality of higher education and research, and creating opportunities for personal growth (**Garam, I.** 2007). Short-term intra-European student mobility has spread considerably as a consequence of the establishment of the Erasmus programme in 1987 (**Rivza and Teichler,** 2007). Internationally active teachers inspire the mobility of their students and bring an international dimension to their teaching (**Garam, I.** 2007). Universities are expected to take part actively in EU education programs and act as active members in regional or thematic European university networks (**Agasisti, T. and Dal Bianco, A.** 2008). The balance between incoming and outgoing students is one indicator for evaluating the extent of mobility. Teaching and learning of foreign languages is another factor enhancing international activities. In the same vein, European cooperation in quality assurance has also been taken as an important aim (**Ursin et al.,** 2008). Thus, the internationalization processes have manifested in various ways in academic life. In this study the different aspects of internationalization of academic work are examined at the institutional level and from the perspective of individual academics in the context of Kurdistan Region higher education.

Usually, for the traditional academics any new system may become problematic. Universities academic staff might have difficulties in adapting to the new degree system and in getting used to teaching at different degree levels at the university. For older academic staff, teaching in English is difficult because they do not necessarily have experience in international contexts. At the same time, there are academics who, in their hopes for the future steps of the Bologna Process, are looking forward to working together with colleagues with different educational experiences. Some respondents are planning to start networks or a joint degree with a foreign institution, including exchanging staff and services, so as to succeed institutionally (**Garam, I.** 2007). Though there is a movement towards collaborating and networking for the benefit of students. There is also a competitive drive with respect to academic career development: academics believe they should prioritize research over international teaching activities. The Bologna Process seems to have both direct and indirect consequences for internationalization. The university teachers in Kurdistan Region perceived that teaching at Kurdistan universities is in transition.

The new credit system as defined in the Bologna Process specifies the curricular structure and makes the definition of student workload easier. The written curricula and ECTS points make

comparability of studies possible. Furthermore, Kurdish academics have experienced the demand to develop their teaching in a more interactive and student-centered learning direction, which they considered consistent with the internationalization of higher education's institutions in Kurdistan Region. However, previous prevailing forms of teaching are still traditional in the Kurdish higher education (**Mohammed Bajalan, 2024**).

The Bologna Process enables increased student exchange due to better harmonization and comparability of higher education. In the implementation phase of the Bologna process, the student mobility should be an obligatory element of the curriculum for doctoral studies and for students in general. It is worth to mention, that the student mobility in Kurdistan Region already functioned well before the implementation of the Bologna Process in Kurdistan Region, under the name hosting students during the period of the political conflict (2014-2016), (**Abbas Dizayee, 2023**).

For Kurdistan Region universities, the internationalization procedure means, a reorganization of study programs according to the new degree structure and, on the other hand, finding partners for teaching cooperation and research collaboration.

Implementation of Bologna process in institutions are evolving into more international learning environments by taking in students from other countries and providing opportunities for visiting lecturers. At the same time, outgoing staff mobility and participation in international projects are also gaining momentum.

Some Kurdish academics considered that their research work are already 'internationalized'. The Bologna Process seems, however, entail additional pressures for the work and careers of academics. The multifaceted demands to promote their own career by increasing international publishing and internationalizing teaching at the same time could cause insoluble dilemmas in academic work.

The harmonization aspects of the Bologna Process challenge the traditional values of academic autonomy and freedom. The changes happen by the application of Bologna process will, bring resistance especially among those academics who are more traditionally oriented to academic life and have less experience in international contexts. Furthermore, international activities have not necessarily been emphasized in Kurdish higher education for cultural and historical reasons.

Although the Bologna Process is a top-down process, the emphasis seemed to be on student and staff development, which is one of the institutional-level rationales of internationalization (**Knight, Jane 2004**). Internationalization of higher education sector is a policy to attract foreign staff for regarding the future. The activities needed to do with internationalization as a means to enhance international and intercultural understanding and skills. In fact, the overall meaning of the internationalization scheme has been questioned.

In Europe, according to (**Rivza and Teichler 2007**), there is evidence that student mobility is increasingly losing its exclusivity in enhancing international competencies.

In local aspects, the term ‘internationalization has been developed to describe the aspects of internationalization on a local campus, for example, with reference to the intercultural and international dimension in the teaching/learning process, and the relationships with local cultural and ethnic groups (**Wachter, B.** 2003).

The academic expect the pressure they feel towards the internationalization of their work. How much of it comes from the discussion connected to the Bologna Process is difficult to ascertain. Nevertheless, the Bologna Process can be seen as a possibility to rethink the meaning of internationalization in higher education institutions, even though it has not been considered the only promoter of such trends for studies and academic work (**Barkholt, K.** 2005).

While universities are aware of the requirements set out in the Bologna Process, their international activities still seem to be based mainly on personal interests and contacts. It was admitted, however, that internationalization helps the institution to manifest itself as a modern education provider and it makes the institution more attractive to staff and students (**Rivza, Baiba and Ulrich Teichler** 2007).

The Bologna Process and the ensuing establishment of the European Higher Education Area has had an impact on the ways in which higher education in Europe operates, and the ways it is perceived and related to in countries and regions outside Europe. The Bologna Process has come to symbolize a form of international cooperation in higher education policy, not only in Europe, but all over the world. The understanding of the Bologna Process constituting a foreign policy tool for the internationalization of universities via the offices of international academic relations. Moreover, the realization that an international regime can become a player with a life of its own, with an independent influence on the international system, allows the researchers and policy makers to draw conclusions about the forces that govern the academic regime, and their international contributing power (**Ursin, J., et al.** 2008).

3.10 International Projects(programs):

Kurdistan region universities are involved in many international programs, such as;

3.10.1 Erasmus+

of the European Union program which concerned with the capacity buildings in the field of higher education institutions (CBHE) and international credit mobilities (ICM). <https://erasmus-plus.ec.europa.eu/>

In the period 2010 up to date, over 15 Erasmus + key action 2 (KA2) and more than 8 Erasmus+ key action 107 (KA1), international credit mobility (ICM), lot 7, have been implemented in Kurdistan Region public universities. The Erasmus plus KA2 is concerned with the capacity buildings in the fields of higher education institutions, while KA 107 projects were related to the international credit mobilities of students (1st, 2nd, and 3rd cycles), academic and administrative staff (both incoming and outgoing), <https://erasmus-plus.ec.europa.eu/>. These projects were highly effective and contributed in developing, improving skills, and updating the capacities of the

Kurdistan Region universities and their staff toward the internationalization to raise the level of teaching and research to the international standards (Ignacio J. Alfaro, et al. 2009) .

Among them, the most important of these projects, which left high impact on the universities will be illustrated here in this research article. Table (3-2) below, shows the list of some seven Erasmus plus KA2 and eight Erasmus plus KA107. Name, source, university coordinators, country period of the implementation and the number of the beneficiaries are outlined.

Table (3-2): List of Erasmus+ projects implemented in Kurdistan Region Universities in the period 15.10.2012 to 15.01.2025

Project Name	Source	Coordinator University	Country	From	To	No. of beneficiaries
Erasmus Mandus-SALAM	EU	Warsaw	Poland	15/10/2012	14/10/2016	36
Erasmus Plus MARHABA	EU	University of Santiago de Compostela	Spain	15/10/2015	14/10/2018	36
Erasmus Plus GEONETC	EU	Lund University	Sweden	15/10/2015	14/4/2019	60
Erasmus Plus OPATEL	EU	Leipzig University of Applied Science	Germany	15/10/2016	14/10/2019	20
Erasmus Plus TIGRIS	EU	Georg August Gottingen	Germany	15/10/2017	14/10/2020	36
Erasmus Plus APPRAIS	EU	UNIMED	Italy	15/1/2021	14/1/2024	45
Erasmus Plus TeachersMOD	EU	Pavia	Italy	01/02/2023	31/01/2025	60
Erasmus Plus ICM	Eight Erasmus+ KA107, ICM were implemented in Kurdistan Region Universities during the above-mentioned period.					58

Since the year 2012, Kurdistan Region public universities have been involving in the European Union programs listed above. The information, aim and target of each project was:

-Erasmus Mundus SALAM Action 2 Lot 7 (Number: **20122670-2013-2437/001-001/EMA2**), coordinated by University of Warsaw-Poland in the period October 2012 to May 2015. The SALAM was a scholarship program for Iraq, Iran and Yemen universities. In this program five BA students, two MA students, one Ph.D. student, two post doctorate and and one month academic staff traing in one of consortium partner universities. All have joined European universities and completed their studies and came back to Kurdistan participating in teaching and research, transferring EU modern mythologies and technologies in higher education system to the region.

- Erasmus + GEONETC Key Action2 (Number: **561967-EPP-1-2015-1-DE-EPPKA2-CBHE-EP**). The title of this program was: International MSc Educational program in Environmental

Management and Modelling, coordinated by Lund university-Sweden and started from October 2015 and continues until October 2018 (**Pilesjö, P., Skidmore, A., Kooiman, A., & Mårtensson, U.** 2007). This program was concerned with developing curriculum and course books of some 13 online modules leading to MSc degree. The project established a laboratory at each partner university. The laboratory has been be equipped with required instruments to record the teaching subjects both audio and video. The project contributed introducing distance learning and education to M.Sc. studies in Kurdistan Universities. This process is new for middle east countries and has not been implemented so far. It will be the corner stone of online M.Sc. studies establishment in Iraqi & Iran Universities.

-Erasmus+ MARHABA key action 2 (number: **2014-0653/001-EMA2**) was an Erasmus Mundus Lot 3 project led by the University of Santiago de Compostela -Spain. The project was launched between 15.10.2015 to 15.10.2018. It was a cooperation and mobility program in the field of higher education aimed to contribute to the mutual enrichment of societies by developing the qualifications of men and women so that they possess appropriate skills, particularly as regards the labor market, and are open-minded and internationally experienced. To promote mobility both for students, researchers, academics and administrative staff from third countries to obtain qualifications and/or experience in the European Union and to contribute towards the development of human resources and the international cooperation capacity of higher education institutions in third-countries through increased mobility streams between the EU and third countries in accordance with the principles of equal opportunities and non-discrimination.

-Erasmus + OPATEL Key Action 2 (Number: **573915-EPP-1-2016-1-DE-EPPKA2- CBHE-JP**). The project titled: Online platform for academic teaching and learning in Iraq and Iran, coordinated by Leipzig university of Applied Science-Germany started from October 2016 and end date October 2019. The aim of this program was concerned with teaching, learning and training academic staff at partner universities in both Iraq & Iran via the the process of E-learning. The partner universities have been supplied with equipment and a modern laboratory was established for implementing the project (**Klaus Haenssger, et al.** 2016).

The project provided modern e-learning process, upto date technology and applications in higher education in Kurdish and Iranian Universities partnered in the project. The project sets up the up to date software and hardware applications in the teaching process in these higher education institutions (HEIs).

-Erasmus+ TIGRIS Key Action 2 (Number: **586290-EPP-1-2017-1-DE-EPPKA2- CBHE-SP**). Title of the project: Transfer of Good IR Practices & Reinforcement of Internationalization Strategies in Kurdistan, coordinated by Georg August Göttingen University-Germany started from October 2017 and terminated in October 2020. The objective of this program was to internationalize Kurdistan Region Universities and raise the level of education to international standards (**Muuss, Uwe, et al.** 2017). Modifying the role of higher education system and its regulations to allow accepting international students and recruiting international staff at Kurdistan Universities were the major issue of this project. The project set up the modern plan strategies for internalizations of Kurdistan Region Universities. Necessary equipment were provided to Kurdistan Universities to establish a suitable office to run the project.

-Erasmus+ APPRAIS Key action A2 (number: 618781-EPP-1-2020-1-IT-EPPKA2-CBHE-SP). Title of the project: governance, quality, accountability: a Piloting Reform Process in Kurdistan region of Iraq. The project on 15/01/2021 and ended on 14/01/2024 and was coordinated by Mediterranean Universities Union (UNIMED) based in Rome-Italy (**Marchionne, Silvia, et al.** 2020).

The overarching goal of APPRAIS was to support, through the cooperation with European institutions, the rebuilding and modernization of the governance system of higher education institutions (HEIs) in the Kurdistan Region of Iraq, with a specific focus on strategic planning, quality assurance and Bologna process implementation. To institutionalize good governance practices in Iraqi HEIs also means enforcing institutional values such as autonomy, accountability, participation, quality assurance, and internationalization, as well as implementing well-structured management systems. The project contributed to the development and modernization of the HE sector in the Kurdistan region of Iraq, supporting HEIs in meeting international standards and empowering university staff to effectively manage and implement changes(<https://www.appraisproject.eu>).

- Erasmus+ TeachersMOD key action2 (number: **101083095 -ERASMUS-EDU-2022-CBHE**). Title of the project: Future Elementary School Teachers Modernization in Kurdistan. Started 01/02/2023 and ends 31/01/2025. The TeachersMOD project aims to enhance the capacity of the Basic Education Colleges in each Kurdish beneficiary institution with the long-term outcome of improving the general Regional standard of primary education. The project builds on two main assumptions: the first relates to the education's pivotal role in the society for the fulfillment of human rights, peace and responsible citizenship from local to global levels, and the second relates to the relevance of the digital transformation as embedded in teaching and learning models (**Morone, Antony Maria, 2023**).

Higher Education Institutions, therefore, need to increase their capacity at two levels, namely; updating and reviewing curricula towards a student-centered approach; and a pedagogical approach based on interactive teaching methods integrating participative and innovative techniques. For this reason, TeachersMOD seeks to modernize and improve the quality of teaching, by innovating teaching methodologies, by reviewing curricula and by reinforcing the competences of university staff members in the Basic Education Colleges in the Kurdish public universities to be prepared for the new generation of learners in the region.

3.10.2 DAAD

Deutscher Akademischer Austauschdienst, German Academic Exchange Services, responsible for granting scholarships, promoting the internationalization activities of German universities and research organizations, provides young people with the opportunity to gain international academic and research experience in Germany as well as worldwide. Most foreign DAAD scholarship recipients are Master's students or doctoral candidates. <https://www.daad.de/>

3.10.3 MENA

Scholarship Program (MSP), it offers full scholarships to professionals in the Middle East and North Africa states, to do short courses in the Netherlands. The MENA scholarship program offers Iraqi professional impact makers up to 45 years training opportunities at Dutch education institutions. This scholarship is offered by the Dutch Ministry of Foreign Affairs as part of the Shiraka program and is managed by Nuffic of the Netherlands. <https://www.studyinnl.org/>

3.10.4 Fulbright

exchange program, the Fulbright program brings international teachers to the United States for a six-week program that offers academic seminars and professional development at host university. The Fulbright Program is the flagship international education exchange program sponsored by the U.S. government. It is designed to increase mutual understanding between the people of the United States and the people of other countries. Participants observe classrooms and share their expertise with teachers and students at the host university and at local secondary schools. <https://us.fulbrightonline.org/>

3.10.5 DelPHE

Development Partnership in Higher Education was a £15 million project over 7 years (2006-2013) supported the Department for International Development (DFID)/British Council to use higher education institutions to support developing countries meet Millennium Development Goals (MDGs).

DelPHE (<http://iraq.britishcouncil.org/en>, <https://devtracker.dfid.gov.uk/projects/GB-1-111543>) helped to increase the capacity of higher education institutions in developing countries to contribute to sustainable development and to also work horizontally with other academic institutions and vertically with policy makers. In Iraq, the program was released in 2011 and implemented during the years 2012/2013. The aim of the program was to support a scientific research project to develop higher education system in Iraq. The program supported partnerships between institutions in different countries to enable them to undertake joint research, develop improved teaching programs and share relevant ideas and expertise.

The projects were financially sponsored by the British Council under the DelPHE project.

Sustainability was built into each partnership by:

- The development of quality assurance systems
- The advancement of research expertise
- The provision of ‘seed corn’ funding and outreach strategies that attracted other funds if partnerships were successful.
- Effective communication strategies between partners
- Local ownership of partnerships

Five DelPHE projects among 8 projects designed for all of Iraq, were implemented at Salahaddin University-Erbil, in Kurdistan Region of Iraq (<https://su.edu.krd/erasmus/DelPHE>) as follows:

Project One: To support a scientific research project to develop a quality assurance system at Kurdistan Region higher education institutions. The project was implemented with the full supervision and cooperation of Coventry University (<http://www.coventry.ac.uk/>) as a country program University.

Project Two: This project aimed to developing research and curricula in Kurdish universities. The project was implemented under the coordination of Nottingham Trent University(www.ntu.ac.uk).

Project Three: To develop a Women Gender and Gender Studies Course at Kurdistan Region universities(<http://eprints.soas.ac.uk/13494/>,http://eprints.soas.ac.uk/13494/1/FInal_Report.pdf).

The project was implemented under the full supervision and cooperation of SOAS, University of London-UK.(<https://www.soas.ac.uk/>) as a country program university.

Project Four: Conflict Analysis and Reconciliation-Internships. with the full supervision and cooperation of the Department of History, Queen Mary, University of London-UK.(<https://www.history.qmul.ac.uk/>) as a country program university.

Project Five: Developing Doctoral and Master Research Supervisory under the leadership of University of Nottingham-Malaysia, as the organizer of the project implementation (<https://www.nottingham.edu.my/index.aspx>).

Also, **Chevening** program, is the UK government international awards program aimed at development global leaders. Chevening scholarships enable outstanding emerging leaders from all over the world to pursue one-year master degrees in the United Kingdom. <https://www.chevening.org/>

CHAPTER FOUR

Data and Methodology:

This chapter presents the data collected via questionnaire and survey adapted in the Kurdistan Region Universities on the role and task of the office of international academic relations (chapter three above). These questionnaires are designed to establish information on the international academic relations offices (IARO) set up by Kurdish higher education institutions. The methodologies and statistical tools used in the analysis are also outlined.

The survey was sent to the academic staff, directors of international relations offices, students, administrators, and retired school teachers, principals, and educational supervisors, of some 11 public Kurdistan Region universities (List 2, appendix A). The survey as a research work was seek to discover the knowledge and opinions of these persons in Kurdistan region higher education institutions, regarding International Academic relationships. Only 8 universities (73%) were responded, filled the survey form and sent it back to us.

The Kurdistan Region public universities, have academic international relations (cooperations) with about 26 European Union countries universities (**Hedderich Jacob**, 2019), about 15 universities in the United Kingdom, and 6 US universities. Among these, the survey was sent to some 14 European Union countries universities to express their opinion about the participation of Kurdish public universities in the international programs involved, and to show to what extent the Kurdish universities benefited from these projects. Unfortunately, only one university responded, filled the form and sent it back to us. The statistics of the Ministry of higher education showed that the number of international projects the Kurdish Universities participated in during the past 14 years were:

Erasmus+ projects; between four to fifteen projects, different from a university to another.

United Kingdom projects: five projects; and

USA projects were also about six projects.

The survey questionnaires designed and set up in this Ph.D. thesis for five groups of participants. The survey was distributed during the month of May 2024, just before the summer holiday break. The results are presented in the tabulated forms, easily accessible, well understandable and self-explanatory. The survey concerns with opinions and concerns of 126 persons, regarding aspects of international academic relationships and the development of higher education in the Kurdistan region of Iraq, see table (4-1) and figure (4-1).

Table (4-1): Number of participants in each group and percentages of participation

Groups	Female	Male	Sub-total	Percentage
Group one: Academic Staff	12	30	42	33.3
Group two: IRO Directors	2	6	8	6.3
Group three: Students	18	14	32	25.4
Group four: Administrators	10	14	24	19.0
Group five: Retired school teachers	8	12	10	15.9
Total	50	76	126	100.0

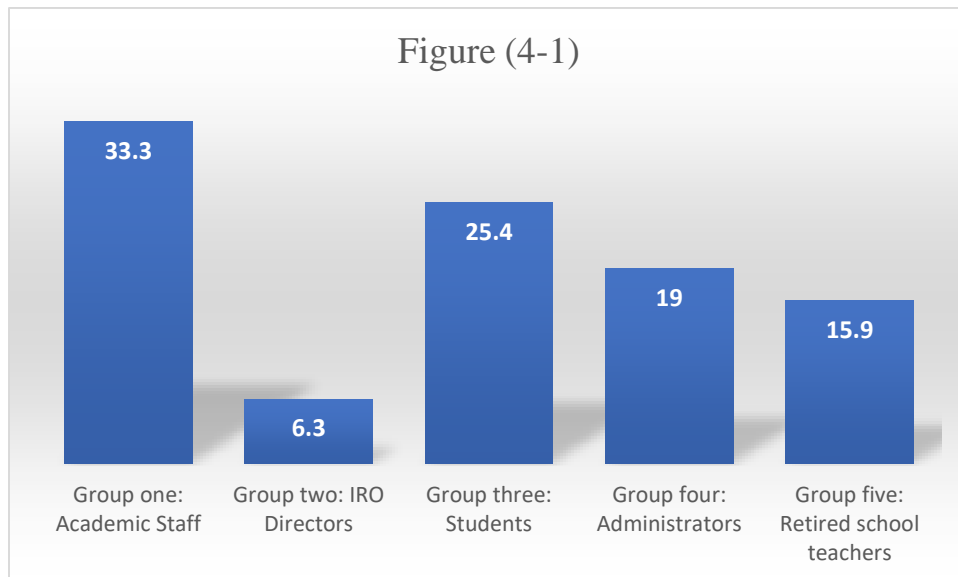


Figure (4-1): Histogram of Percentage of participation in each group in the survey

4.1 Introduction:

Information about higher education development, its benefits and challenges are of topical concern to the Kurdish nation. The need for education in the present globalized world is one of the main concerns of the Ministry of Higher Education and Scientific Research in Kurdistan region (MOHE-KRG), toward the transformation of higher education institutions to the autonomous and decentralized enterprises from both financial and administration perspectives. Although early perceptions of the best approach to higher education for Kurdistan region has not been widely documented, around the time of liberation of Iraq from previous regime in 2003 and ever since then, there were frequent, lively informal debates regarding the same issue.

A useful place to begin this study, therefore, is with an appraisal of the extent to which persons are aware of and knowledgeable about Kurdistan region higher education in general and external linkages and international academic relations specifically, twenty, eventful years after liberation.

4.2 External Influences on KRG Higher Education:

The Survey:

The survey comprised questionnaires for five groups of participants, namely:

Group one included academic staff members, who works as teachers, researchers at the universities, holding master/ Ph.D. degrees, well spoken English and participated at least in one of the international training and workshop abroad.

Group two included the directors of international relations offices of the universities, who are academic staff at the same time. Well spoken English and holding master/Ph.D. degrees.

Group three included the undergraduate students (first cycle) in different stages of their study, well spoken English language.

Group four included the administration university staff, who works at the offices of human resources, finance offices, and those who works at the registration offices of the colleges, directly in contact with teachers and students.

Group five included the retired school teachers, school principals and educational supervisors in the basic, intermediate and high schools, who have over thirty years of services and experiences in the teaching and administration process in the pre-university levels.

It is worth to mention that in Iraq and in Kurdistan region, the educational supervision at the pre-university levels is defined as the process of human and social interaction that aims to raise the level of the teacher concerned to a possible degree in order to raise his/her educational competence.

The concept of educational supervision is based on the meaning of helping the teacher and the teacher to solve the problems they face and work to develop their abilities and raise the level of their professional and personal competencies to achieve their goals.

Educational supervision is an organized, cooperative leadership process that is concerned with the educational situation with all its elements, including curricula, future teaching plans, means, methods, environment, teacher, and student. It aims to study the factors influencing that situation and evaluate them to work to improve and organize learning, in order to achieve the best goals of learning and teaching. Therefore, it is all organized, cooperative educational activities. Continuously, carried out by educational supervisors, school principals, peers, and teachers themselves, in order to improve and develop teachers' educational skills, which leads to achieving the goals of the educational-learning process.

The survey questionnaires were distributed among the above-mentioned groups of some Kurdish public universities. While for the retired teachers, the survey was distributed via the retired recreation center in Erbil, which is known as the **City Garden**.

The questionnaires were constructed to find out if participants were knowledgeable about their institution organization's involvement in off-shore academic linkages. The questionnaires were also meant to discover:

- Participants' views and opinions regarding the importance of international relationships with academic institutions and agencies abroad;
- The advantages and disadvantages of international academic initiatives, linkages, programs or projects to Kurdistan Region higher education;
- Major needs and challenges facing the development of higher education in the Kurdistan Region;
- The best approach for Kurdistan Region to take in the future development of its higher education systems and institutions.

The use of a survey in collecting data for this thesis had its limitations. Because of the topic's broad scope and the scarcity of previous research, exploration is a pre-requisite for the type of description and analysis needed to achieve the purpose of the thesis.

Robson, Wendy (1997), suggests "surveys work best with standardized questions where we have confidence that the questions mean the same thing to different respondents, a condition which is difficult to satisfy when the purpose is exploratory".

Despite its limitations however, this survey was used to collect data on a selected variety of Kurdistan region perspectives within the local Kurdish universities academic staff. This survey was designed with the additional intention of using its findings as a basis for future development of standardized questions for more focused inquiries relevant to international academic relations in the Kurdish Region of Iraq (**KRI**).

4.3 Survey Participants:

In view of the mentioned above, the questionnaires were strategically distributed in places and time where members of the academic staff are available on the campus, that is during the month of May 2024, were the majority of the teaching staff are at the faculties just before the final end of the semester examinations at which attendance is required by all the faculty members and administrators.

copies of the questionnaires, summary descriptions of participants, their comments and their frequency of response to specific items are all outlined in the appendix C. Tables of summarized data which outline the response to selected questionnaire items are presented in the body of chapter

five below. It should be noted that in this chapter, participant response frequencies are reported in valid percentages for the first three choices of each group of participants plus a weighted frequency. The weighted frequency for tables is calculated as the sum of the weighted response for each choice: the first choice is multiplied by three, the second choice is multiplied by two and the third choive is multiplied by one. The weighted frequencies are all also, shown in graphical forms, and shown alongside with tables in chapter five.

CHAPTER FIVE

Results and Discussion

In this chapter, the results and outcomes of the survey questionnaires, outlined in the previous chapter, were explored, examined, analyzed and discussed. The findings are not generalizable to other international academic relationships. They are specifically concerned with the higher education institutions of Kurdistan Region-Iraq. Nevertheless, as this thesis proposes, examining each initiative demonstrates the usefulness of specific academic relationships as a forum for exposing the influences of internationalization on higher education. The five initiatives illustrate clear examples of ways in which international academic relations are associated with higher education as an area of study as well as its development in a small nation region, such as Kurdistan Region of Iraq.

It is worth to mention that the faculties and administrators, who chose to participate in the questionnaire research may have been motivated by interest in the topic, who have been participated in one of the international academic training, workshop, studied abroad, or were simply willing to help with the research. While the IRO directors, were chosen as they are duty responsible of the IRO tasks at each university.

Along with the regional study and survey findings the initiatives demonstrate various levels of achievement and development in Kurdistan region higher education institutions and expose some of its common problems and challenges. Finding ways to surmount such challenges could result in improved academic relationships relevant to these initiatives as well as others.

5.0 External Influences on Kurdistan Region Higher Education

5.0.1 The Survey Findings Academic Linkages:

The results of the survey were collected and statistically analyzed. The total of 126 persons (50 female and 76 male) were responded and sent back the survey forms (see table 4-1, above).

In order to assess participant's awareness and knowledge about the international academic relationships and linkages relevant to the institution with which they were affiliated, on each questionnaire there was an item for respondents to indicate the country with which their institution had the most academic linkages. The most frequent response to this item, came from group number one, i.e., of the faculties (67%); followed by group three, the students (26%); group four, the administrators (14%), group five, school teachers (12%), then the least group two, the IRO (4%).

Thus, not surprisingly, among survey participants, faculty and administrators in Kurdistan region higher education appear to be most knowledgeable or aware of the existence of international academic relationships within their institution. In response to the request to indicate the country with which their institution was most actively involved in off-shore academic linkages among all

groups surveyed, United Kingdom (UK) was the country most frequently indicated. Other countries indicated were USA, and Europe in general (Frequency Tables, Appendix C).

One of the faculty responded and wrote: I am not aware of the extent of my institution’s involvement with other countries, or which countries it is most involved with (compared to others). However, I am aware that my institution has been involved with many countries, including the USA, European Union countries, (especially the UK, France, Italy and Germany), and China, Iran, Turkey, Jordan, and South Korea among others.

Other items on the questionnaire required a certain degree of knowledge about international academic relationships generally but were geared toward the opinions of the participants.

5.1 Most Worthwhile Academic Linkages:

All groups were requested to indicate the country with which their institution had the most worthwhile academic linkages as reported above. A summary of response to that item is presented in (Table 5 -1) and showed in (Figure 5-1a).

Table (5-1): All groups response of the most worthwhile academic linkages/relationships.

Country	Faculty	IRO staff	Students	Administrators	School teachers
United Kingdom	67	6	26	14	12
USA	15	3	8	4	5
Europe	22	7	13	8	7
All	4	2	3	3	5

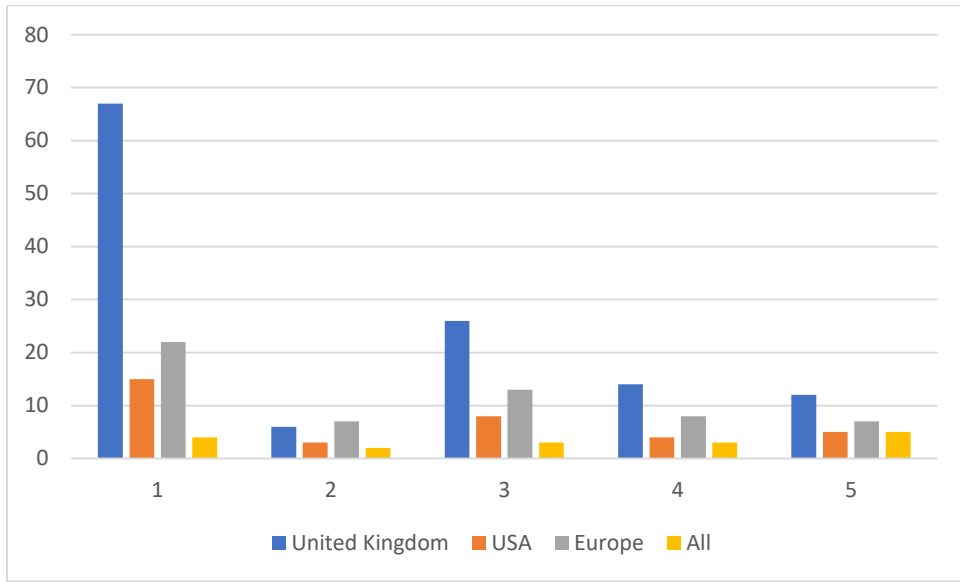


Figure (5-1a): All groups response of the most worthwhile academic linkages/relationships. “1” is faculties, “2” is IRO directors, “3” is students, “4” is administrators, and “5” is retired school teachers.

From table (5-1) and the figure (5-1a), it is obvious that all the groups questioned summed to the United Kingdom as the most worthwhile linkages and relationships.

The groups were also requested to indicate whether, the international projects implemented in the Kurdish Universities during the last 14 years, achieved their goals and objectives. The result is shown in figure (5-1b) below.

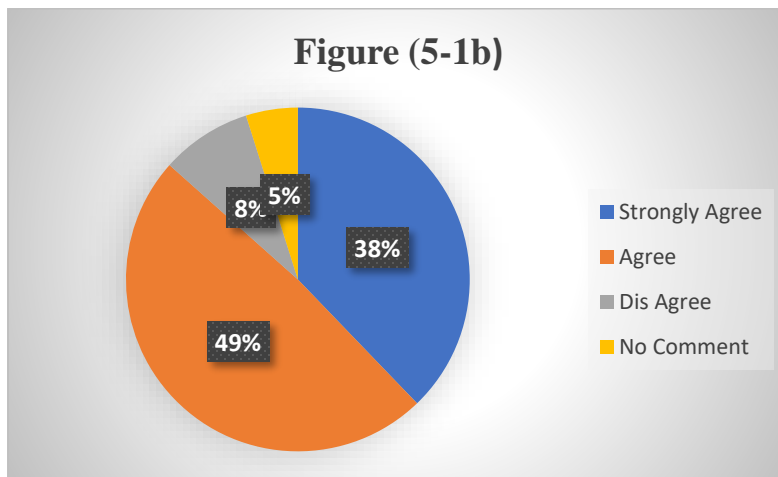


Figure (5-1b): Did the international projects projects implemented in Kurdistan Region Universities achieved their goals?

The answer was, 49% of the participants agree that the overall projects did achieve their goals. And 38% of the participants strongly agree, while some 8% of the participants considers the goals achievements were on average, and 5% did not make any comment.

5.2 Higher Education in The Kurdistan Region: Needs and Challenges

In response to the question 'What do you perceive to be the major needs and challenges presently facing the development of higher education in Kurdish Region?' the response of the groups varied (Table 5 – 2a, b, c, d, e,).

Analysis of the item most frequently selected as the first, second, third and fourth within a particular group by calculating the weighted frequencies indicates that for faculty, equipment was the most needs and challenges (393%), followed by faculty development/government policies (306%), facilities (254%) and fiscal (financial) constraints (212%), among the top four needs and challenges, See Table (5 – 2a) and figure (5-2a) below. This finding provides a distinctive point of international comparison. The low ranking of business and corporate influences as a perceived need and challenge facing Kurdish higher education are not surprising in the Kurdish nation for which higher education is expected to contribute to all aspects of development and national advancement (Mohammed Bajalan, 2024).

Table (5-2a): Faculties; Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education

Needs & Challenges	1 st Choice	2 nd Choice	3 rd Choice	Weighted frequency
Financial constraints	60	12	8	212
Faculty development	45	84	3	306
Government policies	66	33	42	306
Facilities	25	84	11	254
Equipment	88	54	21	393
Off – shore university competition (ranking)	12	7	42	92
Library services	0	3	1	7
Research and scholarships	2	9	42	66
Government intervention	1	5	42	55

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

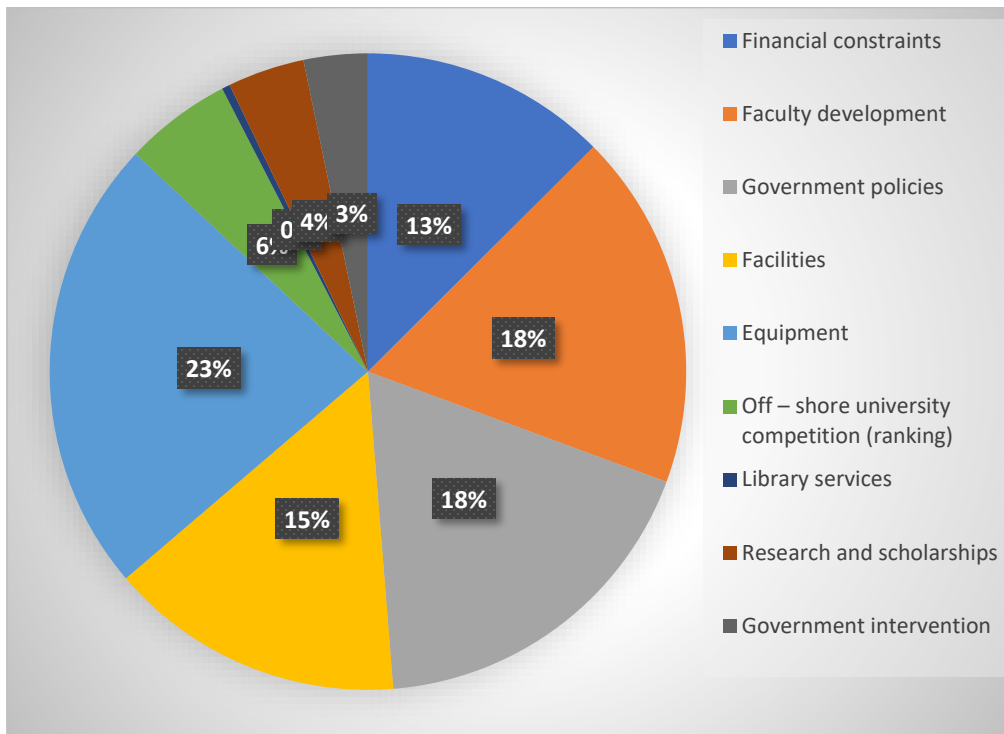


Figure (5-2a): Faculties; Pie Chart of Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education.

For international relations directors, equipment was the most needs and challenges, government policies (32%), followed by fiscal constraints (28%), government intervention (20%) and facilities (18%), among the top four needs and challenges, See Table (5 – 2b) and figure (5-2b) below.

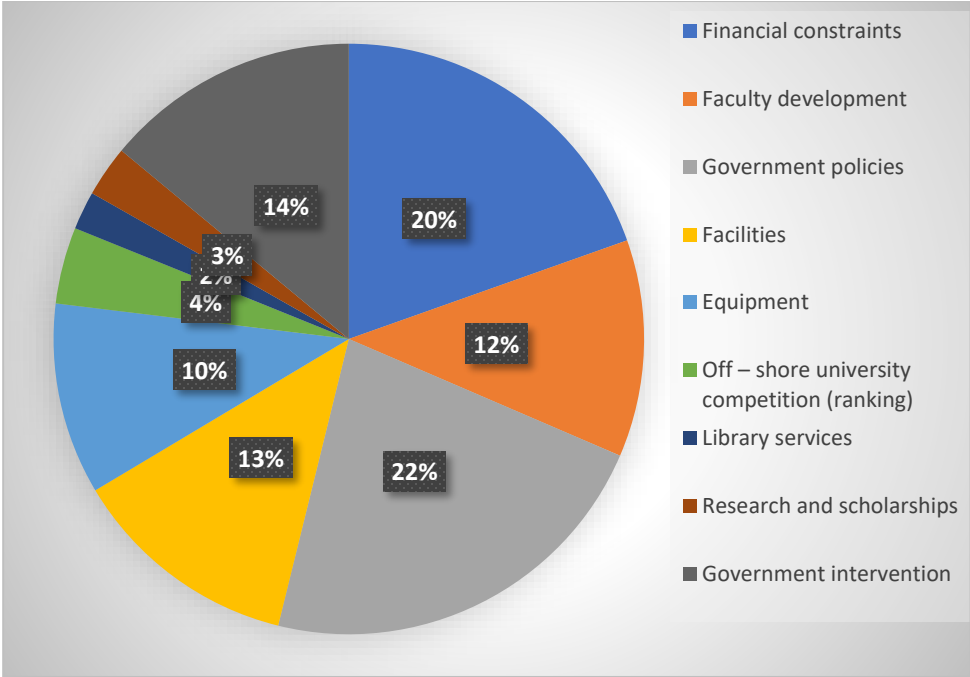
Table (5-2b): IRO Directors; Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education

Needs & Challenges	1 st Choice	2 nd Choice	3 rd Choice	Weighted frequency
Financial constraints	6	4	2	28
Faculty development	2	5	1	17
Government policies	7	4	3	32
Facilities	2	3	6	18

Equipment	3	1	4	15
Off – shore university competition (ranking)	0	3	0	6
Library services	0	1	1	3
Research and scholarships	2	1	2	4
Government intervention	5	2	1	20

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.



Figure(5-2b): IRO Directors; Pie chart of Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education.

For students, fiscal constraints were the most needs and challenges (98%), followed by equipment (96%), research and scholarship (77%) and government policies (73%), among the top four needs and challenges, See Table (5 – 2c) and figure (5-2c) below.

Table (5-2c): Students; Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education

Needs & Challenges	1 st Choice	2 nd Choice	3 rd Choice	Weighted frequency
Financial constraints	23	12	5	98
Faculty development	8	4	1	33
Government policies	14	14	5	75
Facilities	13	7	9	62
Equipment	22	13	4	96
Off – shore university competition (ranking)	7	9	25	64
Library services	2	5	28	44
Research and scholarships	16	9	11	77
Government intervention	5	18	22	73

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

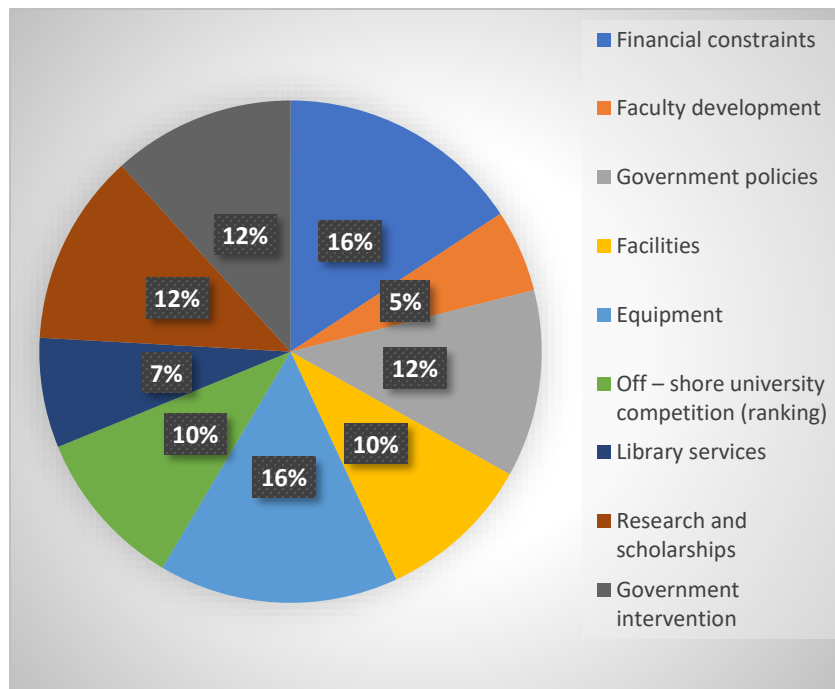


Figure (5-2c): Students; Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education.

For administrators, both equipment and facilities were the most needs and challenges (57%), followed by government policies (54%), fiscal (financial) constraints (53%), and government intervention (30%) among the top four needs and challenges, See Table (5 – 2d) and figure (5-2d) below.

Table (5-2d): Administrators; Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education.

Needs & Challenges	1st Choice	2nd Choice	3rd Choice	Weighted frequency
Financial constraints	16	2	1	53
Faculty development	4	3	1	19
Government policies	12	7	4	54
Facilities	18	1	1	57
Equipment	17	2	2	57
Off – shore university competition (ranking)	1	0	1	4
Library services	0	4	9	17
Research and scholarships	2	3	7	19
Government intervention	3	5	11	30

Choices = valid percentages (from response frequencies in appendix D)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

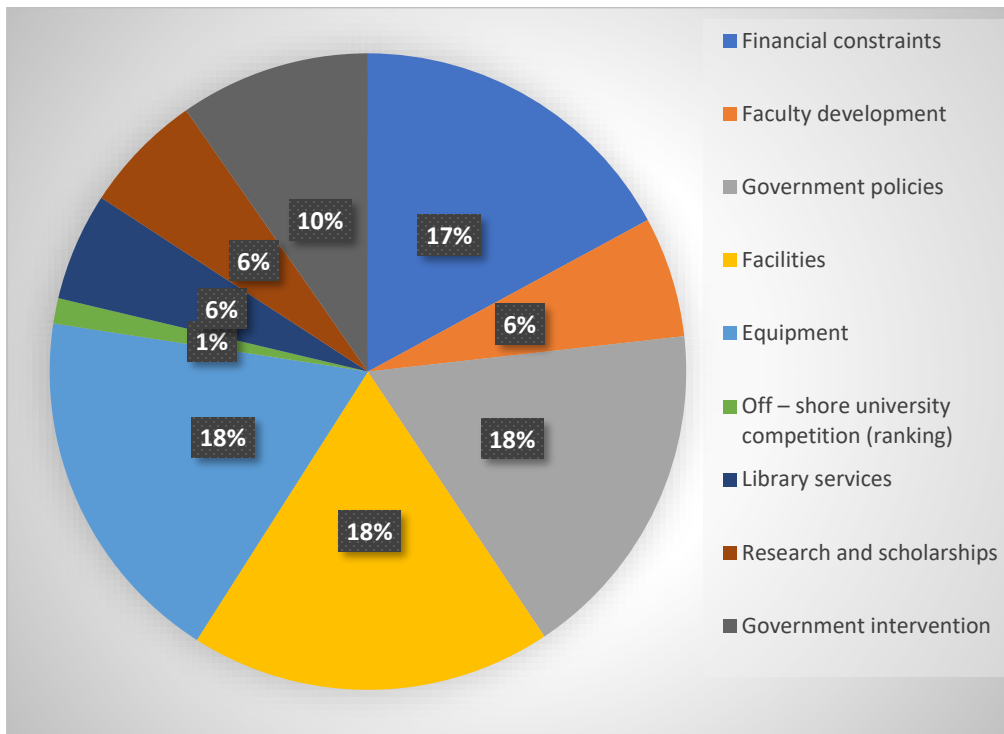


Figure (5-2d): Administrators; Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education.

For retired school teachers, school principals, and educational supervisors, government policies were the most needs and challenges (71%), followed by government intervention (65%), financial constraints (51%), and library services (43%) among the top four needs and challenges, See Table (5 – 2e) and figure (5-2e) below.

Table (5-2e): Retired School teachers, principals, and educational supervisors; Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education

Needs & Challenges	1 st Choice	2 nd Choice	3 rd Choice	Weighted frequency
Financial constraints	16	1	1	51
Faculty development	9	4	1	36
Government policies	18	7	3	71
Facilities	10	2	1	35

Equipment	6	1	1	21
Off – shore university competition (ranking)	4	2	0	16
Library services	12	3	1	43
Research and scholarships	3	0	1	10
Government intervention	15	9	2	65

Choices = valid percentages (from response frequencies in appendix C)
 Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

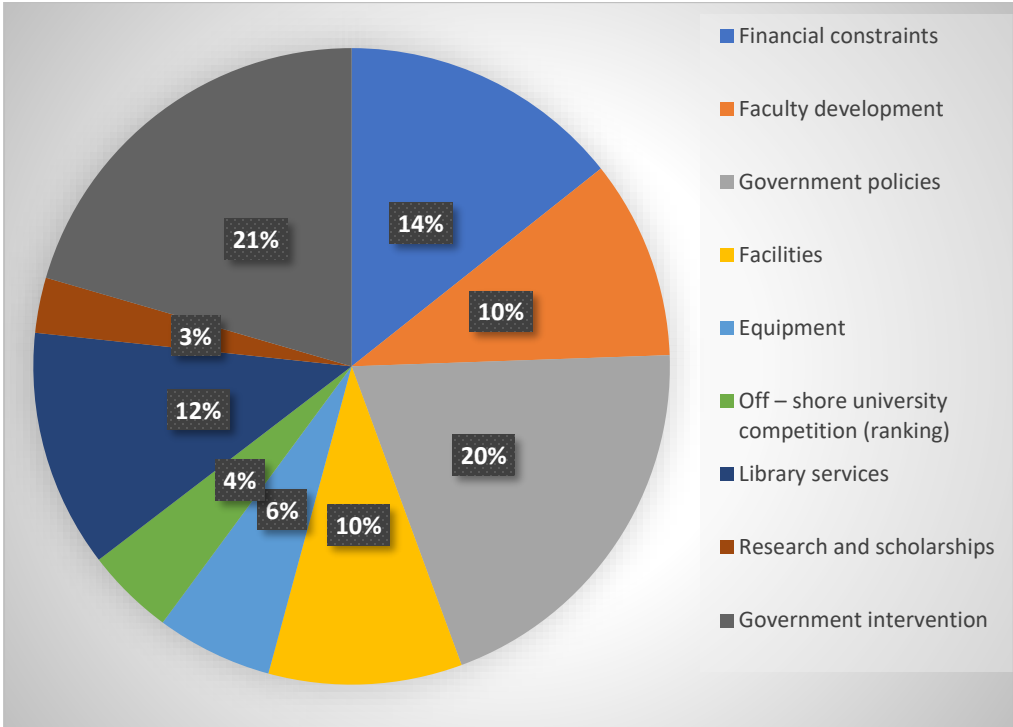


Figure (5-2e): Retired School teachers, principals, and educational supervisors; Needs & Challenges Facing the Future Development of Kurdistan Region Higher Education

Using weighted frequency rankings, the best choice of the five groups surveyed, the choices are highly scattered among the Provide program of international acclaim, ensure curriculum address international issues and knowledge has no boundaries were selected as the most important reason for fostering international academic relationships. Accessing resources of larger more established academic institutions were the second choice of all groups Table (5 – 3a, b, c, d, e) and figures (5-3a, b, c, d, e).

This reason among all other selections in the questionnaires required an opinion that is more philosophical in nature than the others. From this results outcomes of the questionnaires, one can conclude international academic relations are needed, "To broaden students' administrators' and faculty's vision, insight and human perspective - much is needed, for true learning to happen!".

Table 5 -3a: Faculties; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Most important reason	1st Choice	2nd Choice	3rd Choice	Weighted frequency
Program not available in Kurdistan	25	2	3	82
Access resources	2	5	16	32
Knowledge has no boundaries	28	2	1	89
Provide program of international acclaim	22	7	9	89
Ensure curriculum address international issues	23	5	0	79
Other reasons	0	0	0	0
No reason to foster IAR	0	0	0	0

IAR = International Academic Relations.

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

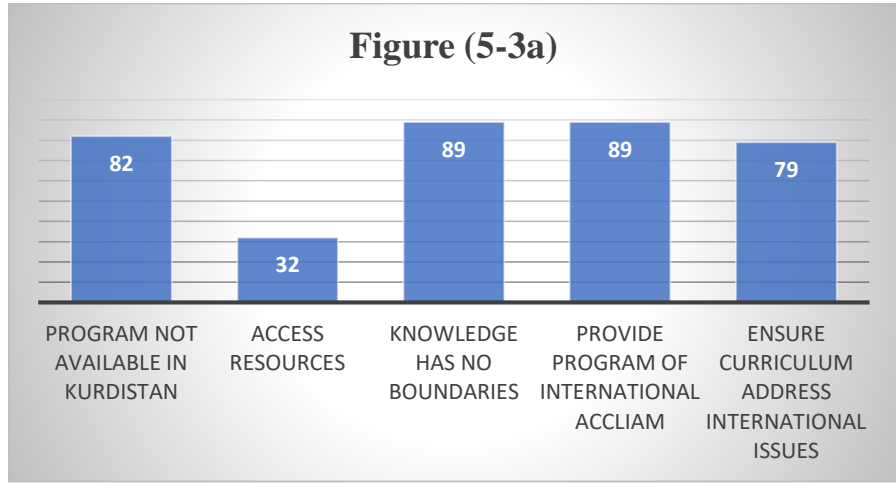


Figure 5 -3a: Faculties; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Table 5 -3b: IRO Directors; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Most important reason	1 st Choice	2 nd Choice	3 rd Choice	Weighted frequency
Program not available in Kurdistan	12	4	2	46
Access resources	3	5	11	30
Knowledge has no boundaries	24	3	7	85
Provide program of international acclaim	8	2	1	29
Ensure curriculum address international issues	20	13	6	92
Other reasons	0	0	0	0
No reason to foster IAR	0	0	0	0

IAR = International Academic Relations.

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

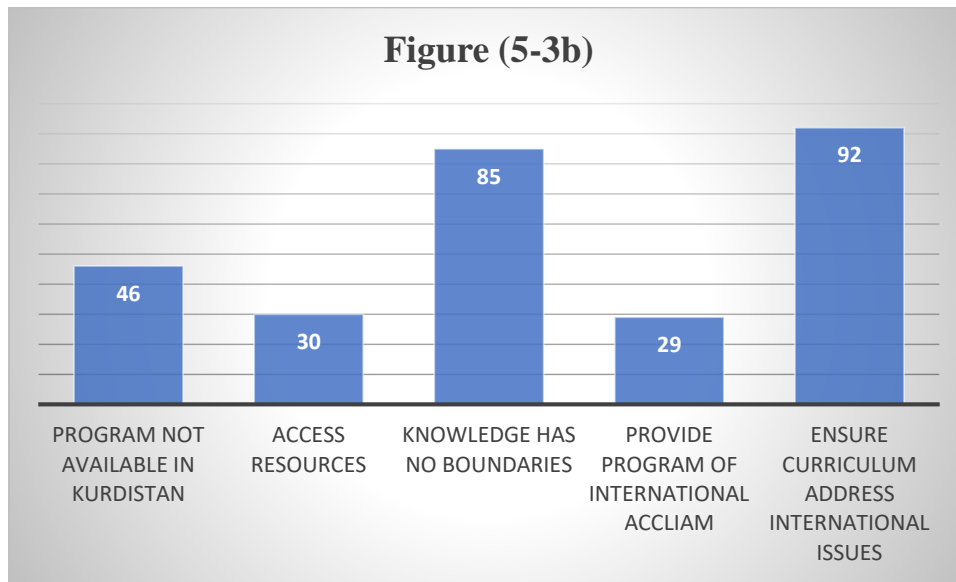


Figure 5 -3b: IRO Directors; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Table 5 -3c: Students; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Most important reason	1 st Choice	2 nd Choice	3 rd Choice	Weighted frequency
Program not available in Kurdistan	13	1	4	45
Access resources	9	7	3	44
Knowledge has no boundaries	25	8	1	92
Provide program of international acclaim	22	12	6	96
Ensure curriculum address international issues	17	9	0	69
Other reasons	0	0	0	0
No reason to foster IAR	0	0	0	0

IAR = International Academic Relations.

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

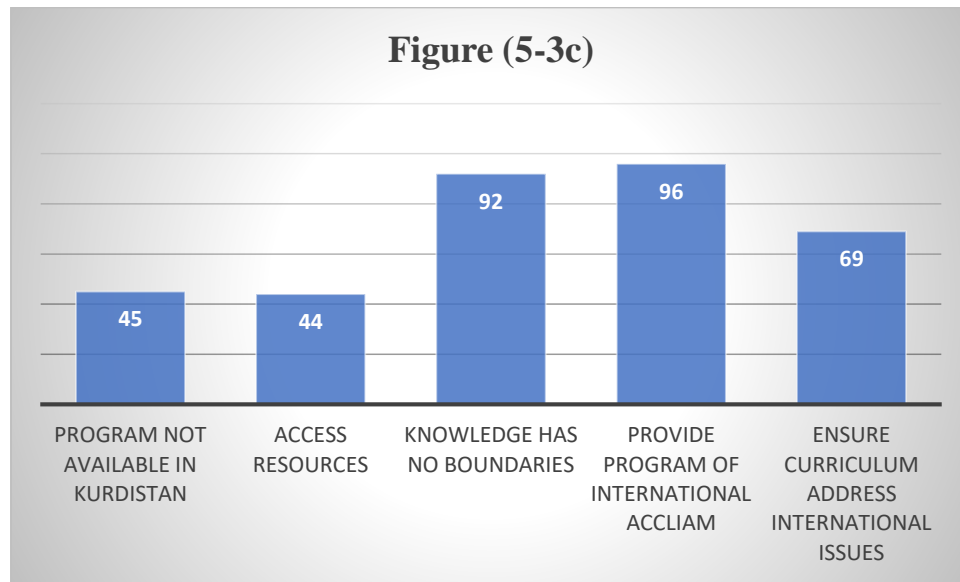


Figure 5 -3c: Students; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Table 5 -3d: Administrators; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Most important reason	1 st Choice	2 nd Choice	3 rd Choice	Weighted frequency
Program not available in Kurdistan	0	3	7	13
Access resources	2	1	5	13
Knowledge has no boundaries	15	0	6	51
Provide program of international acclaim	7	2	0	25
Ensure curriculum address international issues	3	6	2	23
Other reasons	0	0	0	0
No reason to foster IAR	0	0	0	0

IAR = International Academic Relations.

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

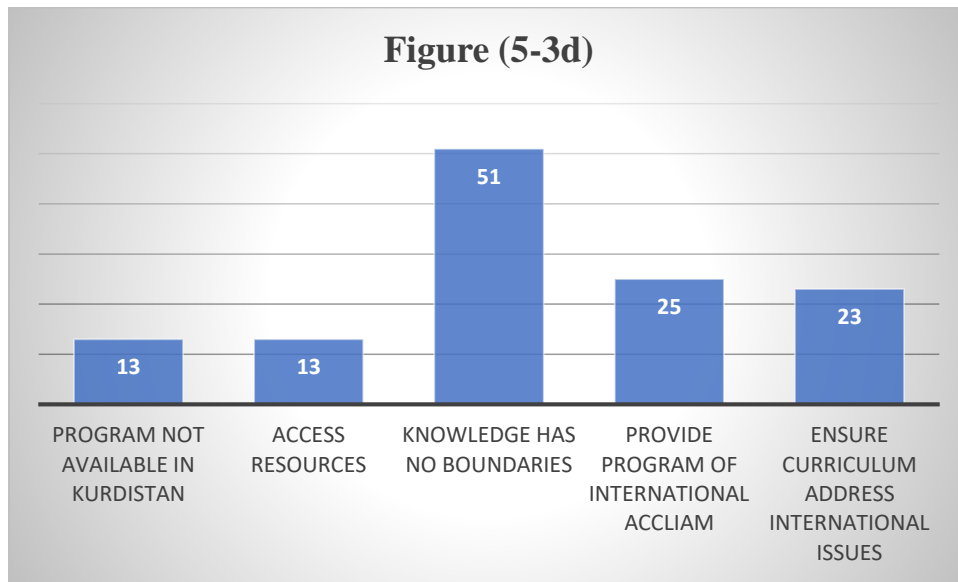


Figure 5 -3d: Administrators; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Table 5 -3e: Retired school teachers, principals, and educational supervisors; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

Most important reason	1st Choice	2nd Choice	3rd Choice	Weighted frequency
Program not available in Kurdistan	2	1	0	8
Access resources	4	2	1	17
Knowledge has no boundaries	25	3	7	88
Provide program of international acclaim	7	0	3	24
Ensure curriculum address international issues	12	5	2	48
Other reasons	0	0	0	0
No reason to foster IAR	0	0	0	0

IAR = International Academic Relations.

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

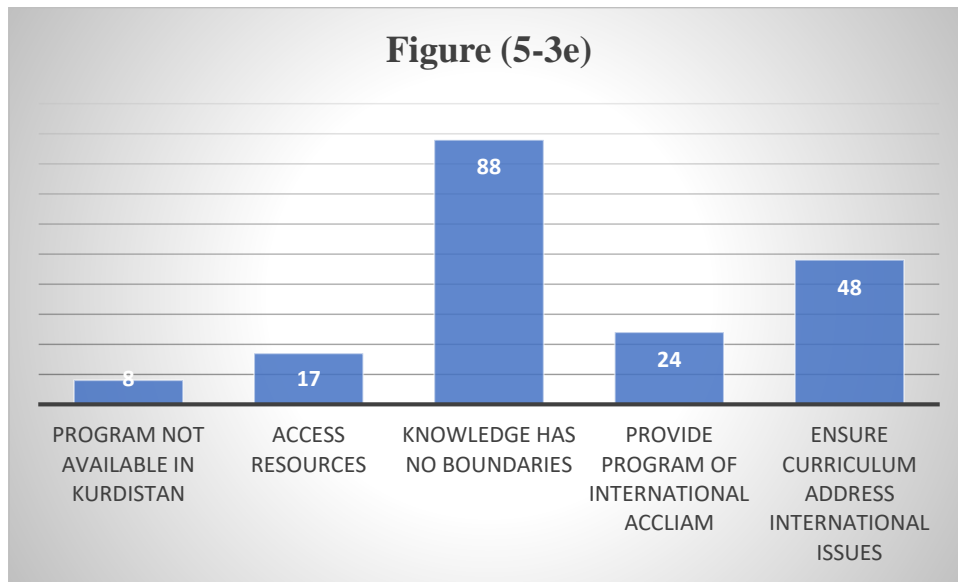


Figure 5 -3e: Retired school teachers, principals, and educational supervisors; Three Most Important Reasons for Fostering International relationships with Academic Institutions and Agencies Abroad. Advantages of International Academic Initiatives, Linkages and Programs.

5.3 Future Development of Kurdistan Higher Education Systems and Institutions:

Best Approach

Among the participants of all five groups surveyed, UK approach was most frequently selected as the best single approach to higher education in The Kurdish Region. The second and third most frequently selected approaches by the surveyors were USA and Europe, respectively.

With respect to the advantages of international academic initiatives, linkages, programs or projects in Kurdistan higher education, included in the top three choices and the highest among rankings by weighted frequency (as selected by all the five groups), were: adaptation to regional needs, utilization of local resources, and adaptation to local Kurdish needs and customs table (5 – 4a, b, c, d, e), figures (5-4a, b, c, d, e) below. The weighted frequencies were ranged between 76% to 99%.

Table 5 – 4a: Faculties; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Most Important Advantages	1 st choice	2 nd choice	3 rd choice	Weighted frequency
Quality of academic institutions	7	2	1	26
Quality of program offerings	22	3	5	77
Quality of Faculty	12	4	1	45
Relevance to local Kurdish needs	25	1	3	80
Adaptation to local Kurdish needs and customs	21	3	2	71
Adaptation to regional needs and customs	26	7	4	96
Utilization of local resources	14	7	3	59
Utilization of regional resources	12	6	4	52
Distance from country of origin	5	2	1	20
Other advantages (please specify):	0	0	0	0

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

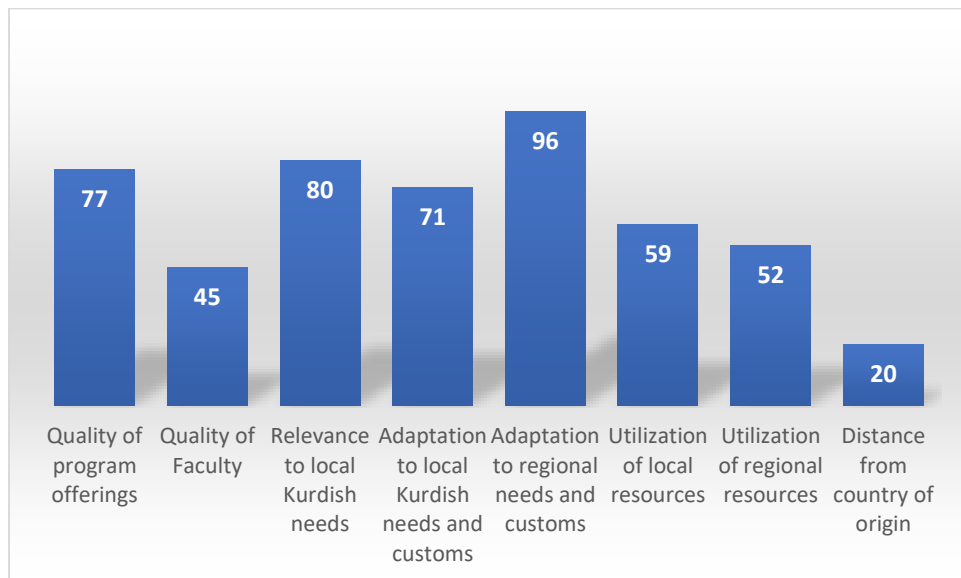


Figure 5 – 4a: Faculties; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Table 5 – 4b: IRO Directors; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Most Important Advantages	1st choice	2nd choice	3rd choice	Weighted frequency
Quality of academic institutions	8	2	5	33
Quality of program offerings	20	7	6	80
Quality of Faculty	9	3	11	44
Relevance to local Kurdish needs	18	4	9	71
Adaptation to local Kurdish needs and customs	22	5	2	78
Adaptation to regional needs and customs	15	4	7	60
Utilization of local resources	23	12	6	99
Utilization of regional resources	21	13	7	96
Distance from country of origin	6	2	13	35
Other advantages (please specify):	0	0	0	0

Choices = valid percentages (from response frequencies in appendix C). Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

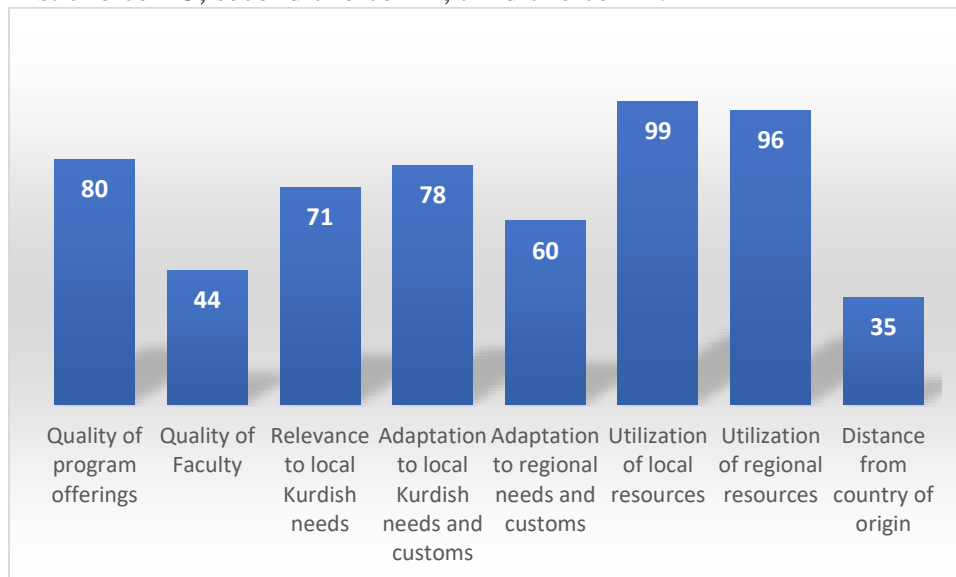


Figure 5 – 4b: IRO Directors; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Table 5 – 4c: Students; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Most Important Advantages	1st choice	2nd choice	3rd choice	Weighted frequency
Quality of academic institutions	12	5	2	48
Quality of program offerings	15	2	7	56
Quality of Faculty	5	1	0	17
Relevance to local Kurdish needs	17	3	7	64
Adaptation to local Kurdish needs and customs	20	8	3	79
Adaptation to regional needs and customs	21	5	2	75
Utilization of local resources	22	6	3	81
Utilization of regional resources	13	5	0	49
Distance from country of origin	3	1	6	17
Other advantages (please specify):	0	0	0	0

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

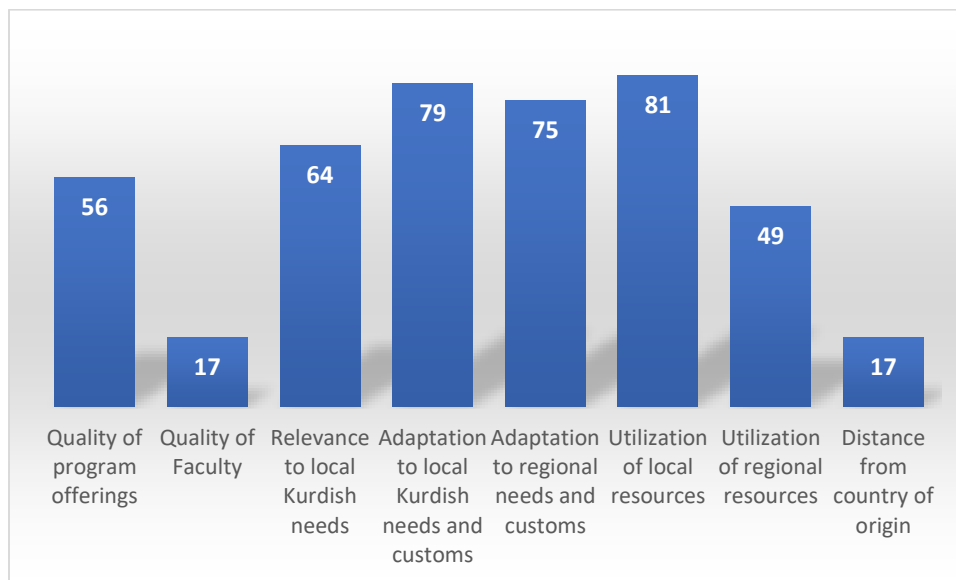


Figure 5 – 4c: Students; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Table 5 – 4d: Administrators; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Most Important Advantages	1st choice	2nd choice	3rd choice	Weighted frequency
Quality of academic institutions	14	4	1	51
Quality of program offerings	17	3	2	49
Quality of Faculty	9	4	0	35
Relevance to local Kurdish needs	13	5	2	51
Adaptation to local Kurdish needs and customs	21	6	1	76
Adaptation to regional needs and customs	13	1	2	43
Utilization of local resources	20	3	1	67
Utilization of regional resources	12	5	0	46
Distance from country of origin	5	2	1	20
Other advantages (please specify):	0	0	0	0

Choices = valid percentages (from response frequencies in appendix C)

Weighted Frequencies. Formula = first choice x 3, second choice x 2, third choice x 1.

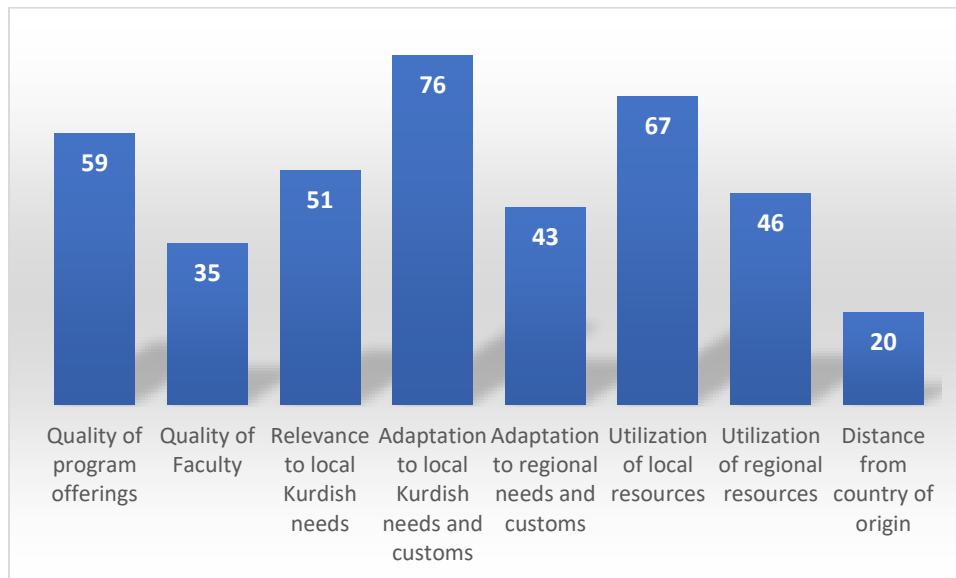


Figure 5 – 4d: Administrators; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Table 5 – 4e: Retired school teachers, principals, and educational supervisors; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

Most Important Advantages	1 st choice	2 nd choice	3 rd choice	Weighted frequency
Quality of academic institutions	23	5	0	79
Quality of program offerings	13	2	6	49
Quality of Faculty	11	7	0	47
Relevance to local Kurdish needs	21	3	1	70
Adaptation to local Kurdish needs and customs	25	6	0	87
Adaptation to regional needs and customs	20	4	2	70
Utilization of local resources	11	2	0	37
Utilization of regional resources	14	5	2	54
Distance from country of origin	9	1	0	29
Other advantages (please specify):	0	0	0	0

Choices = valid percentages (from response frequencies in appendix C)

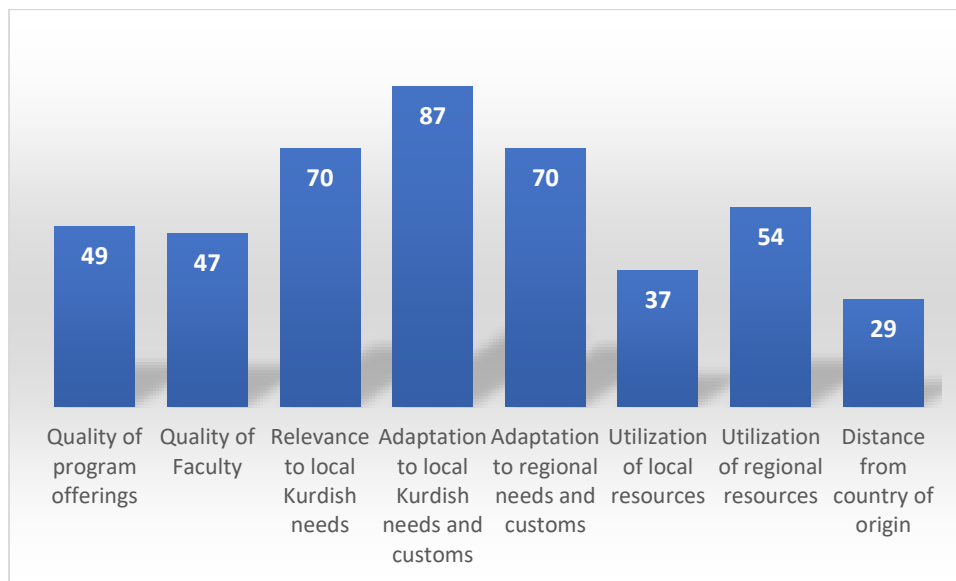


Figure 5 – 4e: Retired school teachers, principals, and educational supervisors; Advantages of International Academic Initiatives, linkages, Programs or Projects to Kurdistan Region Higher Education.

It is interesting to note that in comments written on the questionnaire, some of the participants qualified their selection of the British approach as best. For example, one of participants in the faculty group commented, that "It seems that most students go off to the UK for further studies so it probably makes sense to promote linkages with the UK". Another observed that "Globalization tends to negate proximity to the UK". And another commented that, "The Kurdish psycho-cultural & historical connection to the British is generally under-valued in favor of UK connections, despite of students' obvious identification with the British Literature,

history, teachers, etc.". Almost all the study resources in Kurdistan Region universities libraries are in English language. Another faculty participant wrote (I am not aware of the extent of my institution's involvement with other countries, or which countries it is most involved with (compared to others). However, I am aware that my institution has been involved with many countries, including the USA, European Union countries, (especially the UK, France, Italy and Germany), and China, Iran, Turkey, Jordan, and South Korea among others.

Table 5 - 5 provides a summary of the extent to which survey participants value the approach of a single country, the approach of more than one country (that is, a combined approach) or if they prefer a uniquely Kurdish approach as the best approach to the future development of the Kurdish higher education institutions. Of the five groups surveyed, 72% of faculties perceived that, 'The Kurdish' own unique approach' would be the best.

A comment on one of the questionnaires completed by a faculty member explained that, owing to the global landscape in which we live, no one system would best address the various components of higher education. If the relevant institutions in the Kurdish higher education were to adapt those elements from international institutions (i.e., grading schemes, research, faculty development etc.) that best fit into the framework of what the Kurdish educational goals are and how they will benefit the region in general, the future development of higher education in Kurdistan Region would make great strides.

Within all groups, when a combination of approaches was selected as the best approach to higher education in Kurdistan, the UK approach was most frequently included in combination with other approaches. While, the US approach was second most frequently included as one among a combination of approaches. One pragmatic reason for the selection of a combination of approaches rather than a single approach was given by a participant who commented that, "by developing along UK and USA Lines, The Kurdish can take advantage of a wider selection of choices for students traveling abroad".

Table 5 -5: Best Approach for Future Development of Kurdistan Region Higher Education

Best approach	Percent of participants who selected each approach				
	Faculties	IRO directors	Students	Administrators	Retired school teachers
The approach of a single country	26	8	34	25	5
The approach of combination of countries	48	6	36	6	4
A uniquely Kurdish approach	72	8	10	6	4

5.4 Higher Education Backgrounds:

Reviewing the responses which reflected survey participants' perceptions of the best approach to higher education led to question whether persons would select as the best approach, the one which was most comparable to their own educational background. The findings also led to question the extent to which Kurdish value a combined approach to higher education.

The completed questionnaires to see how many of the survey participants had themselves pursued higher education in more than one country, were re-examined.

Within the group of faculties, 25% had higher education experiences inside of the Kurdistan Region single approach, and 75% of them had experienced combined approaches to higher education having received their higher education in more than one country. While, administrators surveyed, 82%, had higher education experiences inside of the Kurdistan Region, and 12% of them had experienced combined approaches to higher education having received their higher education in more than one country (Table 5-6).

Table 5 – 6: Higher Education Backgrounds of Faculty and Administrators

Higher education experience	Faculties	Administrators
Single approach	25	82
Combined	75	12

In brief, in Chapter One, the international academic relations have been defined as those interactions and linkages which take place at home universities and universities abroad, among and between people of different cultures and nationalities and people in educational agencies, and

institutions including colleges and universities. As the largest stakeholders in the academy, the finding that faculty, IRO directors, and administrators are more knowledgeable about such relationships than other participants in the research makes sense.

The knowledge perceptions and opinions regarding the external influences in Kurdistan region higher education expressed by survey participants who completed the questionnaires are consistent with the data collected.

The survey findings also provide some answers to research questions which guide this thesis, namely, challenges small nations face in higher education development, how international academic relations impact and influence this development and how the British, American and European international academic relationships are locally perceived.

For example, fiscal constraints, facilities, faculty development, research and scholarships are all important needs and challenges facing the development of Kurdish higher education. As the survey data indicate, needs and challenges facing higher education in Kurdistan are common knowledge among higher education personnel and the general public. They are readily apparent when one visits the sites where higher education programs are conducted, and also consistently reported and recorded in documents reviewed in the literature.

It should be kept in mind that this item referred to 'present' needs and challenges. Therefore, it does not mean that other concerns such as government policies and intervention, have not been of concern during the past twenty years to participants in the groups surveyed. Nor does it mean that these other concerns were not referred to in the literature.

Conversely, it would be expected that in the near future, off-shore university competition (University national and international ranking) will increasingly be perceived as a challenge and threat to the Kurdish higher education development. On the other hand, it will be some time before concerns regarding business and corporate influences will reach the levels that they have in the British and American's institutions.

On this regard, one of the IRO directors wrote on the text of the survey:

The core business of our university revolves around facilitating international academic exchange and collaboration. This can be achieved by:

- **Facilitating** international student mobility programs, including exchange programs and study abroad opportunities, to promote cultural exchange and academic enrichment.
- **Actively** managing partnerships and collaborations with universities and research institutions worldwide to foster academic cooperation and knowledge exchange.

- **Promoting** the university academic programs and research activities to potential international partners and students, thereby attracting talent and fostering academic diversity.
- **Providing** comprehensive support services to international students, including assistance with accommodation and other logistical matters to ensure a smooth study abroad experience.
- **Organizing** and coordinating international conferences, workshops, and academic events to facilitate intellectual exchange and collaboration among scholars from diverse backgrounds.
- **Collaborating** with various university departments to promote cross-cultural understanding and diversity within the university community.
- **Offering** guidance and support to faculty members engaged in international research collaborations or teaching assignments, thereby facilitating their participation in global academic endeavors.
- **Developing** and implementing strategies to enhance university's global reputation and ranking through proactive engagement with international stakeholders and strategic initiatives.

CHAPTER SIX

Conclusions

6.0 Conclusions:

Therefore, this thesis concludes with a brief discussion of the findings, strengths and weaknesses of the research process; their implications for higher education development in small nation like The Kurdistan region; their implications for the development of International Academic Relations as a field of study; as well as suggested ways of enhancing academic relationships between The Kurdish and its much larger, UK and European partners.

From the outcomes and results of the questionnaires one can conclude international academic relations are needed, "To broaden students' administrators' and faculty's vision, insight and human perspective - much is needed, for true learning to happen".

The International Academic Relations Office (IARO) at the university is required to serve as the focal point for managing international partnerships and collaborations. To operate through a multifaceted approach aimed at fostering global connections and enhancing the university's international profile.

As the survey data indicated, needs and challenges facing higher education in Kurdistan region are common knowledge among higher education personnel and the general public. They are readily apparent when one visits the sites where higher education programs are conducted, and also consistently reported and recorded in documents reviewed in the literature.

It would be expected that in the near future, off-shore university competition (national and international ranking) will increasingly be perceived as a challenge and threat to the Kurdish higher education development. On the other hand, it will be some time before concerns regarding business and corporate influences will reach the levels that they have in the international higher education institutions.

Most of the survey participants saw reasons for fostering international relationships with academic institutions or agencies abroad. Maintaining international linkages and ensuring that content and curricula of higher education programs address international issues were ranked among the most important reasons selected and are most valued in a region seeking to have the higher education outcomes approach the level of international standards.

Perceptions of advantages of international academic initiatives, linkages programs or projects were also consistent with other research findings.

The selection of the British approach as the most worthwhile of all the academic linkages of the universities the best approach might reflect the fact that the British presence through existing and highly sought after off-shore university relationships is quite visible.

The most significant finding among the quantitative data collected and analyzed in this case study is the extent to which combined approaches to higher education development and the development of the Kurdish own approach are valued by the groups surveyed.

Another finding which is particularly important to the wider higher education community is the percentage of Kurdish leaders and higher educationists who have received higher education in more than one country.

It is suggested here that, further studies of a comparative type are needed to determine the extent to which combined approaches or multiple exposure to higher education impacts national and institutional development. The implications of the findings of such research are intriguing to contemplate, particularly when one considers the intensifying interest in internationalization of colleges and universities in the nation and the concerns of their faculty regarding globalization. Is there a difference in the way in which globalization is perceived by higher educationists and national leaders who have combined higher education backgrounds, versus those who received all of their education at home?

On this contest, one of the faculty surveyors, who participated in an international program, wrote: *I had the opportunity to learn fresh knowledge on internationalization in higher education during my participation at the international staff training week (International credit mobility) of a European Union Erasmus plus program. I gained knowledge of the best approaches, state-of-the-art techniques, and strategies for globalizing of the university I belong. This knowledge supports me and our institution's efforts to become more internationally oriented while also helped me to advance my career.*

The literature reviews, regional study, the survey findings and the cases presented in the preceding chapters illustrate various influences of local and international academic relations in shaping aspects of higher education and its development in the Kurdistan Region-Iraq, during the last twenty years after liberation of Iraq (2003-2024).

The findings reveal that international academic relationships (IAR) are identifiably associated and connected with higher education development in small nation region like the Kurdistan region. Such relationships are characterized by a willingness of most local faculty, administrators, policy makers and the overall academic university staff members to form external linkages and collaborate with off-shore institutions in order to attain internationally recognized levels of quality in their program offerings.

For example, ever since the Kurdistan attained political independence in above mentioned period, despite strong Kurdistan policies, recruitment of foreign faculty and consultants as needed are still limited, in spite of that, international academic linkages have allowed various off-shore universities to establish extension programs.

In addition, the government increased financial assistance (through scholarships and loans) for foreign study. Case study findings as outlined before in Chapter five reveal that students, aided by government assistance, or by family, employer, private donor or self-sponsorship selected to attend

British, USA, and European Union universities even after fee differentials were introduced in these universities.

For a small nation like the Kurdish, internationalization of higher education means being on the other side of the linkage's characteristic of internationalization or internationality as a defining feature of universities. The number of the Kurdish students persuading higher studies in the British, American and European countries higher education institutions are sustainably increases year after year. In the HCDP program, mentioned in the previous chapters, over 4,000 Kurdish students joined the UK, USA and some European universities, persuaded higher studies led to Mphil, Master, and Ph.D. degrees in more than one hundred disciplines and then returned back to Kurdistan and now participating in the region's development and or nation building.

For example, the percentage of international student enrollment is a statistic presented can be considered as an indication that Kurdish colleges or universities are characterized by dimensions and levels of internationality.

Review of Ministry of Higher Education and Scientific Research of Kurdistan Region (MHESR-KRG) confirms the popularity of the geographically accessible and English-speaking countries as a target market for higher education institutions from abroad. British, American, and European higher education institutions are all involved in recruiting Kurdish students in seeking exchange and field placement opportunities leading to higher degrees certificates in different fields of science, and humanities. It is also evident from reports in the news media and other sources that higher education institutions and Government and non-governments academic organizations from all the countries mentioned above have been involved in consultation and cooperation with higher education institutions in Kurdistan region, to improve, upgrade and develop the methodologies of teaching and research, via applications of modern technologies , modern methods of teaching and internationally recognized curricula in all stages of the university learning programs. . Among these countries the British colleges and universities are the most active and attractive institutions for the Kurdish students to continue their higher studies. This is due to the fact that for historical reasons, the language of teaching, and the teaching resources (text books, journals, etc.) in Kurdish universities libraries are mostly in English language.

From a Kurdistan region higher education perspective, it appears that foundations of academic relations are based on individually asserted needs, and strong national obligations to provide, internationally recognized standards of achievement in higher education. Survey, and case study data revealed however, that while external involvement in meeting local higher education needs is valued there is also a high regard for domestic and regional relevance and the development of indigenous and unique approaches to higher education.

Considering all of the above, it is evident that the strategic value of international academic relations on either side of the relationship is linked to both prestige and expedience. At face value it would appear that these common needs and linkages should allow for and facilitate balanced levels of reciprocity and interdependence. Although international academic relationships often present opportunities for strengthening indigenous educational policies and practices they also present

challenges which could weaken the identities of newly emerging local institutions, threaten and /or limit their capacity for modern development without dependency.

Noticeable throughout the data collection process, as evidenced by document review, was the critical contributions of individuals involved in higher education development in the Kurdistan Region. Even before the development of systematic responses to higher education needs and during times when policy formulation and planning was either absent or inconsistent, there were persons whose individual and concerted efforts have directed and shaped the outcomes of British, American, and European universities academic relations locally.

6.1 Overview of Findings, and Suggested Ways of Enhancing International Academic Relations:

From the outcomes of this research work, it is apparent that Kurdistan region in spite of its small size and the relative newness of its institutions, shares with the British, USA and European counterparts' similar higher education issues and concerns. Funding higher education for example is foremost among concerns for the Kurdish higher education institutions. Indeed, the survey findings presented in the tables of Chapter five, indicate that participants identified fiscal constraints and the limitations such constraints place on facilities, equipment and other developmental needs as the number one challenge facing the development of higher education in Kurdistan region.

Compared with higher education development in UK, USA, and Europe, twenty- years is a relatively brief period of time. Yet within that time Kurdistan region has rapidly built, expanded and diversified local higher education offerings in order to meet increasing demands. In addition, the government and community expects that Kurdistan higher education institutions will help with the development of the nation's human resources in order to ensure economic growth.

Yet, internationalization is an important and topical issue in Kurdistan Region, Iraq, British, American, and European higher education alike. And, international academic relations, is both cause and result of internationalization.

In this regard, it would be argued that even with the development of Kurdistan Region higher education, local value attached to these combined variations are likely to continue for some time to come for several reasons.

Such as, students and parents value 'going-off to college/university' as a rite of passage i-e., an important part of adult formation. Therefore, even as higher education programs become locally available there will still be those who will choose the option of foreign study. While education opportunities will continue to expand locally, cost effectiveness will prohibit the provision of programs for which the enrollment numbers would be small, and which might only be available at a few specialized institutions. National development in both the public and private sector of a rapidly developing region such as Kurdistan will continue to require technical assistance and expertise from international sources.

The strategic value of international academic relations, on either side of each relationship, is linked to both prestige, and expedience. However, balanced levels of reciprocity and interdependence are often not a feature of such relationships. This gives the strong desire and strategic planning of British, American and European colleges and universities to develop and sustain academic relationships, and the Kurdish need to access their resources. Enhancing international academic relations therefore might include:

1. Collaborative Research:

Higher education institutions should use their resources for research which would carefully examine issues, foundations, and theoretical orientations that effect their local and international academic relationships. If such research is to be of any practical use it must be collaborative involving from the onset, the participation of persons from either side of the relationship.

2. Acknowledgment of Assumptions:

Persons on either side of international academic relationships need to acknowledge the assumptions regarding existing intellectual, cultural, political and economic balances. Multidimensional analyses of the issues, foundations and theoretical orientations reveals consistent notions regarding the superiority of western traditions and concomitantly the inferiority of others.

Collaborative research and the acknowledgment of assumptions are two important ways of enhancing international academic relationships. Collaborative research requires institutional finding that is not easy to come by. To suggest that persons in the academy need to perceive the existence of systemic and counterproductive assumptions or that they should have the ability to acknowledge them might seem offensive. On either side of the relationships, it is often taken for granted that persons involved already possess such sensitivity and skill, adding yet another assumption that its chances for reciprocity and interdependence in international academic relationships.

As a suggestion, ranging from the general to the specific, further research on academic relationships between and among institutions and nations is needed on many levels and for many reasons. The requisite range of inquiry is broad, multidimensional and apparently comprehensive in breadth and depth. This range extends from simple documentation of past and existing relationships, to the evaluation of specific programs or program elements involving such relationships. Higher education institutions involved in international academic relations need accurate and accessible historical records and information for appropriate problem identification, decision making and policy formulation. It is concluded here in this research work that; such records and information are important to the development of institutional capacity for initiating and managing new academic relationships.

Appendices

Appendix A:

List (1): Names, locations, website and type of universities in Iraq.

Name of the University	Location	Website	Type
Al Mustansiriya University	Baghdad	https://www.uomustansiriyah.edu.iq/	Public
Al Turath University	Baghdad	https://uoturath.edu.iq/	Private
Al Nahrain University	Baghdad	https://www.Nahrainuniv.edu.iq	Public
American University of Iraq	Baghdad	https://www.auib.edu.iq/	Private
Al Iraqia University	Baghdad	https://www.aliraqi.edu.iq	Public
University of Baghdad	Baghdad	https://www.uobaghdad.edu.iq	Public
University of Technology, Iraq	Baghdad	https://www.uotechnology.edu.iq	Public
Al Muthanna University	Al Samawa	https://www.mu.edu.iq	Public
Babylon University	Hillah	https://www.uobabylon.edu.iq	Public
Diyala University	Baqubah	https://www.uodiyala.edu.iq	Public
Kirkuk University	Kirkuk	https://www.uokirkuk.edu.iq	Public
Kufa University	Najaf	https://www.uokufa.edu.iq	Public
Misan University	Al Amara	https://www.uomisan.edu.iq	Public
Thi-Qar University	Al Nasirya	https://www.utq.edu.iq	Public
Tikrit University	Tikrit	https://www.tu.edu.iq	Public
University of Al-Qadisiyah	Diwaniya	https://www.qu.edu.iq	Public
University of Anbar	Al Ramadi	https://www.uoanbar.edu.iq	Public
University of Basrah	Basrah	https://www.uobasrah.edu.iq	Public
University of Kerbala	Kerbala	https://www.uokerbala.edu.iq	Public
University of Mosul	Mosul	https://www.uomosul.edu.iq	Public
University of Wasit	Al Kut	https://www.uowasit.edu.iq	Public
Samarra University	Samarra	https://www.uosamarra.edu.iq	Public
Ahl al - Bayt University College	Karbala	https://www.abu.edu.iq	Private
Al- Hadba'a University College	Mosul	https://www.hcu.edu.iq	Private
Al Maamoon University College	Baghdad	https://www.almamonuc.edu.iq	Private
Al Maarif University College	Al Ramadi	https://www.uoa.edu.iq	Private
Al Mansour University College	Baghdad	https://www.muc.edu.iq	Private
Al Rafidain University College	Baghdad	https://www.ruc.edu.iq	Private
Al Rasheed University College	Baghdad	https://www.alrasheedcol.edu.iq	Private
Al Yarmouk University College	Diyala	https://www.al-yarmok.edu.iq	Private
Baghdad College of Economic Sciences University	Baghdad	https://www.baghdadcollege.edu.iq	Private
Baghdad College Of Medical Sciences	Baghdad	https://www.bcms.edu.iq	Public
Basrah University College of Science and Technology	Basrah	https://www.basra-college.edu.iq	Public
Dijlah University College	Baghdad	https://www.duc.edu.iq	Private
Islamic University College	Najaf	https://www.iunajaf.edu.iq	Private
Madenat Alelem University College	Baghdad	https://www.mauc.edu.iq	Private
Al Kitab University	Kirkik	https://www.uoakitab.edu.iq	Private
Imam Jaafar Al Sadiq University	Kirkuk	https://www.ijsu.edu.iq	Private

List (2): Names, locations, website and type of universities in Kurdistan Region (North Iraq).

Name of the University	City location	Website	Type
Hawler Medical University	Erbil	https://www.hmu.edu.krd	Public
University of Sulaimane	Sulaimne	https://www.univsul.edu.iq	Public
Salahaddin University- Erbil	Erbil	https://www.su.edu.krd	Public
University of Duhok	Duhok	https://www.uod.ac	Public
Duhok Polytechnic University	Duhok	https://www.dpu.edu.krd	Public
Erbil polytechnic university	Erbil	https://www.epu.edu.iq	Public
Sulaimane Polytechnic University	Sulaimane	https://www.spu.edu.iq	Public
Koya University	Koya	https://www.koyauniversity.org	Public
Soran University	Soran	https://www.soran.edu.iq	Public
University of Zakho	Zakho	https://www.uoz.edu.krd	Public
University of Raparin	Ranya	https://www.uor.edu.krd	Public
Halabja University	Halabja	https://www.uoh.edu.iq	Public
Garmian University	Kalar	https://www.garmian.edu.krd	Public
Charmo University	Chamchamal	https://www.charmouniversity.org	Public
University of Kurdistan Hawler	Erbil	https://www.ukh.edu.krd	Public
The American University of Kurdistan	Duhok	https://www.auk.edu.krd	Private
Kurdistan Institution for Strategic Studies and Scientific Research	Sulaimane	https://www.kissr.edu.iq	Public
Kurdistan Board for Medical Specialties	Erbil	https://www.khcms.edu.krd	Public
Knowledge University - Erbil	Erbil	https://www.knu.edu.iq	Private
Cihan University - Erbil	Erbil	https://www.cihanuniversity.edu.iq	Private
Cihan University -Sulaimane	Sulaimane	https://www.sulicihan.edu.krd	Private
Cihan University - Duhok	Duhok	https://www.duhokcihan.edu.krd	Private
Catholic University in Erbil	Erbil	https://www.cue.edu.krd	Private
Lebanese French University - Erbil	Erbil	https://www.lfu.edu.krd	Private
International University of Erbil	Erbil	https://www.ue.edu.krd	Private

Appendix B:

In the name of God, the most Merciful, the most Compassionate

In the name of the people.

National Council of Kurdistan - Iraq

Law No. (10) for the year 2008

Law of the Ministry of Higher Education and Scientific Research in Kurdistan Region-Iraq

In accordance with the provisions of paragraph (1) of article (56) of law No. 1 of 1992 amended and at the request of the Council of Ministers of the Kurdistan Region of Iraq. The Kurdistan National Assembly enacted this law in its session numbered (31) held on 06/25/2008.

Chapter 1

Definitions

Article 1

The following terms mean the meanings set out for the purposes of this law:

First: The region: Kurdistan Region-Iraq.

Second: Cabinet: Regional Council of Ministers

Third: Ministry; Ministry of Higher Education and Scientific Research.

Fourth: Minister: Minister of Higher Education and Scientific Research in the region.

Fifth: Council: Council of the Ministry of Higher Education and Scientific Research in the region.

Sixth: Higher education: all stages of government and non-governmental education after preparatory stage.

Seventh: Kurdistan Council: Supreme Kurdistan Council for Medical Specialties in the region.

Chapter 2

Goals and tasks

Article 2

The ministry seeks to achieve the following goals:

1st: Implementation of the general policy of higher education and scientific research prepared by the Council of the Ministry of Higher Education and Scientific Research approved by the regional government.

2nd: creating qualitative changes and keeping up with the global developments in the field of higher education and scientific research and promoting them to the required level in the scientific, technical and technological fields.

3rd: Ensuring harmony and integration between higher education and the needs of the region of competent scientific and technical cadres.

4th: working to balance the progress of theoretical sciences with the expansion and development required in applied and laboratory experiments and practices.

5th: Securing scientific immunity for intellectuals, scientists, researchers and innovators, value their scientific efforts and encourage scientific sabbatical in order to build the personality of the human being based on the free thinking and hard work to achieve a free and prosperous society.

6th: Encouraging, supporting and upgrading scientific studies and research and expanding technical and technological disciplines in accordance with the requirements of human and physical development at the social, economic, cultural and intellectual levels in the region.

7th: Investing scientific drives and talents and benefiting from contemporary scientific methods and methods and means to keep up with the scientific and technological progress in the world.

8th: Encouraging private higher education institutions in the region.

9th: Preserving the heritage and development of the People of Kurdistan, taking care

of its history and values, highlighting the features of its civilization, taking care of public culture and strengthening its national connection.

10th: Develop the knowledge of learners in a foreign language at least in their fields of specialization and gain appropriate skills to use technology.

11th: Building a national technical scientific nucleus.

12th: Working to make Kurdish an educational language in the stages of higher education in the humanities and encourage translation, authorship, scientific, cultural and academic publications to the Kurdish language.

Article 3

The ministry is responsible for achieving the following tasks:

First: Develop a strategy and plans to promote higher education and scientific research in accordance with the policy drawn up by the regional government.

Second: Approving the necessary plans for the development of curricula and encouraging the movement of authorship, scientific research and translation in universities and other scientific institutions.

Third: Develop the necessary plans to raise the scientific level of teaching staff in the field of higher education by preparing university professors and specialized experts from the region and sponsoring scientists and thinkers and taking care of scientific research and nurturing the talents of creativity and innovation and encouraging them and supporting them and working to provide technical, material and moral requirements that help researchers, innovators and inventors to follow their scientific tasks with confidence and reassurance.

Fourth: Recognition of non-Iraqi university and scientific institutions and the establishment of the foundations of equalization for their degrees and certificates.

Fifth: Propose to open, cancel, merge, divide or transfer public universities and higher education institutions in the region.

Sixth: Approval of the opening of new colleges and institutes in the region, division or integration of the established ones into each other.

Seventh: Supporting cooperation and cultural and scientific exchange with universities and higher education institutions outside the region.

Eighth: Caring for those coming to Kurdistan and its delegates, students, teachers and researchers, securing their scientific and social needs and encouraging the return of national competencies from outside the region.

Ninth: Proposing bills and regulations related to higher education and scientific research.

Tenth: Preparing the draft general budget of the ministry and its institutions.

Eleven: Evaluation of the educational institutions of the Ministry and the development of a necessary reform mechanism by the educational institution itself.

12: Follow-up the work of educational and scientific research institutions to ensure that the scientific level is maintained under the applicable international regulations and standards and take the necessary measures to ensure this.

Thirteenth: Scientists, intellectuals and teaching staff exchanged with Iraqi and foreign scientific universities and institutions and their assignment.

Fourteenth: Work to provide study seats for outstanding graduate students abroad and in coordination with the related authorities.

Chapter 3

Formations and authorities

Article 4

First: The Minister: is the Supreme President of the Ministry and responsible for its work and directs its policy, supervision and control and issues it and implements under his supervision all decisions, orders and instructions in everything related to the ministry's functions, formations, powers and other technical, financial, administrative and organizational affairs in accordance with the rules of the law and be accountable to the Council of Ministers as a member, and has the authority to give some of his powers to the undersecretary of the ministry or general directors or who sees fit in the ministry.

In particular, the powers exercised are:

- 1- Proposing the opening of universities and bodies on the recommendation of the Council.
- 2- Proposing the appointment of the undersecretary of the ministry, the presidents of universities, institutions, advisors and general managers and submitting it to the presidency of the Council of Ministers.
- 3- proposal to appoint deans and assistant heads of universities and institutions on the recommendation of the president of the university or the institution and submit it to the presidency of the Council of Ministers.
- 4- Granting license for the establishment of universities, colleges, high institutes and non-governmental scientific research centers in accordance with law, instructions and regulations.
- 5- Preparing the annual report on higher education in the region and submitting it to the

Council of Ministers.

6- Submitting the draft annual budget of the ministry and its formations and institutions to the Council of Ministers.

7- The disbursement of wages, allowances, compensation and awards of rewards to the staff of the Ministry and to non-staff who provide services to the Ministry under this law.

8- Halt studying in universities, colleges or government and private institutes for a period of not more than ten days.

9- Approve the meeting minutes of government university and institutes councils and review the minutes of the sessions of non-governmental universities.

10- Follow-up the implementation of the emergency plans for the development of curricula and encourage the program of scientific research, authorship and translation in higher education institutions.

11- The inclusion of faculty members working in the ministry center with full-time university allocations.

12- Approval of delegates, scholarships, holidays, exchanges outside Iraq.

Second: Related to the Minister:

1- The minister's office is run by an employee with a at least bachelor's degree and assisted by a number of employees.

2- Secretariate.

3- Media department.

4- Department of Audit and Financial Control.

5- Legal section.

6- Office of Scientific Project Management.

Third: Undersecretary:

1- shall assist The Minister in guiding the Ministry and supervising its administrative, financial and organizational affairs within the powers authorized by the Minister, to be a doctoral holder and a scientific rank that is not less than an assistant professor with experience and university service of no less than fifteen years.

2- The deputy`s office is run by an employee with a bachelor's degree.

Fourth: The apparatus of quality assurance and supervision

It is responsible for verifying the quality of the performance of universities and institutes and the legitimacy of their actions and their harmony with the legislation in force and is headed by a specially appointed employee of the Doctoral Degree holders with the rank of assistant professor with experience in scientific and administrative rules for a period of not less than fifteen years and assisted by a number of specialists and his tasks are determined by regulations.

Fifth/Advisers:

The minister has four advisers in particular for higher education, scientific research, technical education and medical education, their academic titles must not be less than assistant professor and have a university service that is not than 20 years and has excellent experience and competence.

Sixth/ The ministry center consists of the following departments:

1- Administrative and Financial Department: Headed by an employee with the degree of General Manager and holder of PhD and preferably in the field of administration or law and has a distinguished service, efficiency and management experience for a period of not less than ten years.

2- Department of Studies, Planning and Follow-up: Headed by an employee with a degree of General Manager with a Doctorate and at least the rank of assistant professor with a university service that is not less than ten years.

3- Department of scholarships and Cultural Relations: Headed by an employee with a degree of General Manager with a Doctorate and at least the rank of Assistant Professor with a university service that is not less than ten years.

4- Department of Research and Development: Headed by an employee with a degree of General Manager with a Doctorate and a rank of assistant professor with a university service that is not less than ten years.

5- Engineering and Projects Department: Headed by a consultant engineer with a degree of general manager with experience of not less than fifteen years and who prepares and scrutinizes the designs and engineering reports of the buildings of the Ministry.

Article 5

First, a council is formed which will be called the (Council of Higher Education and Scientific Research) in the Ministry's office and consists of:

1- Minister: President.

2- Under secretary of The Ministry: A member and chairs the Council in the absence of the

Minister.

3- Presidents of public universities and institutes.

4- The president of the supervision and quality assurance as a member.

5- Advisers: Members who have the right to participate in discussions and express their opinion without having the right to vote.

6- The President of the Council invites a representative of any government or non-governmental body with experience and competence when needed.

Second: Secretariat of the Council: managed by an employee with the degree of director with at least a master's degree and is responsible for recording and circulating the minutes of the meetings and following up on their implementation.

Third: The Council assembles in the presence of two-thirds of its members and meets once a month normally and the Minister can call to convene exceptionally whenever needed, and decisions are made by the majority of the votes of the members present and when the votes are equal, the side with which the President voted is approved.

Fourth: The Council exercises the following powers: -

1- Establishing the general principles for admission to primary and higher studies in government universities, institutions and private education.

2- Recognizing non-Iraqi universities and scientific institutions and establishing the foundations of equalization for their degrees and scientific certificates.

3- Approve the grades, titles and scientific certificates granted by government and non-governmental institutions in the region and set the conditions for granting them.

4- Recommending the establishment of universities in the region and private training research centers in the field of higher education in accordance with the law and regulations.

5- Approval of the establishment of colleges and institutes.

6- Approve holding conferences for higher education and scientific research for administrative, scientific and technical development and work on the development of curricula and legislation related to higher education and study systems.

7- Proposing bills and regulations related to higher education and scientific research.

8- Review the instructions in force and propose amending, merging or abolishing them.

9- Ratifying the cultural, scientific and technical agreements held by the ministry's

institutions with similar foreign educational institutions.

Article 6

First: The Ministry's center and institutions establish a higher education fund with moral character (financial, administrative and legal autonomy) whose resources consist of:

1- Ten percent of profits from: -

A- Evening studies

B- Offices of scientific and advisory services.

C- Wages for laboratory tests and scientific research.

2- Fees collected from non-governmental universities, colleges and institutes.

3- Grants, donations, aids, endowments and contributions in accordance with the legislations in force.

Second: The revenues achieved will be spent by 50% for the purposes of stimulating the employees and the rest for maintenance purposes and addressing issues related to the educational and development process in the ministry.

Third: - The fund is managed by a board of directors.

Chapter 4

Higher Education Institutions

Article 7

First: - Higher education institutions consist of universities, Polytechnique, colleges, institutes and government and non-governmental research centers and the following are linked to the Ministry:

1- Salahaddin University-Erbil.

2- Sulaimanie University.

3-DohukUniversity.

4- Kuya University.

5- Erbil Medical University.

6- The Supreme Kurdistan Council of Medical Specialties.

7- Erbil/ Sulaimanie Technical Education Authority.

8- Kurdistan institute for Strategic Studies and Scientific Research.

9- Any other government institution that exists or develops after the passage of this law.

Second: - Kurdistan University (established under the Order of the Council of Ministers of the Kurdistan Region numbered 3915/4/2/2006, which retains its privacy).

Chapter 5

Universities

Article 8

First: The University is a secure, safe campus, intellectual and cultural center that thrives in it the mind and progresses the capacity of creativity and innovation, and it is not permissible to interfere in its affairs except as permitted by law and has direct responsibility in achieving the objectives contained in this law and must carry out continuous studies and research in various aspects of human and scientific knowledge and the reality of new needs in proportion to the technological progress in the world and its requirements, leading to a reduction of the scientific and technical gap between us and developed countries to keep pace with global developments while taking into account the specificity of Kurdish society.

Second: Universities, colleges and institutes associated with them have moral personality (financial, administrative, academic and legal competence) to achieve their objectives and are managed by a council.

Third: The university consists of academic colleges, research centers, colleges and technical institutes in the fields of technical education after secondary school or its equivalent, and any other formations as needed in the areas of theoretical and applied knowledge.

Article 9

The President of the University is appointed by the Council of Ministers at the minister's suggestion for a four-year renewable one-time period and is in a special degree and in accordance with the following criteria:

First: Holds a Doctorate degree.

Second: at least is an assistant professor.

Third: He/she must have a service that is not less than (10) ten years.

Fourth: Recognized for administrative competence, experience, integrity and scientific

honesty in the work.

Article 10

The President of the University exercises the following powers:

First: The presidency of the University Council and its call to regular and exceptional meetings and the implementation of its decisions and the representation of the university before all sides.

Second: Managing the university's scientific, administrative and financial affairs in accordance with the provisions of the relevant laws and regulations.

Third: Managing movable and immovable funds in accordance with the laws, regulations and instructions in force.

Fourth: Contracting with foreign faculty and technicians.

Fifth: Approval of statements, academic exchanges and holidays on the recommendation of the College Council or the Institute.

Sixth: Appointment of heads of departments, branches and assistant deans in colleges and institutes based on the nomination of the Dean.

Seventh: Promotion of university service staff.

Eighth: Nomination of deans and assistants.

Ninth: The president of the university authorizes some of his powers to deans and assistants or to those who see fit.

Article 11

The President of the University has three assistants for administrative and financial affairs, scientific affairs, graduate studies and student affairs appointed by the Council of Ministers and nominated by the President of the University with the rank of General director according to the following criteria:

1- Holds a Doctorate degree.

2- With the rank of assistant professor at least.

3- He has a university service that is not less than (10) ten years.

Article 12

The university has a council which is its top scientific and administrative body and consists

of:

First: The president of the university as president of the council.

Second: The assistant president of the university as members.

Third: deans as members.

Fourth: A member of the faculty of the university and non-administrators with a scientific rank of not less than a teacher and is elected by the faculty for a period of not more than two years. as member.

Fifth: The director of the Scientific Research Center is a member.

Sixth: In addition to the Council of the Technical Education Authority a representative of each of the relevant ministries will be added who are at least at the level of general director and take into account in their choice experience and competence and their membership is approved for a renewable period of twoyears.

Seventh: the student affairs representative attends The University Council for matters related to their affairs.

Article 13

The University Council exercises the following terms of reference:

First: Scientific disciplines:

1- Preparing and implementing admission plans for primary studies in colleges and preparing admission plans for postgraduate studies.

2- Approve the scientific research plans of their colleges and scientific centers.

3- Approve plan to provide education materials.

4- Approve plan to open sections, branches and scientific centers.

5- Approval of the graduate plan.

6- Giving academic degrees to faculty members.

7- Follow-up curriculum.

8- Proposing the curriculum and bringing about change in it to strengthen the academic situation and submit it to the ministry for the purpose of its approval.

9- Suspend the study completely or partially for no more than (6) six days.

10- Develop a mechanism to implement the ministry's plan and strategy.

11- Assessing the performance and quality of its institutions.

12- Granting scientific certificates.

Second: Administrative terms of reference:

1- Approve and implement plans for bilateral cultural relations with universities and scientific institutions outside the region.

2- Implementation of the plan to prepare the scientific, technical and administrative staff for colleges and scientific centers.

3- Appointing teachers, technicians and administrators according to the staff needs and providing the degree.

Third: Financial terms of reference:

1- Preparing the annual budget plan and investment plan.

2- Approval of the decisions of the committees for write-off, valuation, rent and sale of university properties movable and immovable.

3- Approval of final accounts.

Fourth: The Council authorizes some of its authority to the president of the university.

Article 14

Dean of the College or Institute:

First: Who appoints as dean of the college is required to be a Ph.D. holder with the rank of assistant professor at least and has a university service of at least ten years, and is appointed as General director for four years at the suggestion of the President of the University.

Second: Who appoints as dean of the institute is required to have a master's degree at least and the rank of teacher and has a university service of at least ten years and is appointed as general director for four years at the suggestion of the President of the University.

Third: The dean has an assistant for administrative affairs and students to be at least with a scientific rank as teacher and is appointed by decision of the chairman of the institute on the recommendation of the dean and may add another assistant whenever needed.

Article 15

The Dean exercises the following tasks and powers:

First: Scientific disciplines:

- 1- Follow-up the progress and regularity of preliminary and higher studies and work to strengthen the educational and scientific situation.
- 2- Approval of the recommendations of the councils of departments and branches.
- 3- Approval of the distribution of study materials and semester units to faculty members and lecturers and the formation of committees to discuss dissertations and thesis and schedule them.
- 4- Applying laws, regulations and instructions issued on the organization of scientific and educational affairs and decisions issued by the higher authorities.

Second: Administrative and financial disciplines:

- 1- Applying laws, regulations and instructions related to administrative and financial affairs.
- 2- Approval of the recommendations of the committees formed in the college or institute.
- 3- Enrolling students in primary and higher schools.
- 4- Approval of the purchase and import of laboratory means, other supplies, periodic and books.
- 5- Agreeing to pay a reward to those outside the university for training, teaching, supervising thesis and participating in the comprehensive examination committees and discussion committees in accordance with the legislation in force.
- 6- Recommending that the academic titles of technicians and administrators be changed within the faculty or institute staff in accordance with the provisions of laws, regulations and instructions.
- 7- Recommending the transfer of technical and administrative workers and their placement within colleges, institutes and university departments.

Third: The dean authorizes some of his scientific, administrative or financial powers to the heads of departments and his assistant.

Article 16

The college or institute has a council which is its scientific, administrative and financial body and consists of:

First: The Dean. As president.

Second: Heads of departments or scientific branches. Members.

Third: Deputy Dean. Member.

Fourth: The representative of the faculty or the institute with a scientific rank of not less than a teacher elected by the faculty for a period of not more than two years. As member.

Fifth: The College Council or the Institute may add another member from one of the ministries related to its competence.

Sixth: the student representative attends The College Council or the Institute for matters related to their affairs.

Article 17

The College Council or the Institute exercises the following tasks and powers:

First: Scientific disciplines:

- 1- Develop the admission plan for primary studies and propose admission plans for postgraduate studies according to the scientific section or branch and its conditions

and follow up its implementation.

2- Developing plans for scientific research, authorship, translation, publishing and securing the requirements of education.

3- Develop plans to open sections, branches and scientific centers and propose their development, integration or cancellation and distribution of curricula over academic years.

4- Approve the plans of the scientific sections on inviting visiting professors.

5- Approve the titles of the university scientific thesis and name the committees of the comprehensive exam, supervisor and participant and the results of the discussion and adding or deleting the subjects of study for graduate studies.

6- Approval of the nomination of external examiners at the suggestion of the scientific section or branch.

7- Recommending the development of graduate studies and their annual and future curricula and plans.

8- Recommending the granting of scientific certificates.

Second: Administrative terms of reference:

1- Supervising the affairs of the college or the institute and taking care of all aspects of its activities.

2- Preparing the faculty or institute staff members before the end of the school year in light of the proposals made by the Dean and the departments or branches councils.

3- Recommending the granting of primary and higher studies leave to the college staff within the region at the suggestion of the specialized scientific section or branch.

4- Proposing to offer the services of faculty members or give them leave, fellowships and scholarship outside the region at the suggestion of the specialized scientific department or branch.

5- Approval of the dedication of the faculty member inside or outside the region in accordance with special regulations.

6- Imposing disciplinary punishments on students in accordance with the regulations and instructions in force.

7- Supervising the implementation of regulations and instructions with regard to scientific matters in the college or institute.

8- Recommending the assignment of faculty members and lecturers for postgraduate studies according to the number and need determined by the departments and branches.

9- Preparing the rehabilitation plan for scientific and administrative staff.

10- Preparing a plan for bilateral cultural relations.

11- The Council will form committees to help it perform its scientific, administrative, financial and educational tasks.

12- Consider all other matters in the college or institute referred to it by the Dean.

Third: Financial terms of reference:

1- Proposing annual budget plans and import and investment platform.

2- Recommending the approval of the final accounts of the college or institute.

3- Preparing the needs of the college or institute of engineering works and its projects within the budget of the investment college.

Article 18

Academic department or branch: Is the basic scientific unit in higher education and the academic department or branch is developed when there is an actual need to develop it provided that five specialized teaching staff are available, with at least two of them having a Ph.D. and a council consisting of:

First: The head of the department or branch: appointed by decision of the President of the University and with the suggestion of the Dean of the College or the Institute that his scientific rank should not be less than an assistant professor for college and

a teacher for the institute and manages the department or branch from the scientific, administrative and educational aspects.

Second: number of faculty members do not exceed (14) fourteen and not be less than (8) to be doctoral holders or those with the title of assistant professor and have an actual university service that is not less than (5) years.

Third: The Council shall take over the following terms of reference:

- 1- Work on the development of the curriculum, units and textbooks and propose to modify or replace them in light of the recommendations of the scientific committees in the department or branch and sections and branches corresponding to them.
- 2- Proposing the needs of the department or branch of faculty and technicians and recommending the invitation of visiting professors.
- 3- Approve scientific research projects submitted by members of the department or branch in accordance with the economic, social and political needs of the community, propose ways to accomplish them, recommend support for scientific research, written and translated books, sponsor student research and provide requirements for their implementation.
- 4- Recommending the approval of the plans of the scientific sections on inviting visiting professors.
- 5- Recommending the approval of the titles of university thesis and naming the committees of the comprehensive exam, supervisor, participant and the results of the discussion.
- 6- Implementation of the decisions of the College Council or the Institute.
- 7- Forming educational and scientific committees in accordance with the needs of the department or branch.
- 8- Supervising the course of studies, teaching methods, examinations, evaluating faculty members and following up on the scientific affairs of students in various school years through continuous scientific supervision.
- 9- Follow the scientific developments of knowledge and science and guide the faculty members to update and develop the curriculum and benefit from modern technology to make it consistent and in keeping with scientific developments in the world.
- 10- Caring for creative professors and outstanding students and motivating them continuously.
- 11- Develop a plan and mechanism to turn the teaching process into the learning process.
- 12- Preparing the staff to complete graduate studies in order to fill the shortage of teaching staff.

Article 19

The faculty of universities and bodies consist of:

First: Professors.

Second: Assistant Professors.

Third: Lecturers.

Fourth: Assistant lecturers.

Article 20

First: Who appoints or grants the title of assistant teacher is required to have a master's degree or equivalent and successfully pass a course to qualify him for the teaching process for six months and determine its conditions with directives.

Second: If the assistant teacher does not promote to the rank of teacher within (5) years of the date of his appointment he will be transferred to research centers in universities and given two years in order to be promoted to the rank of teacher otherwise will be transferred outside the university.

Article 21

It is required that a teacher will be appointed or granted the title of teacher in which one of the following conditions is available:

First: To have a recognized certificate of doctorate or its scientific equivalent, or to have a scientific, technical, technical or professional degree in specialties in which a Doctorate or a certificate is not scientifically equivalent provided that the duration of the study for this certificate is not less than three years after the initial university degree and is not allowed to teach unless he participates in the teaching methods course for three months and pass it successfully and determines its conditions with instructions.

Second: To be an assistant teacher at a university for at least three years, during which he published at least two valuable researches and made good teaching efforts.

Article 22

A person who is appointed or granted the rank of assistant professor is required to have served as a teacher in a higher education institution in teaching for at least (4) years, during which he has published at least three valuable researches, to be alone in one of them.

Article 23

It is required that a professor be appointed or awarded a Doctorate and that the conditions of article 22 of this law are met and that he has spent at least six years as an assistant professor, during which he has made distinguished efforts in teaching and publishing a number of researches of at least six researches, at least three of

which are authentic and he was alone in one of them.

Article 24

Excluding the provisions of previous articles, it is permissible to appoint a holder of a recognized Doctorate or its scientific equivalent at the university or the institute with the title of assistant professor on the recommendation of the University Council or the institute, if he has practiced teaching similarly in universities outside the region and was recognized for his excellence in teaching and issued at least five valuable scientific research.

Article 25

Staff: Who is appointed as a faculty assistant is required to have a bachelor's degree with at least a good grade and from the top three in the department and participate in applied and practical studies and monitor examinations and other activities in the department.

Chapter 6

Kurdistan Supreme Council for Medical Specialties

Article 26

The Kurdistan Council is a university-level educational institution, a secure and safe campus with the moral personality (administrative, financial and legal eligibility) necessary to achieve its objectives and is managed by an academic council.

Article 27

The Kurdistan Council seeks to prepare specialized doctors in cooperation with the Ministry of Health in various branches of medicine and provide the necessary supplies in accordance with the latest scientific methods and innovations.

Article 28

First: The Kurdistan Council has a president with a Doctorate or its equivalent in medicine and a professor and is appointed in particular at the minister's suggestion and for a period of four years renewable once.

Second: The President of the Kurdistan Council has an assistant with a Doctorate or equivalent in medicine and the rank of assistant professor with work experience of at least ten years and appointed as general director at the suggestion of the minister and handles financial and administrative matters.

Article 29

The Kurdistan Council is run and supervised by a scientific council consisting of:

First: The President of the Kurdistan Council as president.

Second: The Assistant President of the Kurdistan Council as council rapporteur.

Third: The heads of specialized scientific sub-councils as members.

Fourth: A doctor representing the Ministry of Health with the highest degree in the field of specialization as a member.

Fifth: The President of the Kurdistan Council invites those who he deems necessary to participate in the work of the Scientific Council whenever needed.

Article 30

The Scientific Council holds monthly regular meetings and at the call of its president to hold meetings whenever needed, and the quorum is completed in the presence of two-thirds of the members and decisions and recommendations are made by the majority of the votes of the attendees and when equal, the side with which the president voted is likely.

Article 31

The Scientific Council exercises the following terms of reference:

First / Scientific disciplines:

- 1- Approve the plans to open scientific branches.
- 2- Approve plan to complete the shortage of faculty staff.
- 3- Implementation of the acceptance plan in the Kurdistan Council.
- 4- Follow-up and evaluation of the curriculum for the purpose of updating it and keeping up with scientific developments.
- 5- Proposing the curriculum and making a change in it to strength the scientific situation and submit it to the ministry for the purpose of approving it.
- 6- Suspend the study completely or partially for no more than (6) six days.
- 7- Develop a mechanism to implement the ministry's plan and strategy.

Second/ Administrative disciplines:

- 1 Approve and implement plans for bilateral cultural relations with scientific institutions outside the region.

2 Contracting with foreign faculty and technicians.

3 Approval of statements, loans and holidays within the region.

4 Implementation of the plan to prepare the scientific, technical and administrative staff of the council.

Third/ Financial terms of reference:

1 Preparing the annual and investment budget plan.

2 Approval of the decisions of the committees for the write-off, valuation, rent and sale of the council movable and immovable funds in accordance with the laws in force in the region.

3 Approval of final financial records.

Article 32

First: The Specialized Scientific Council consists of three teaching staff with a scientific title of no less than an assistant professor.

Second: The tasks of the Scientific Council are determined by regulations issued by the Kurdistan Council.

Article 33

First: The graduate of the Kurdistan Council is granted the certificate of a fellowship of the Supreme Kurdistan Council of Medical Specialties (Board of Kurdistan) and is the highest professional certificate in the field of specialization and gives the holder a two-year advance for the purposes of allowance and promotion and enjoys all its rights and privileges as of the date of obtaining it.

Second: The doctor applying for the certificate in question is required to have

completed at least the duration of the periodic residence and meets the conditions of admission.

Article 34

The duration of study and application in the Kurdistan Council is four to seven calendar years.

Article 35

First, the laws, regulations and instructions governing teaching and students at the universities of the region applies to the Kurdistan Council in a manner that does not conflict

with the provisions of this chapter.

Second: It is determined by instructions issued by the Minister, the scientific and professional departments and branches of the Kurdistan Council and the conditions of acceptance and admission and registration and methods of teaching, examinations and work.

Chapter 7

Kurdistan Institute for Strategic studies and Scientific Research

Article 36

First: An institute is developed under the name of Kurdistan Institute for Strategic studies and Scientific Research, which specializes in the preparation of projects and strategic studies in the social, economic and political fields and research in the fields of industry, energy, environment, agriculture and others.

Second: The institute has the moral personality (administrative, financial and legal autonomy) to achieve its objectives.

Article 37

First: The institute is headed by an employee with a Doctorate degree in one of the scientific fields, with the title of professor appointed at the suggestion of the Minister for a period of four years renewable for once.

Second: The president of the institute has an assistant with a Doctorate and a scientific title of not less than an assistant professor with a university service of at least ten years and appointed as general director in charge of administrative tasks.

Article 38

The provisions of the university service law in force in the region or any other law that replaces it apply to the staff of the institute provided that they:

First: by teaching in one of the institutions of the ministry with half of their quorum.

Second: by completing at least one research within one year.

Third: by giving one seminar every three months.

Article 39

First: The institute consists of:

1- Center for Strategic Studies.

2- Scientific research and technology centers

Second: The centers mentioned in the first paragraph of this article are managed by a general director with a Doctorate and a scientific title of not less than an assistant professor with a university service of at least ten years.

Third: The institute has a special budget appropriate with its tasks.

Chapter 8

Non-Governmental Higher Educational Institutions

Article 40

Universities, colleges, institutes or vocational training and qualification offices in the field of higher education may be established in accordance with the law, instructions and regulations.

Article 41

The institutions mentioned in Article 40 of this law are subject to all applicable laws, regulations and instructions.

Article 42

First: No one may open or manage a higher non-governmental educational institution in the region before obtaining the approval of the ministry.

Second: it is not permissible for any higher educational institution outside the region to open a branch or office in the region until the ministry's approval has been obtained.

Third: The ministry is exclusively responsible for granting the opening of any higher educational institution be governmental or non-governmental.

Article 43

First: The ministry takes fundamental measures to close any institution, branch or office of opened or will be opened in the region before obtaining its approval.

Second: Any institution, branch or office established without obtaining the approval of the ministry is considered a legal violation and the ministry should take fundamental measures to close it.

Third: The provisions of the second paragraph of this article apply to the existing branches or offices in the region before the issuance of this law unless any of them comply with its provisions.

Chapter 9

Concluding Provisions.

Article 44

First: Faculty members retain their scientific ranks and other rights in this law and other laws and regulations and instructions issued under it in case they are assigned or worked full-time in positions outside universities and institutes and appointed or transferred to positions in the ministry center or university centers and institutes, and the duration of their work is considered an actual university service for the purposes of promotion, allowance, advancement and retirement.

Second: Faculty members reserve the right to scientific promotion after being referred to retirement or if they are appointed or transferred to jobs outside higher education institutions if the conditions for promotion are met without teaching requirement

Article 45

First/ what follows beneath is determined by regulation:

1. Matters related to guiding students and directing them scientifically, educationally, socially and intellectually, caring for them, determining their duties and discipline, enrolling them in missions and fellowships, organizing university holidays and all related to their other scientific and educational affairs.

2 Scientific promotions for faculty members.

3 Support scientific research, authorship and translation.

4 Faculty member's work structure.

5 Graduate studies.

6 Conditions for opening up private higher education institutions.

7 tasks and formations of the ministry and the characterization of its functions.

Article 46

The university and the institutes are competent to decide on complaints that arise from all that is related to admission, transfer, examinations and disciplinary penalties imposed on students and dismissal due to failure and evaluation of Iraqi and foreign degrees and certificates after high school and claims to award titles and scientific and honorary certificates.

Article 47

Universities and institutes should use their scientific experiments and applications and train students in all jurisdictions in the official regional departments and the private sector and these departments should provide the necessary facilities and assistance to achieve this.

Article 48

Universities and institutes are exempt from the customs fees according to the laws in force with all materials, apparatus, equipment, parts, spare and laboratory materials, means of clarification, films, publications, books and publications imported within the scope of projects and scientific disciplines that serve their purposes.

Article 49

The minister establishes, merges or cancels any of the directorates, departments or branches within the ministry's formations and in accordance with the requirements of its work where necessary.

Article 50

The minister may issue the necessary instructions to facilitate the implementation of the provisions of this law.

Article 51

This law Revokes the Ministry of Higher Education and Scientific Research Law No. 33 of 2004.

Article 52

The provisions of the articles (40,43,42.41) of this law are applicable until a law on non-governmental universities is passed and the Council of Ministers must submit a draft within a period of three months.

Article 53

There shall be no legal provision or decision that contradicts the provisions of this law.

Article 54

The council of ministers and the relevant authorities should implement the provisions of this law.

Article 55

The cabinet should issue the necessary regulations to implement the provisions of this law.

Article 56

This law shall be implemented from the date of its publication in the Official Gazette (Chronicles of Kurdistan).

Masoud Barzani

President of the Kurdistan Region - Iraq

This law was passed in Erbil on July 24, 2008, Harvest 2nd, 2708 Kurdish, 21, 1429 Hijri.

Preamble:

Based on the social, economic and political developments witnessed in the Kurdistan region of Iraq and the review of many of the foundations, concepts and mechanisms related to the philosophy of education and its strategy and in line with the objectives of the new phase and the principle of decentralization of institutions of higher education financially and administratively and focus on the scientific sections of universities as a core nucleus, and the development of scientific research in the service of the needs of the Kurdish society, and due to the effective role that leads The Ministry and institutions of higher education and scientific research in embodying the philosophy of education represented by creating the right climate for freedom of thought and culture of openness and civilized interaction, and to keep up with global developments and follow international standards in the field of higher education and scientific research to achieve development in various areas of life and to meet the requirements of change in the quality of thinking and administrative pattern prevailing to the modern and contemporary pattern of the advancement of Kurdish society. This Law was made.

Appendix C:

Survey questionnaire:

Note to survey participants: This research seeks to discover the knowledge and opinions of persons in Kurdistan Region higher education, regarding International Academic relationships and Ministry of Higher Education and Scientific Research.

Completion of this questionnaire is a voluntary and confidential process. Please do not put your name on the questionnaire.

Survey-1

Questionnaire: Group one (University Faculties)

This survey was distributed among the academic staff members, who works as teachers, researchers at the universities, master/ Ph.D. degrees holders, well spoken English and participated at least in one of the international training and workshop abroad.

(Please place ticks in appropriate spaces)

Levels of education attained:

Bachelor Degree:

Higher Diploma:

Master Degree:

Doctoral Degree:

Countries in which you have studied in:

Sex: Male : Female

Nationality:

Present employent in higher education institution:

Full-time Part time

Total years employed in higher education institution:

Areas of work: Faculty Administration Support Staff Natural Science
 Humanities Social Sciences Technology Business & Admin Nurse &
 Health Studies Teacher Education Library Research & Development Other

Is your institution actively involved in any of the following academic linkages?

(Place tick in appropriate place to indicate extent of involvement. Write d/k if you don't know).

Title	Level of activity involvement		
	Low	Medium	High
Foreign Language training			
Transfer of students to higher education institutions abroad			
Recruitment of students from abroad			
Agreements with off-shore universities			
International conference and seminars			
International student exchange			
International faculty exchange			
Utilization of your university as support staff			
Accreditation by off-shore accrediting agencies			
Cross-cultural training & awareness programs for students transferring to institutions abroad			
Cross-cultural training & awareness programs for faculty, staff and or local community			
Technology exchange projects			

Indicate countries with which your institution has been most involved:

1-

2-

3-

Any Comment:

The following sections provide opportunities for you to share your observations and opinions regarding higher (post-secondary) education in the Kurdistan Region, your candid reflections will be appreciated.

From your point of view what are the three most important reasons for fostering international

relationships with academic institutions and agencies abroad:

(Indicate the three most important reasons by placing a number 1 to 3 in the appropriate space with "1" being most important).

Title: Activity	Put number 1, 2 or 3 please
Provide programs that cannot be offered by Kurdistan Region higher education institutions	
To access resources of larger more established academic institutions and agencies	
Higher education programs should be more international	
Ensure that program content and curriculum address international issues	
Provide programs which would have internationally acclaimed academic standards	
Other	
I see no reason for fostering international relationships with academic institutions or agencies abroad.	

For the following sections indicate the **three most important advantages** by placing a number 1 to 3 in the appropriate space with "1 " = most important).

What do you perceive to be the three most important advantages of international academic initiatives, programs or projects to Kurdistan Region higher education?

Title: Advantages	Put number 1,2 or 3
Quality of academic institutions	
Quality of program offerings	
Quality of Faculty	
Relevance to local Kurdish needs	
Adaptation to local Kurdish needs and customs	
Adaptation to regional needs and customs	
Utilization of local resources	
Utilization of regional resources	
Distance from country of origin	
Other advantages (please specify):	

Any comment:

Did you personally participated in any international program(s)?

If the answer is yes, which program, when and where?

Kindly write a few lines on the impact of the international program(s) you participated on your skill, if any:

Thank you for your participation.

Survey-2

Questionnaire: Group two (Directors of IRO Offices at Kurdistan Public Universities)

This survey was distributed among the directors of international relations offices of the universities, who are academic staff at the same time. Well spoken English and holding master/Ph.D. degrees.

Survey and questionnaire on the status and tasks of International Academic Relations Office in Kurdistan Universities.

(Please place ticks in appropriate spaces)

Levels of education attained:

Bachelor Degree:

Higher Diploma:

Master Degree:

Doctoral Degree:

Countries in which you have studied in:

Sex: Male : Female

Nationality:

Present employment in higher education institution:

Full-time Part time

Total years employed in higher education institution:

Areas of work: Faculty Administration Support Staff Natural Science

Humanities Social Sciences Technology Business & Admin Nurse &

Health Studies Teacher Education Library Research & Development Other

1. How many staff members currently work in your IRO? Give a number:

2. Please indicate the level of English language proficiency of individual staff members working in the IRO (A1, A2, B1, B2, C1, C2):

3. Please describe the current scope of activity and mode of operation of your International Relations Office. What is your core business and how do you implement it? How many staff members are occupied with each task?
4. Did your institute benefit from International programs (Such as, Erasmus+, Mena program, DAAD, Fulbright,...etc)? Please write the numbers of the projects your institution involved in.
5. Does your university implement Bologna process and ECTS system? How? Why?
6. Does your university involved in any program related with the internationalization of the higher education institutions?
7. Does your university has International Strategy Plan (short, medium and long term)? Please describe.

Survey-3

Questionnaire: Group three (Students)

This survey was distributed among the undergraduate university students (first cycle) in different stages of their study, well spoken English language in Kurdistan Region public universities.

(Please place ticks in appropriate spaces)

Levels of education attained:

Bachelor Degree:

Sex: Male : Female

Nationality:

Areas of study: Faculty Administration Support Staff Natural Science

Humanities Social Sciences Technology Business & Admin Nurse &

Health Studies Teacher Education Library Other

Is your institution actively involved in any of the following academic linkages?

(Place tick in appropriate place to indicate extent of involvement. Write d/k if you don't know).

Title	Level of activity involmment		
	Low	Medium	High
Foreign Language training			
Transfer of students to higher education institutions abroad			
Recruitment of students from abroad			
Agreements with off-shore universities			
International conference and seminars			
International student exchange			
International faculty exchange			
Utilization of your university as support staff			
Accreditation by off-shore accrediting agencies			
Cross-cultural training & awareness programs for students transferring to institutions abroad			
Cross-cultural training & awareness programs for faculty, staff and or local community			
Technology exchange projects			

Indicate countries with which your institution has been most involved:

1-

2-

3-

Any Comment:

The following sections provide opportunities for you to share your observations and opinions regarding higher (post-secondary) education in the Kurdistan Region, your candid reflections will be appreciated.

From your point of view what are the three most important reasons for fostering international relationships with academic institutions and agencies abroad:

(Indicate the three most important reasons by placing a number 1 to 3 in the appropriate space with "1" being most important)

Title: Activity	Put number 1, 2 or 3 please
Provide programs that cannot be offered by Kurdistan Region higher education institutions	
To access resources of larger more established academic institutions and agencies	
Higher education programs should be more international	
Ensure that program content and curriculum address international issues	
Provide programs which would have internationally acclaimed academic standards	
Other	
I see no reason for fostering international relationships with academic institutions or agencies abroad.	

For the following sections indicate the **three most important advantages** by placing a number 1 to 3 in the appropriate space with "1 " = most important).

What do you perceive to be the three most important advantages of international academic initiatives, programs or projects to Kurdistan Region higher education?

Title: Advantages	Put number 1,2 or 3
Quality of academic institutions	
Quality of program offerings	
Quality of Faculty	
Relevance to local Kurdish needs	
Adaptation to local Kurdish needs and customs	
Adaptation to regional needs and customs	
Utilization of local resources	
Utilization of regional resources	
Distance from country of origin	
Other advantages (please specify):	

Any comment:

Kindly write a few lines on the impact of the international program(s) you participated on your skill, if any: Thank you for your participation.

Survey-4

Questionnaire: Group four (University Administrators)

This survey was distributed among the administration university staff, who works at the offices of human resources, finance offices, and those who works at the registration offices of the colleges, directly in contact with teachers and students.

(Please place ticks in appropriate spaces)

Levels of education attained:

Bachelor Degree:

Higher Diploma:

Master Degree:

Doctoral Degree:

Countries in which you have studied in:

Sex: Male : Female

Nationality:

Present employment in higher education institution:

Full-time Part time

Total years employed in higher education institution:

Areas of work: Faculty Administration Support Staff Natural Science

Humanities Social Sciences Technology Business & Admin Nurse &

Health Studies Teacher Education Library Research & Development Other

Is your institution actively involved in any of the following academic linkages?

(Place tick in appropriate place to indicate extent of involvement. Write d/k if you don't know).

Title	Level of activity involvement		
	Low	Medium	High
Foreign Language training			
Transfer of students to higher education institutions abroad			
Recruitment of students from abroad			
Agreements with off-shore universities			

International conference and seminars			
International student exchange			
International faculty exchange			
Utilization of your university as support staff			
Accreditation by off-shore accrediting agencies			
Cross-cultural training & awareness programs for students transferring to institutions abroad			
Cross-cultural training & awareness programs for faculty, staff and or local community			
Technology exchange projects			

Indicate countries with which your institution has been most involved:

1-

2-

3-

Any Comment:

The following sections provide opportunities for you to share your observations and opinions regarding higher (post-secondary) education in the Kurdistan Region, your candid reflections will be appreciated.

From your point of view what are the three most important reasons for fostering international relationships with academic institutions and agencies abroad:

(Indicate the three most important reasons by placing a number 1 to 3 in the appropriate space with "1" being most important)

Title: Activity	Put number 1, 2 or 3 please
Provide programs that cannot be offered by Kurdistan Region higher education institutions	
To access resources of larger more established academic institutions and agencies	
Higher education programs should be more international	
Ensure that program content and curriculum address international issues	
Provide programs which would have internationally acclaimed academic standards	
Other	

I see no reason for fostering international relationships with academic institutions or agencies abroad.	
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For the following sections indicate the **three most important advantages** by placing a number 1 to 3 in the appropriate space with "1 " = most important).

What do you perceive to be the three most important advantages of international academic initiatives, programs or projects to Kurdistan Region higher education?

Title: Advantages	Put number 1,2 or 3
Quality of academic institutions	
Quality of program offerings	
Quality of Faculty	
Relevance to local Kurdish needs	
Adaptation to local Kurdish needs and customs	
Adaptation to regional needs and customs	
Utilization of local resources	
Utilization of regional resources	
Distance from country of origin	
Other advantages (please specify):	

Any comment:

Did you personally participated in any international program(s)?

If the answer is yes, which program, when and where?

Kindly write a few lines on the impact of the international program(s) you participated on your skill, if any:

Thank you for your participation.

Survey-5

Questionnaire: Group five (Retired school teachers, principals and educational supervisors)

This survey was distributed among the retired school teachers, school principals and educational supervisors in the basic, intermediate and high schools, who have over thirty years of services and experiences in the teaching and administration process in the pre-university level.

(Please place ticks in appropriate spaces)

Levels of education attained:

Bachelor Degree:

Higher Diploma:

Countries in which you have studied in:

Sex: Male : Female

Nationality:

Present employment in higher education institution:

Full-time Part time

Total years employed in higher education institution:

Areas of work: Faculty Administration Support Staff Natural Science

Humanities Social Sciences Technology Business & Admin Nurse &

Health Studies Teacher Education Library Research & Development Other

Is your institution actively involved in any of the following academic linkages?

(Place tick in appropriate place to indicate extent of involvement. Write d/k if you don't know).

Title	Level of activity involvement		
	Low	Medium	High
Foreign Language training			
Transfer of students to higher education institutions abroad			
Recruitment of students from abroad			
Agreements with off-shore universities			
International conference and seminars			
International student exchange			

International faculty exchange			
Utilization of your university as support staff			
Accreditation by off-shore accrediting agencies			
Cross-cultural training & awareness programs for students transferring to institutions abroad			
Cross-cultural training & awareness programs for faculty, staff and or local community			
Technology exchange projects			

Indicate countries with which your institution has been most involved:

1-

2-

3-

Any Comment:

The following sections provide opportunities for you to share your observations and opinions regarding higher (post-secondary) education in the Kurdistan Region, your candid reflections will be appreciated.

From your point of view what are the three most important reasons for fostering international relationships with academic institutions and agencies abroad:

(Indicate the three most important reasons by placing a number 1 to 3 in the appropriate space with "1" being most important)

Title: Activity	Put number 1, 2 or 3 please
Provide programs that cannot be offered by Kurdistan Region higher education institutions	
To access resources of larger more established academic institutions and agencies	
Higher education programs should be more international	
Ensure that program content and curriculum address international issues	
Provide programs which would have internationally acclaimed academic standards	
Other	
I see no reason for fostering international relationships with academic institutions or agencies abroad.	

For the following sections indicate the **three most important advantages** by placing a number 1 to 3 in the appropriate space with "1 " = most important).

What do you perceive to be the three most important advantages of international academic initiatives, programs or projects to Kurdistan Region higher education?

Title: Advantages	Put number 1,2 or 3
Quality of academic institutions	
Quality of program offerings	
Quality of Faculty	
Relevance to local Kurdish needs	
Adaptation to local Kurdish needs and customs	
Adaptation to regional needs and customs	
Utilization of local resources	
Utilization of regional resources	
Distance from country of origin	
Other advantages (please specify):	

Any comment:

Did you personally participated in any international program(s)?

If the answer is yes, which program, when and where?

Kindly write a few lines on the impact of the international program(s) you participated on your skill, if any:

Thank you for your participation.

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Appendix D:

1. Abstract in Arabic Language

جامعات إقليم كردستان و العلاقات الاكاديمية الدولية: دراسة ميدانية

الملخص:

الانتقال من التشريعات التربوية للعهد القديم و اتباع سياسات و خطوات عملية من العلاقات الاكاديمية مع الخارج تبين مستقبلا باهرا لتطور التعليم العالي في إقليم كردستان العراق و ذلك منذ الاستقلال السياسي الذي اكتسب سنة 2003.

عليه ان الاجراءات المستمرة في التعليم العالي لأقليم كردستان تتضمن ادامة العلاقات السابقة و التقدم نحو علاقات اكايدمية دولية جديدة مع مؤسسات التعليم العالي الرصينة و ذات سمعة اكايدمية عالية في الخارج. العلاقات الاكاديمية الدولية لجامعات إقليم كردستان تساهم في تطور نظام التعليم العالي و ضمان فرص عديدة. و من المتوقع أن العلاقات الاكاديمية الدولية قد تضعف الهوية الوطنية للمؤسسات المحلية و لآبأس بذلك.

في هذه الاطروحة سنقوم ببيان و دراسة المساهمات و التحديات التي تواجه مؤسسات التعليم العالي في الاقليم مستخدما التوجهين النوعي و الكمي. حيث تم إجراء استبيان شامل للمنظور المحلي علي التأثير الخارجي. الدراسة تتضمن تأثير التعليم العالي لكل من المملكة المتحدة و الولايات المتحدة الامريكة و نظام التعليم العالي في دول الاتحاد الاوروبي علي التعليم العالي في الاقليم خلال السنوات العشرين الماضية من سنة 2003 و لغاية سنة 2024.

المبادرة تتضمن الانتقال من النظام البريطاني المستوردة في القرن الماضي الي البرامج الحديثة المتبعة في إقليم كردستان العراق. تم تحليل جميع المبادرات خلال دالة التعليم العالي لبيان مدي توفير الفرص للتطور الاستراتيجي المنتج و من ضمنها التوجهات المحلية المناسبة و الروابط مع مؤسسات التعليم العالي الاقليمي و التي تفسح المجال للتداخل مع ثقافات الدول. مراجعة الادبيات البحثية و الدراسات المحلية مراعاة شاملة للتعليم العالي في العراق بشكل عام و إقليم كردستان بشكل خاص بحيث تخدم ايجاد الارضية المناسبة للابحاث في هذا المجال. الطرق المقترحة هنا تساهم في تطوير و تقوية العلاقات الاكاديمية لجامعات بريطانيا و الولايات المتحدة للامريكية و دول الاتحاد الاوروبي مع جامعات الاقليم. و تضع القاعدة الاساسية للمسائل الانية و التوجهات النظرية في المستقبل.

تتضمن أستمارة الاستبيان خمسة مجاميع من المواطنين يعملون في قطاع و مسار التعليم العالي. المجموعة الاولى الاكاديميين الجامعيين في جامعات الاقليم و المجموعة الثانية مدراء مديرية العلاقات الاكاديمية الدولية في جامعات الاقليم و المجموعة الثالثة هم الطلبة في جامعات الاقليم و المجموعة الرابعة الاداريون الجامعيون و المجموعة الخامسة المتقاعدون من المعلمين و مدراء المدارس و المشرفين التربويين للمراحل الدراسية قبل الدراسة الجامعية.

يستخلص من الاستبيان من منظور المشاركين أن الربط مع مؤسسات التعليم في الخارج مهم و في نفس الوقت الحفاظ علي الهوية الوطنية و اتباع النظام التعليمي التي طور محليا ضروري أيضا. من المنظور

الكوردي العلاقات الاكاديمية المبنية علي الحاجة الانية الفردية لتعزيز و تقوية و توفير و أنجاز مقياس محلي و دولي في التعليم العالي ضرورة أنية.

أن وجود دائرة العلاقات الدولية الاكاديمية في الجامعات مطلوب و ضروري و التي تعمل كحلقة وصل لأدارة الشراكة و التعاون الدوليين. و العمل من خلال التوجهات متعددة الاتجاهات تهدف الي الترابط الاكاديمي العالمي و تقوية السمعة العالمية لجامعات الاقليم.

في هذه الدراسة تقدمنا بتعريف جديد لدائرة العلاقات الاكاديمية الدولية و هو أن دائرة العلاقات الاكاديمية الدولية هي البوابة التي من خلالها تدخل و تنظر الجامعة لمؤسسات التعليم العالي الخارجي. هذه الدائرة تخلق رابطا للجامعة للتعامل بشكل مناسب مع المواطنين و مع المجتمع الدولي و ذلك من خلال التبادل المعرفي و الثقافي فيما بينهم. أن دائرة العلاقات الدولية الاكاديمية هي نقطة وصل لتبادل و أستضافة الطلبة و الاكاديميين الدوليين.

لقد تبينت البيانات التي تم جمعها من الاستبيان بأن التحديات و الضرورات التي تواجهه التعليم العالي في إقليم كردستان هي معرفة مشتركة بين العاملين في قطاع التعليم العالي و كذلك في القطاع العام من المجتمع. و أن هذه التحديات يمكن ملاحظتها عند زيارة و تقلب صفحات الانترنت الخاص بالجامعات و كذلك انعكاساتها واضحة جليا في وثائق أدبيات التعليم العالي.

جميع المشاركين في الاستبيان رأوا أسبابا موضوعيا لتبني العلاقات الدولية مع المؤسسات و الوكالات الاكاديمية في الخارج. الحصول علي الروابط الدولية و التأكيد علي احتواء مناهج برامج التعليم العالي تعنون مسائل دولية كانت من أهم أختيارات المشاركين في الاستبيان و ذلك من أجل الوصول الي المستويات العالمية في التعليم و البحوث.

أختيار التوجه البريطاني في الاستبيان في التعليم العالي في إقليم كردستان يعكس الحقيقة بأن نظام التعليم في العراق عموما موجودة منذ أزمنة طويلة وكذلك لكون اللغة الانكليزية هي اللغة الاساسية في التعليم العالي لدينا.

أن أحد أهم النتائج التي أستخرج من الاستبيان هي أن أتباع النظام المختلط في العملية التعليمية في الاقليم و تطور التوجه الخاص بالتعليم العالي التي تم تطويرها في الاقليم قدرت عاليا من قبل المشاركين في الاستبيان. نتيجة أخرى من نتائج الاستبيان هو أن نسبة عالية من القيادات الكوردية هم من الذين قد حصلوا علي الشهادات العليا في أكثر من دولة واحدة.

توصي هذه الدراسة بدراسات مستفيضة من النوع المقارن ضروري من أجل بيان مدي تأثير النظام المختلط في التعليم العالي علي المستوي الوطني و الدولي.

في هذه الدراسة قمنا بتنظيم و تحليل دقيق و مناقشة مستفيضة لمعطيات و نتائج الاستبيان. و تم وضعها علي شكل جداول و رسومات أحصائية واضحة سهلة الرجوع اليهم.



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جامعات إقليم كردستان و العلاقات الاكاديمية الدولية
دراسة ميدانية

رسالة

مقدمة الي برنامج قسم العلوم السياسية (العلاقات الاكاديمية الدولية)
في جامعة سيلنيس ، راكوسا - صقلية - إيطاليا

كلية الاداب و الانسانيات
كجزء من متطلبات نيل شهادة دكتوراه فلسفة في العلوم السياسية
(العلاقات الاكاديمية الدولية)

من قبل محمد عزيز سعيد

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2. Abstract in Kurdish Language

زانکۆکانی ههریمی کوردوستان و په یوه ندییه کانی ئە کادیمی نیوده وله تی: دراسه ی مهیدانی

پوخته:

گواستنه وه له یاسا په روه رده ییه کانی پیشوو و په پیره و کردنی سیاست و ههنگاوی پراکتیکی له په یوه ندییه کانی ئە کادیمی له گه ل دهره وهی ولات یاشه رۆژێژیکی پرشنگ بۆ به رهو پیشچوونی خویندنی بالآ له ههریمی کوردوستان نیشان ده دات که له سالی سه ره به خوئی سیاسی ۲۰۰۳ تا وه کو ئیستا دهستی پیکردوو ه. هه له کانی به رده وام له خویندنی بالآی ههریمی کوردوستان که بریتین له به رده وامی په یوه ندییه کانی پیشوو و ههنگاوانان به رهو په یوه ندییه کانی ئە کادیمی نوئی له گه ل دام و ده زگاکانی ناستی زانستی به رز له دهره وهی ولات. ئوفیسی په یوه ندییه کانی ئە کادیمی نیوده وله تی زانکۆکانی ههریمی کوردوستان به شداری ده کات له به رهو پیشچوونی سیسته می خویندنی بالآ و مسۆگه ر کردنی هه لی نوئی. هه رچه نده ئه و په یوندییه ئە کادیمی نیو ده وله تیانه ناسنامه ی خویندنی بالآی خو جیی لاواز ده کات به لام کیشه نابیت.

له و نامه ی دکتۆرایه دا هه لده ستین به دیاری کردن و دراسه کردنی هاوکاریه کان و ئه له نگاره کان که روو به روی دام و ده زگاکانی خویندنی بالآی ههریمی کوردوستان ده بنه وه به به کار هینانی هه ردوو بۆچوونی جوړی و بری. راپرسیه کی ته و او ی بۆچوونی خو مالیمان ئە نجام دا له سه ر کاریگه ری دهره کی. دراسه که بریتیه له کاریگه ری خویندنی بالآی به ریتانیا و ولایه ته یه کگرتوو ه کانی ئە مه ریکا و ولاتانی یه کیه تی ئە وروپا له سه ر خویندنی بالآی ههریمی کوردوستان له ماوه ی بیست سالی رابوو ردوو له نیوان ۲۰۰۳ تا وه کو و ۲۰۲۴.

ده ستی پشخه ریه که گواستنه وه له سیسته می خویندنی بالآی به ریتانی که له سه ده ی رابوو ردوو هاورده کرا وه بۆ سیسته می پرۆگرامی خویندنی نوئی له ههریمی کوردوستان ئیستا پیاده ده کریت له خو ده گریت.

هه موو ده ستی پشخه ریه کانمان شیکرده وه له رینگه ی نه خسه ی خویندنی بالآ بۆ مه به ستی دیاری کردنی بوونی چه ندی هه ل بۆ به ره و پیشبردنی ستراتیجی به ره هه مدار وه له نیویاندا بۆچوونه کانی ناو خوئی گونجا و وه به ستنی په یوه ندییه کانی ههریمی گونجا و که رینگه خو شکه ره بۆ چوونه ناو یه کتری رۆشنیبری ولاتان.

پیداچوونه وه به ئە ده بیاتی توئی نه وه و دراسه کانی خو جیی پیداچوونه وه یه کی گشتی خویندنی بالآ له عیراق و له ههریمی کوردوستان به شیوه یه ک زه مینه خو شکه ری گونجا و بیت بۆ تویز نه وه کان له م روو وه. رینگاکانی پیشنیارکرا و له م دراسه یه دا رینگه خو شکه رن و هاوکارن بۆ به ره و پیشچوونی په یوه ندییه کانی ئە کادیمی زانکۆکانی به ریتانیا و ئە مه ریکا و ولاتانی یه کیه تی ئە و ره پا له گه ل زانکۆکانی ههریمی کوردوستان. بنه مایه کی سه ره کی داده نی بۆ باسه هه نوو که ییه کان و بۆچوونه کانی تیوری له دا هاتوو.

راپرسیه که پینچ گروپی هاو لاتیان ده گریته وه که له دام و ده زگاکانی خویندن و خویندنی بالآ کاریان کردوه و کارده که ن. گرووی یه که م کارمه ندانی ئە کادیمی زانکۆکانی ههریمی کوردوستان. گرووی دوهم به ریوه به ره کانی به ریوه به رایه تییه کانی ئە کادیمی نیوده وله تی زانکۆکانی ههریم. گرووی سییه م قوتابیان و خویندکارانی زانکۆکانی ههریم. گرووی چوارهم کارمه ندانی کارگیری زانکۆکان و گرووی پینجه م خانه نشینان له مامۆستایان و به ریوه به ری قوتابخانه کان و سه ره رشتیاریانی په روه رده یی قوتابخانه کانی ههریمی کوردوستان.

راپرسیه که راو بۆچوونی به شداربوان وانیشاندهدا که به ستنه وه به دام و دهزگاکانی خویندن له دهره وهی ولات گرنکه و له هه مان کاتدا پارێزگاریکردنی ناسنامهی نیشتمانی و پهیره وکردنی سیسته می خویندن که له ناوخۆدا دانراوه گرنکه و پیوسته. به بۆچوونی کوردوستانیان په یوه ندییه کانی ئە کادیمی له سه ر پیوستی هه نووکه یی بنیات کراوه ده بیته هۆی به هیزکردن و دابینکردنی هه ل و ئەنجامدانی ستانده ردی خۆجییی و نیو ده وله تی پیوستیه کی هه نووکه ییه.

بوونی ئۆفیس ی په یوه ندییه کانی ئە کادیمی نیوده وله تی زانکۆکانی هه رییم داواکراوه و پیوسته بۆ کارکردن و گریدانی کاربێگری و شه راکه ت و هاوکاری نیو ده وله تی. کارکردن له نیوان بۆچوونه کان که تیکۆشانه بۆ به ستنی ئە کادیمی جیهانی به هیزکردن و به رزکردنه وهی سومعه ی زانکۆکانی هه رییمی کوردوستان.

له م دراسه یه دا پیناسه یه کی نویمان بۆ ئۆفیس ی په یوه ندییه ئە کادیمیه نیوده وله تی هه کان دارشت. نوسینگه ی په یوه ندییه کانی ئە کادیمی نیوده وله تی زانکۆکان ده روازن و زانکۆکان پێیاندا ده روانه دام ده زگاکانی خویندن بالای دهره وه. ئە م نوسینگه ی په یوه ندی بۆ زانکۆ دروست ده کات بۆ هه ل سوکه وت به شیوه یه کی گونجا و له گه ل هاو لاتیان و کۆمه لگای نیوده وله تی له رینگای ئال و گۆرکردنی مه عریفی و رۆشنییری له نیوانیاندا. ئۆفیس ی په یوه ندییه کانی ئە کادیمی خالی به یه ک گه یاندنه بۆ ئال و گۆرکردن و میوانداری کردنی قوتابیان و خویندکاران و مامۆستایانی ئە کادیمی له نیوان زانکۆکاندا.

داتا کانی ئە و راپرسیه و انیشان دهن که ئە له نگاریه کان و پیوستیه کان که روو بووی خویندی بالای هه رییمی کوردوستان ده بنه وه مه عریفه یه کی هاو به شه له نیوان کارمه ندانی خویندن بالای و کۆمه لگا. ئە و ئە له نگاریانه زۆر به ئسانی له مالپه ره کانی زانکۆکان به دی ده کرین و له دو کۆمیتته کانی ئە ده بیاتی خویندن بالای به روونی ره نگیان داوه ته وه.

هه موو به شداربوانی راپرسیه که کۆکن له سه ر هۆکاره کانی بابه تی دروستکردنی په یوه ندییه کانی ئە کادیمی له گه ل دام و ده زگاکان و ئازانسه ئە کادیمیه کانی نیوده وله تی. وه ده سه ته یانی په یوه ندی جیهانی و جه خت کردن له سه ر پهیره و پرۆگرامی خویندن بالای په یوه ست بن به کاره کانی نیوده وله تی گرنگترین هه لپزاردی راپرسیه که رانه له پیناو گه یشتن به ئاستی جیهانی خویندن و توێژینه وه.

هه لپزاردنی بۆچوونی به ریتانی له لایه ن راپرسیه که ران له خویندن بالای هه رییمی کوردوستان ره نگدانه وهی ئە و راستیه یه که سیسته می خویندن بالای له عیراق به گشتی کۆنه و له میژینه یه و زمانی ئینگلیزی زمانی خویندن ئە کادیمی سه ره کیه له خویندن بالای.

گرنگترین ده ره نه جمامی راپرسیه که بریتیه له وهی پهیره وکردنی سیسته می خویندن تیکه لآو له پرۆسه ی خویندن له هه رییمی کوردوستان و به ره و پێشچوونی بۆچوونی تاییه ت به خویندن بالای که له لایه ن هه رییمه وه دانراوه به رز راده گیری.

ده ره نه جمامیکی تری راپرسیه که ئە وه یه که رێژه یه کی زۆری سه رکرده کانی کورد خویندنیان له زیاتر له یه ک ولات ته وا و کردوه.

له م دراسه یه دا پێشنیار ده که ین به ئەنجامدانی دراسه ی زیاتر له جۆری به راوردکردن له پیناو دیاریکردنی چه ندی کاریگه ری سیسته می خویندن تیکه لآو له سه ر خویندن بالای له سه ر ئاستی نیشتمانی و نیو ده وله تی.

له و دراسه یه دا داتا کان و ده ره نه جمامه کان زۆر به وردی دراسه کران و باسامان له سه رکرده و به شیوه ی گراف و خشته دامان ناوه و پێشکەش کردوه.



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زانكۆكانی ههریمی كوردوستان و په یوه ندییه كانی ئە كادیمی
نیوده و له تی : دراسهی مهیدانی

نامه یه كه

پیشكهش كرا به پرۆگرامی زانستی رامیاری
(په یوه ندییه كانی ئە كادیمی نیوده و له تی)
زانكۆی سیلنیس، راکوسا – سهقه لیه - ئیتالیا

كۆلیژی ئاداب و مروقیایه تی
وه كوو به شیک له پیداو یستیه كانی به دهسته پینانی
پروانامهی دکتۆرا فهلسه فه
له بواری زانستی رامیاری (په یوه ندییه كانی ئە كادیمی نیوده و له تی)

له لایه ن محهمه د عه زیز سه عید

ئەیلول 2024