

Ways of sustainable empowerment of Iraqi universities to enhance their role in facing crises

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Abstract

As it is well known, universities are a center for cultural and intellectual radiation. They have become the focus of hopes for a qualitative shift in society because they have features that distinguish them from other institutions as they are multi-objective and multi-functional, as well as an educational institution located at the top of the educational pyramid.

Given this importance, work must be done to enable it to play its effective role in the development process in all economic, social, and administrative fields, and it is necessary to find means to help it in facing various challenges and crises and to create non-traditional funding sources that can have an impact on the quality of education and scientific research.

Accordingly, this research sheds light on sustainable empowerment in terms of concepts, methods, and others, and its possible ways for Iraqi universities to enhance and develop their capabilities to confront the multiplicity and development of crises.

Key words: Sustainable Empowerment, Crisis, University.

Introduction

In our contemporary time, the university constitutes one of the pillars of progress and affiliation. Through it, productivity is improved, the individual's position in society is supported, and he is empowered to obtain a job opportunity and develop scientific and intellectual skills.

The university, like other institutions, faces many challenges such as global and scientific competition that requires programs that enhance its competitiveness and the challenge of the information revolution and its supporting funding capacity in times of multiple and diverse crises, and accordingly, means must be provided to enable universities to face emergency conditions, which fall on the shoulders of the university itself on the one hand. And the state on the other hand

Research problem

The research problem revolves around providing sustainable means for the university represented by the financial, scientific and social capacity that enhances its ability to continue to provide a high level of university education and advanced scientific research. This problem has begun to become active in light of the lack of resources and it may have certain effects in the future, which requires the university's initiative to find solutions and not allow this problem to appear again and again.

Research objectives

It aims to shed light on renewable means to enable universities to perform their work with continuous quality and efficiency, especially in unusual circumstances, such as non-traditional financing methods stemming from the investment of knowledge energies.

Research Hypothesis

The research is based on the hypothesis of its summary for the university to play an effective role in the development process in all economic, social, and administrative fields, it is necessary to find means that help it to perform this role, such as creating non-traditional funding sources that can have an impact on the quality of education and scientific research. Any means of empowerment have a role Positive for the quality of education.

The first section: Concepts of sustainable empowerment

First: The concept of sustainable empowerment

We can express sustainable empowerment as “the process of strengthening the community to participate in and control the local development process, and it deals with the application of the concept of intervention, that is, it practices the intervention process and then leaves the community to continue and continue alone ⁽¹⁾ and sustainable empowerment can be expressed as a development strategy that institutions must implement to maintain their competitiveness.⁽²⁾

Second: Sustainable Empowerment Objectives

Sustainable empowerment seeks to expand community participation to achieve sustainable development in various sectors and fields. This can be achieved through achieving the following goals: -⁽³⁾

- 1- Strengthening and developing the capabilities of the community and enabling it to take the necessary decisions to achieve and achieve its goals in sustainable development.
- 2- Activating the role of community members in local development processes, benefiting from their capabilities, and meeting their needs in a way that achieves sustainability.
- 3- Keeping the various institutions (productive or service) at the forefront always and trying to make them a leader in their field of specialization.
- 4- Increasing the company's profitability and growth rates.

5- Building a work environment capable of self-motivating employees and instilling the spirit of belonging to the institution and the pride in practicing work in it.

6-Making individuals enjoy satisfaction with their jobs and organizations and then making them perform better, in addition to unleashing their creativity.

7- One of the goals of the sustainable empowerment strategy is to achieve high efficiency and increased effectiveness.

Third: Motives of the sustainable empowerment strategy ⁽⁴⁾

Some motives and reasons require institutions to adopt a sustainable empowerment strategy. We can highlight the most important of them:

- 1- The sharp competition between institutions requires them to mobilize their capabilities, especially human beings that are characterized by expertise and high skills.
- 2- To establish and establish organizations characterized by high capabilities.
- 3- For institutions to be more responsive to the needs of society.
- 4- The information revolution and the facilitation of dealing with it enhances the possibility of adopting and adopting empowerment.
- 5- To achieve rapid decision-making.

Fourth: The importance of sustainable empowerment

The importance of sustainable empowerment lies in some benefits that it achieves, the most important of which are the following: ⁽⁵⁾

- 1- It results in an improvement and an increase in the level of work productivity.
- 2-Improve product quality of goods and services.
- 3- Contribute to building institutions characterized by high-performance capabilities.
- 4- Enabling the institution to adapt to social, economic, and even environmental changes by giving it the necessary flexibility for the aforementioned adaptation.

5- Improving the quality of performance related to profitability and various financial indicators.

6- Developing working individuals and supporting competencies and skills by engaging them in training courses, seminars, workshops, and others.

7- Reducing errors resulting from work and reducing costs.

Fifth: Obstacles to sustainable empowerment

Despite the importance of empowerment for various institutions, obstacles are surrounding it that can be summarized as follows:

1- Administrative obstacles

They are represented by the monotony of the organizational structure, its increasing complexity, its multiplicity of levels, the absence of a fair distribution of wages, incentives, and evaluation, in addition to the incorrect work environments such as lack of trust and respect and inappropriateness of plans to actual reality.⁽⁶⁾

2- Obstacles related to human resources

They are represented in the readiness of the workforce in terms of the educational and cultural level, their desire to innovate, take responsibility, and the burdens of doing additional work, the absence of a single team environment to discuss important issues, low self-confidence, and lack of training and qualification, which results in weak skills.⁽⁷⁾

Sixth: Requirements for the success of sustainable empowerment

The success of this strategy depends on the availability of the necessary conditions and conditions for that success. The most important of them can be summarized as follows:⁽⁸⁾

1- Adoption of the organization's systematic planning.

2- The institution's commitment to supporting workers, training, and qualifying them to exercise their roles in the light of empowerment.

3- Providing information on organizational, collective, and individual performance.

4- Resorting to the use of assistive organizational techniques to activate empowerment.

5- Reducing the administrative levels and removing some of them through the redistribution of labor and the disposal of excess labor, which makes the organizational structure more flexible and simpler.

6- Increasing individuals' experience, skills, and knowledge acquisitions that increase their abilities to perform tasks efficiently and effectively.

The second section: Concepts in the crisis

First: the general concept of the crisis

It can be described as an unstable time or a situation that results in an inevitable change whose undesirable effects and consequences loom on the horizon⁽⁹⁾, or it is an abnormal transformation process experienced by the individual, organization, or society⁽¹⁰⁾, and it can also represent a group of unexpected situations that are in which the possibility of loss is great and it threatens the interests of society and its material and human resources. It causes deep and fundamental changes in its activities and creates a state of tension and psychological anxiety among its members.⁽¹¹⁾

Second: The common classifications of crises

Crises are classified according to the different criteria for the impact of the situation in which the crisis is represented, and accordingly, the crisis can be described within more than one classification according to the vision through which the nature of the crisis, its interim context, its importance, the degree of control over it, the level of its comprehensiveness, and so on, and in general crises fall under common classifications, including:⁽¹²⁾

1- In terms of its nature and the field in which it appears:

The crisis here is attributed to the factors causing it. If it is economic, it will be considered an economic crisis, and if it is related to political systems, parties, and democratic concepts, then it is undoubtedly political, and if it is related to the system of values and morals, it may be an intellectual or moral crisis, and so on.

2- In terms of the degree of control over them:

The degree of control over crises depends primarily on understanding the nature of the

crisis and the mechanisms of its emergence and on the ability of the community, state or organization to contain the elements of the crisis, its exacerbating context, and the ability to prevent the arrival of its expected effects.

3- In terms of the level of comprehensiveness:

The crisis may appear at the level of the individual, organization, or sector, and here it will be a crisis of a partial character whose effects do not extend to the other components of the system, or be of a comprehensive nature that affects all the joints of the system, as is the case in some pathological crises that It begins at the individual level and is difficult to control because the necessary treatment has not been discovered, which causes a comprehensive crisis.

4- In terms of recurrence and succession: -

The crises here are divided into crises of a cyclical nature, such as crises of the capitalist economic system that take a cyclical context from one period to another in an expected course, and crises such as crises in the agricultural sector resulting from natural and climatic causes.

5- In terms of the degree of severity and the length of the exacerbation period: -

Crises are classified into acute crises, whose symptoms appear in a tangible and relatively rapid way and may disappear with the disappearance of the causes within a reasonable time, and chronic crises, which are characterized by stagnation and continuous exacerbation. Usually, this type of crisis is of an institutional nature and is linked to the system in which it operates.

Third: The stages of the crisis

Visions and orientations have differed regarding determining the life cycle of the crisis. The crisis may pass through the following stages: -⁽¹³⁾

1- Alarming: - It is a warning stage that precedes the occurrence of the crisis.

2- Acute crisis: It is the stage of falling into a crisis and the occurrence of damage because of it.

3- Recovery: It is the stage of ascertaining the causes of the crisis, assessing the harm and damage, and determining responsibility.

4- Resolution: by which we mean access to a direct way to solve the crisis, and at this stage, the crisis is over.

Fourth: the causes of the crisis

We can consider a set of factors and variables responsible for the emergence of a crisis in society. The lack of remedial scientific oversight and the lack of correct information flow and passing it at the right time to decision-makers leads to confusion of government agencies and the emergence of crisis forces that did not exist, as well as the absence of a scientific method in decision-making. And the lack of analysis and planning based on scientific foundations in determining priorities and programs, not to mention the slow arrival of information to the decision-maker, contributes to the difficulty of predicting the occurrence of the crisis and taking measures to mitigate it.⁽¹⁴⁾

Fifthly: the effects of the crisis

Crises usually leave behind negative effects that may develop into revolutions and political turmoil, not to mention material and human losses, as well as creating an unstable situation at all economic, political, and social levels. The occurrence of crises may have positive effects represented in the generation of new energies and the release of creative capabilities that represent a stage of the intellectual challenge facing the prevailing system in it, and may also lead to changing society from one state to a better state.⁽¹⁵⁾

The third section: Obstacles to empowering universities and the necessary measures for it

First: Obstacles to empowering universities

The work of universities as a contributor to developing or drawing up the necessary plans to confront and mitigate crises is exposed to many obstacles, including the following:

1- Lack of financial resources

Expenditure on university education is one of the main indicators of countries' efforts to move towards a knowledge economy and the importance of education in it. The percentages mentioned in Table (1), which did not exceed 16.4%* of the total public spending in 2016,

indicate the lack of interest in the education sector, which cast a shadow on scientific research projects affected by weak funding, which resulted in the stagnation of the culture movement due to the lack of publication, whose importance lies in revitalizing and developing the scientific research movement.

The percentage of spending on research and development did not exceed 2.7%, which is the highest percentage during the years 2005-2014.

Expenditure on higher education, so the rates of spending on research and development witnessed a noticeable decline with the progress of the aforementioned years, like the Islamic countries whose spending on scientific research does not exceed (0.3%), while the developed countries spend (3-4%) of the total output National ⁽¹⁶⁾, and figure (1) shows the extent to which the rates of spending on research and development in Iraq for the years 2005-2014 have decreased.

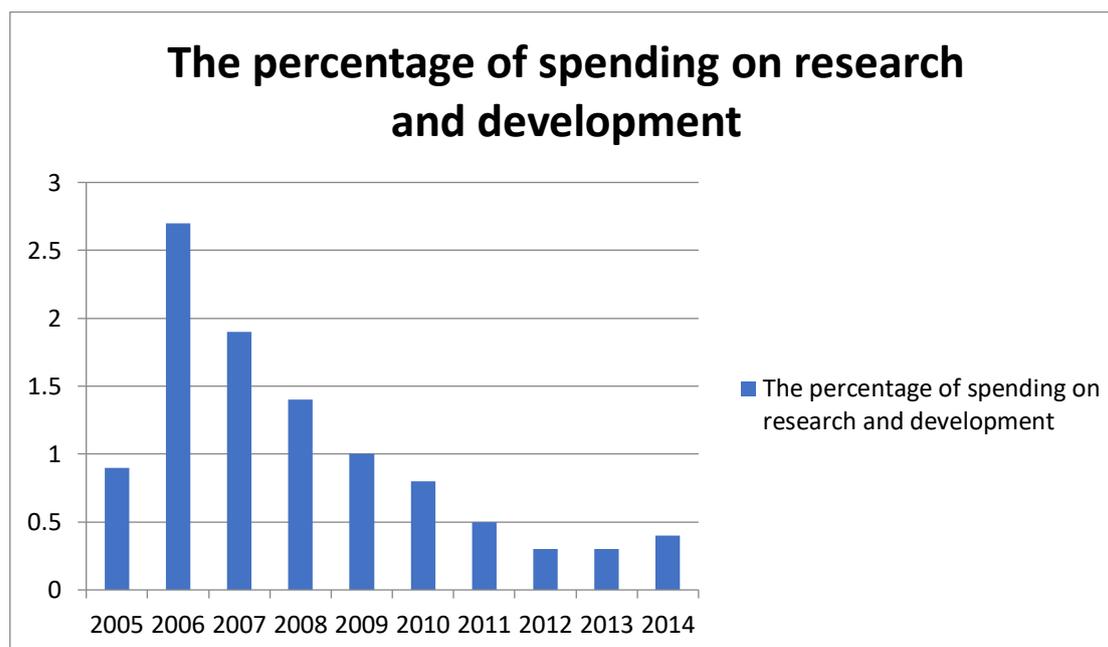


Figure (1) Percentage of spending on research and development

Source: Prepared by the researcher based on: Muhammad Nima Muhammad Al-Zubaidi, Economic Intelligence, a proposed Iraqi project and the possibility of its contribution to the development of the Iraqi economy, unpublished Ph.D. thesis, University of Al-Qadisiyah, 2017, p. 115.

Table (1): Percentage of expenditure on education out of total public expenditure in Iraq for the period (2004-2019) (billion dinars)

Year	Total Public Expenditure	Public Expenditure on Education	Expenditure on Education (%)
2004	32117,491	1883,491	5,9
2005	26375,175	1953,7024	7.4

2006	38076,795	2717,7238	7.1
2007	39031,232	3487,1025	8.9
2008	59403,375	5800,1637	9.8
2009	52567,025	6192,4038	11.9
2010	70134,201	7665,608	10.9
2011	78757,666	8994,5108	11.4
2012	105139,576	10036,5066	9.5
2013	119127,556	11047,0254	9.3
2014	112192,124	11198,576	9.9
2015	70397,515	10912,6473	15.5
2016	67067,434	11031,5724	16.4
2017	75490,115	11128,3947	14.7
2018	80873,189	11219,5376	13.9
*2019	133107,616	13469,6677	10.12

Source: Ministry of Planning, Central Statistical Organization, statistical bulletins for several years.

* Federal General Budget Law for the year 2019, Iraqi facts, Issue 4529, 2019.

Weak funding, in addition to political instability, resulted in a decrease in the number of

completed research, and this is what we notice from Table (2), which shows the number of research completed in Iraqi universities and their ratio to the number of university professors. The professor's share of the completed research did not exceed (43.39%) per year The 2010-2011 school year is the highest.

Table (2) The number of researches completed in Iraqi universities and their ratio to the number of university professors for the period (2004-2013)

Academic year	Number of research completed	Number of professors	Percentage of the number of professors' researches % ***
2004-2005	6359	21046	30.2
2005-2006	9222	24459	37.70
2006-2007	7420	29109	25.50
2007-2008	7103	30109	23.60
2008-2009	8666	31981	27.10
2009-2010	9322	34016	27.40
2010-2011*	9164	21121	43.39
2011-2012*	7342	37404	19.63

2012-2013**	3588	39445	9.1
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Source: -

- Taghreed Hussein Muhammad, Expenditure on Research and Development as a Contemporary Approach to Economic Development in Iraq in the Light of Selected Experiences, Unpublished Master's Thesis, University of Al-Qadisiyah, 2016, p. 122.

*Dr. Batoul Matar Ebadi and Taghreed Hussain Muhammad, An Orientalist Vision for the Future of Research and Development in Iraq: Challenges - Alternatives, available online at qu.edu.iq/repository/wp-content/uploads/2017.

** Ministry of Higher Education and Scientific Research, Department of Studies, Planning, and Follow-up, Statistics Department, figures, facts and achievements 2011-2013.

Y%20Achivement%20details2014.pdf

Concerning research published in global databases as an indicator of the development of scientific research, the UNESCO report indicates that Iraqi experts attribute research hibernation in Iraq to the fragility of research structures and the absence of specialized research centers, as a result of the multiple budgets' lack of an item allocating a fixed and clear budget for scientific research in Iraq. As many researchers are forced to finance their research from their funds, which affects the sustainability and quality of scientific research⁽¹⁷⁾ and the growth rate of the number of research published in the containers. To a regular budget devoted to research, as shown in Figure (2). Some years have recorded negative growth rates affected by economic conditions, such as the economic embargo in the nineties.

Table (3): Research published in the global database (Scopus) for the years 1980-2019

Year	1980	1985	1990	1995	2000	2005	2010	2015	2016	2017	2018	2019
Number of published research	200	231	307	96	98	193	821	2125	3028	3365	8811	13277

Source: - Ministry of Higher Education and Scientific Research, Research and Development Department, available on the internet at the following link: www.rdd.edu.iq

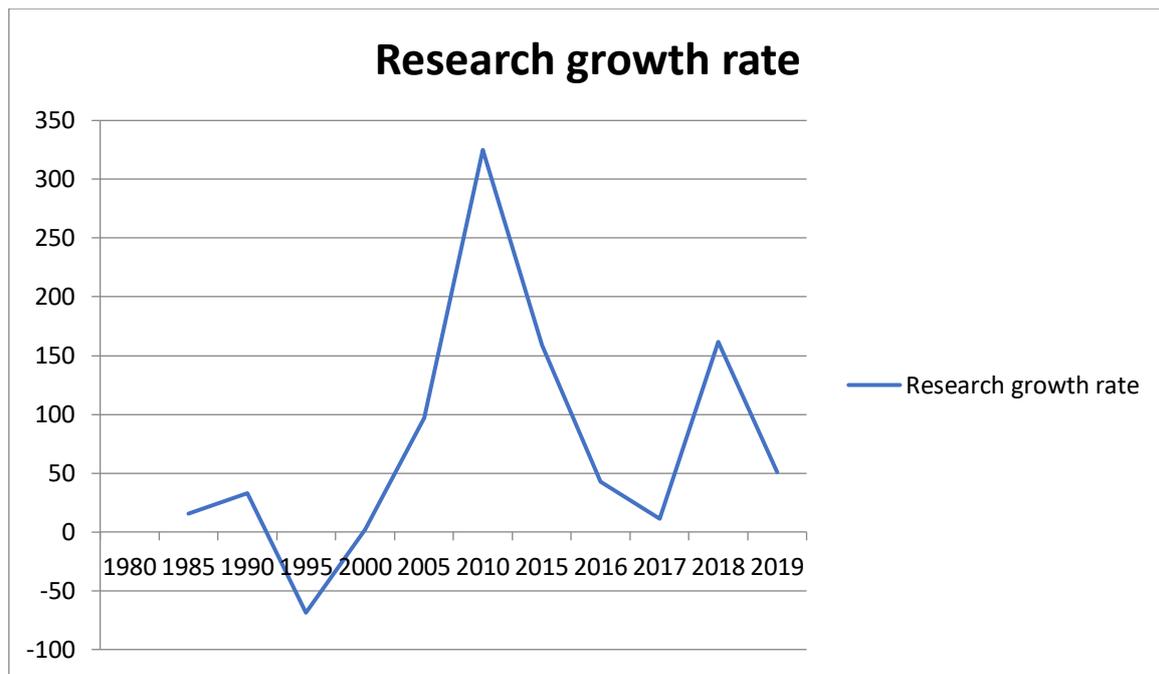


Figure (2) Growth rate of research published in containers

Source: Prepared by the researcher.

2- The fragility of political and security stability

Since 2003, the political and security situation has suffered a noticeable deterioration, represented by the presence of separatist conflicts, ethnic and clan conflicts, the absence of a clear strategic vision for dealing with ethnic and religious diversity, in addition to the weakness of the political system and its inability to protect society from internal and external dangers, the spread of political violence, the prevalence of unrest and the absence of the language of dialogue.⁽¹⁸⁾ Inevitably, this will result in the transfer of resources allocated for spending on education to other areas such as military spending and security allocations.

As a result, education has become less important. The teaching elites became a target for terrorist groups, some of them were assassinated, and some chose to migrate outside the country. The security challenge still exists in Iraq with the continuation of terrorist attacks, which although reduced in intensity in quantitative terms, are still continuing, which results in obstructing the building of a state of security and stability⁽¹⁹⁾ and fragile universities have weak capabilities in times of various crises.

3- Administrative corruption

Administrative corruption is an obstacle no less important than the aforementioned obstacles. Reducing the time required to obtain official approvals, simplifying administrative procedures, limiting information in specific places, and using electronic means to complete transactions contribute to reducing costs and speeding up completion⁽²⁰⁾.

The authorities, the multiplicity of decision-making centers, the abundance of red tape, and the complexity of bureaucratic procedures lead to an increase in the number of circles for obtaining the required approvals, and to laxity in evaluating deviations and detecting and addressing problems⁽²¹⁾.

Bureaucratic procedures will also exacerbate the phenomenon of administrative corruption in Iraq as a result of unstable political conditions and a lack of transparency. Through data on corruption perceptions in Iraq for the period (2005-2019), we note that the indicator's degree ranges between (13-22) out of a hundred, which is close to zero.

That is, Iraq occupies a rank close to the final ranks in the hierarchy of the total countries of the world. In 2007, it was ranked 178th out of a total of 179 countries, and in 2019 Iraq achieved a slight increase in its rank compared to the previous years, but it still occupies low ranks

and even falls at the bottom of the list of countries subject to the aforementioned indicator, which will negatively affect efforts to develop the reality of Iraqi universities and

enhance their leading role in the development process

Table (4): Corruption indicators at the global level and Iraq's position in them for the period (2005-2019)

Years	Number of participating countries	Iraq hierarchy	Corruption index score (score out of 100) *
2005	194	170	22
2006	163	160	19
2007	179	178	15
2008	180	178	13
2009	180	176	15
2010	178	175	15
2011	183	175	18
2012	176	169	18
2013	177	171	19
2014	174	170	19
2015	167	161	16
2016	176	166	17
2017	180	169	18
2018	180	168	18
2019	180	162	20

Source: Corruption Perceptions Index, Transparency International reports, a set of years

* The closer the index value is to 100, this indicates the decline of corruption in the concerned country, and vice versa, whenever the index's score approaches zero, it indicates the exacerbation of the phenomenon of corruption.

4- The deterioration of the infrastructure and the service sector: -

Availability of good quality infrastructure and service sector inside and outside the university is one of the requirements to achieve sustainable empowerment, but it is one of the main conditions for that. The transport and communication network suffers from several problems in all governorates. Undoubtedly, such problems stand as an obstacle to the

development and quality of university work and the promotion of university work.

The leading role of the university in development. Years of crises, delayed maintenance, weak technical management, and general neglect resulted in a significant deterioration in the infrastructure, as the majority of institutions and individuals in Iraq do not have access to basic services and resort to high-cost alternatives such as access to water and electricity ⁽²³⁾.



Scheme (1): Obstacles to University Empowerment.

Source: - Prepared by the researcher.

Second: Measures to empower universities to reduce crises

To achieve sustainable empowerment of universities, a package of measures that enhance that empowerment must be taken, which can be summarized as follows:

1- Economic measures: they can be divided into:

1.1-Government Finance

Government funding is the original funding for university education in most countries and is represented by the government's annual financial allocations from the state budget for higher education, which is directly linked to the national income. ⁽²⁴⁾

A - Achieving the principle of equal opportunities for members of society, especially those with low incomes.

B - Deepening the independence of universities away from the pressures of the private sector in a way that makes universities free to plan their educational policy by the requirements of the public interest.

C- The state's potential is still better than that of the private sector in most developing countries in a way that enables it to improve the financing of higher education and expand its institutions.

It was pointed out that the percentages mentioned in Table (1), which did not exceed 16.4% of the total public spending in 2016, indicate a weak interest in education, which indicates a flaw in the government spending policy towards this vital sector.

2.1- Self-financing:

The methods of this funding for universities may vary, including research contracts, such as the employment of research and university innovations to serve community institutions, and the application of parallel programs * that are in force in Arab countries such as Egypt and Jordan, and Yemen ⁽²⁵⁾, as well as applying the concept of a productive university that depends on marketing the services provided by the university, whether educational or training programs.

In this regard, we must address the university's productive strategy, whose activity is not limited

to the educational aspect and academic research, but goes beyond to include the exploitation of its available economic resources to achieve additional and diversified funding sources that contribute to covering costs, achieving investment returns, developing economic projects and social development as an essential part of its university mission. The productive university model is a flexible model that achieves a balance between research, teaching, and community service, and the following scheme shows the university's position in society.⁽²⁶⁾

It can be said that switching to a productive university is a necessary option so that the university does not fail to achieve its mission and humanitarian goals. The lack of financial resources is enough to hinder its advancement in the process of economic construction and community service, and for this transformation, there are multiple mechanisms, the most prominent of which are: ⁽²⁷⁾

- 1- Connect universities to society by providing solutions to its problems at the level of state institutions and the private sector and spreading a culture of integration between the education and business sectors.
- 2- Obligating the owners of various projects to employ the scientific expertise provided by universities.
- 3- Adoption of the principle of partnership between universities, state institutions, and the private sector.
- 4- Training workers in economic institutions according to customized programs determined according to a contract.
- 5- Providing various services to business establishments, such as educational seminars, workshops, training courses, consultations, improving programs, and others.

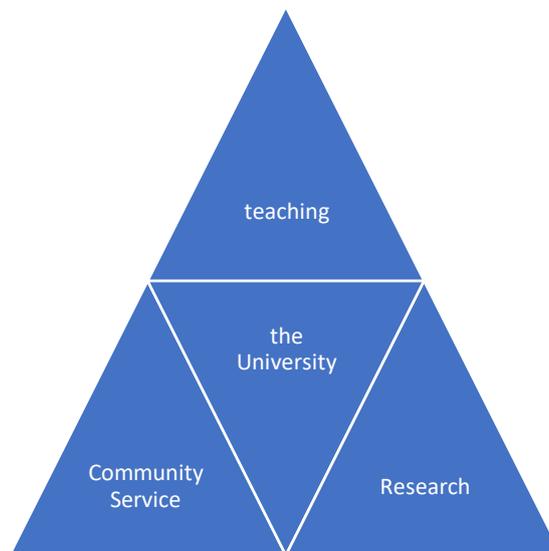


Chart (2) shows the role of the university in society.

Prepared by the researcher.

It is worth mentioning that Iraqi universities offer courses, workshops, and seminars intending to serve the community and develop human resources, whether within the functional staff or outside it, but at the same time they

aspire to achieve a material goal, which prompts them to hold courses that individuals desire in general, such as computer software courses that are used in the Labor market.

Table (5) Preparation and percentages of training courses and workshops in selected Iraqi universities for the period (2018-2019)

Type of course or workshop	number	%
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Administrative subjects' course	559	38,77
Software courses	352	24,41
Courses and workshops in Arabic and English	152	10,54
Scientific courses and workshops	207	14,36
Legal courses	34	2,36
Accounting and finance courses	68	4,71
Social and cultural courses and workshops	62	4,30
Courses and workshops in various economic topics	8	0,55
Total	1442	100

Source: Prepared by the researcher based on the training courses guide for the year 2018-2019, the Continuing Education Center, Baghdad Universities, Al-Mustansiriya, Al-Nahrain, Anbar, Karbala.

2. Environmental Measures:

The entire world faces major environmental problems and challenges, the most important of which are pollution and resource distribution. Universities must strive, as one of the vital institutions, to support environmental solutions, starting with rationalizing the consumption of water and electricity and recycling waste. To preserve the university's environment and continue to improve the level of environmental performance and reduce environmental damages resulting from various activities in universities, and environmental planning is an important means for determining and limiting actual and potential environmental impacts ⁽²⁸⁾. In this regard, we address the role of the university in achieving the concept of a green economy, which can be summarized as follows: - ⁽²⁹⁾

A- Holding courses that give trainees the necessary functional skills for the green economy that are of interest to employers.

B - Concluding agreements between various universities to enable students to achieve advanced degrees in the green professions industry.

C-Cooperating with national centers and associations in advanced educational technology

to disseminate best practices in supporting and benefiting from the green economy.

D- Providing a broad base of skills training to green the existing professions.

E- Paying attention to technical education and training on available energy jobs.

F - Partnerships with commercial and industrial institutions to create strong links for green professions.

g- Developing educational methods by creating and testing new methods of teaching and learning.

It should be noted that the Iraqi universities, through their community service work represented by training courses, workshops, seminars, and others, did not give sufficient attention to topics related to the green economy, and their attempts were shy in the areas of providing skills and providing courses and consultations related to the green economy and green development, as well as special programs and courses on the subject of warding off various risks and minimizing their effects. Indeed, these programs did not come out of their purely academic framework, as is clear to us from Table (5).

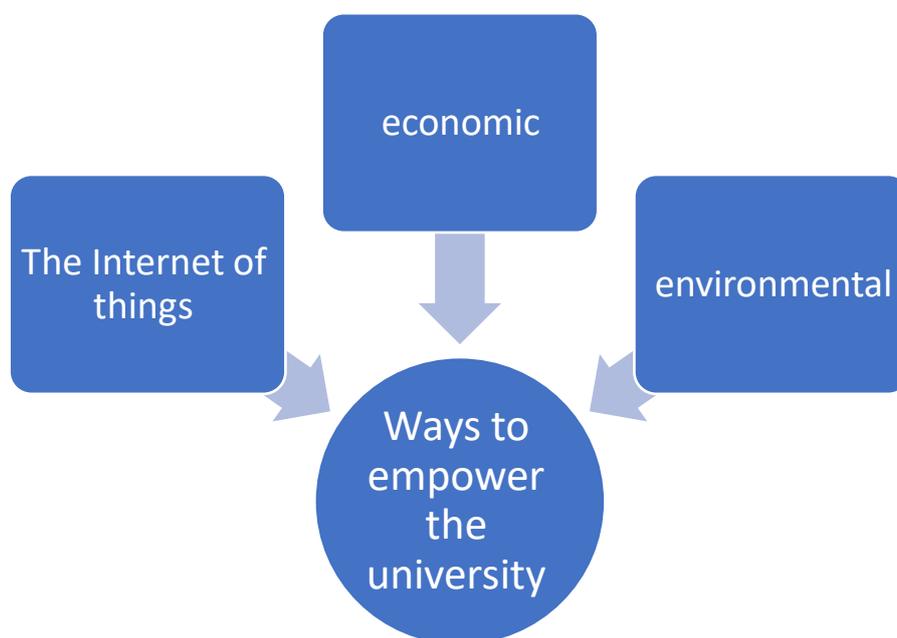
3- Internet of things

The Internet of things constitutes a new phenomenon for employing the Internet in various life applications so that all things in our lives can connect to the Internet, and the challenges imposed by the rapid technical development make it imperative for educational institutions to keep pace with this development, especially since the Internet of things can improve education itself and contribute to improving the physical and structural

environment. It provides rich and flexible technology for students and teachers, allowing them to learn new things and new technologies, and enhances communication between students and teachers.⁽³⁰⁾

From the foregoing, we conclude that empowering universities to strengthen them in the face of various crises is achieved by economic, environmental, and digital means represented by the Internet of Things, and the following scheme illustrates those means

Scheme (3): Means of enabling the university to face crises



Source: - Prepared by the researcher

Conclusions and Recommendations

Conclusions

- 1- The goal of the sustainable empowerment strategy is to achieve high efficiency and increased effectiveness.
- 2- Competition between institutions requires them to mobilize their capabilities, especially human beings that are characterized by expertise and high skills.
- 3- Empowerment is surrounded by multiple obstacles, including economic, administrative, and social obstacles.

4- For the sustainable empowerment of universities, there are several obstacles, foremost of which are the financing obstacles. The lack of financial resources creates an imbalance in the functions and tasks of traditional and non-traditional universities.

5- The importance of administrative corruption is no less than the rest of the obstacles, so this phenomenon has been exacerbated as a result of the overlap of competencies and authorities, the multiplicity of decision-making centers, the abundance of routine, and the complexity of bureaucratic procedures that lead to the difficulty of the university playing a role that is added to the traditional tasks assigned to it.

6- The state remains the main financier of education in Iraq to achieve equal opportunities,

on the one hand, deepen its independence and keep it away from the pressure of the private sector.

7- The activity of the productive university is not limited to the educational aspect and academic research, but goes beyond to include the exploitation of its available economic resources to achieve funding sources and community service.

8- The courses, workshops, seminars, consultations, and solutions offered by universities aim to serve the community and develop human resources, in addition to achieving the material goal, such as computer software courses that are useful in the labor market.

9- The university can play an important role in laying down important bases for green development by providing courses and workshops and concluding agreements with institutions of other ministries related to this subject, in addition to holding exhibitions that stimulate green development.

10- Self-efforts must be combined from the universities themselves and the community, whether governmental or private, to enable universities to adapt to abnormal conditions

Recommendations: -

This research paper reached a set of proposals as follows:

1- The university can be seen as a labor market not only for the affiliates, but also to be for the unaffiliated, whether they are certificate holders or unskilled workers (the private sector), for example, perfect competition projects such as reproduction offices, other shops, restaurants, cafes, and private transport services.

The government should take this into account and provide the conditions for sustainable empowerment of the university in order to contribute to addressing and alleviating unemployment and improving the standard of living.

2- The university should play a more influential role in society by communicating and integrating with it through its scientific and cultural tools such as seminars, workshops, and seminars, and publishing them through social networking sites.

3- Applying the university's productive strategy to give it additional capabilities in economic and social fields to be added to the scientific fields and give it the flexibility to adapt to crises.

4- It is necessary to strive seriously to employ the Internet in the various university work applications, whether scientific, research, or administrative.

5- It is possible to expand the vision of the university as a market for consumers, as it constitutes a human gathering that has other needs that are added to the pure university needs of teachers, associates, and students, where this feature can be taken advantage of and make the university a platform for cultural, health and even commercial advertisements through large display screens that contribute In achieving this purpose.

6- Intensifying self-efforts to increase green spaces inside and outside the university by increasing and diversifying evergreen and fruitful trees to increase the aesthetic appearance and contribute to creating a pollution-free environment and reducing the spread of global warming to some extent. This is a way to enhance the environmental empowerment of the university.

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