



Higher Education in
IRAQ



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Summary

The National Agency for Higher Education evaluates foreign higher education programs for employment purposes in Sweden. Of the 3,000 applications that the Agency receives annually approximately 500 involve degrees from Iraq, making it the single largest country represented among the applicants.

Reliable information on the country's education system, the quality of education, university admission requirements, the teacher/student ratio, research, etc. is crucial for the evaluation of Iraqi degrees. Existing information, however, is scarce and at least ten years old.

This report is the result of a study visit to Iraq which was conducted in May 2000 by Andreas Arsalan and Jonas Littorin of the Swedish European Network of Information Centres (ENIC) in May 2000.

The report focuses on the Iraqi education system in light of the political and economic sanctions inflicted on that country, the development of new forms of education, and the problems with fraudulent documents.

Besides meeting senior officers at the Ministry of Higher Education and Scientific Research, visits were made to the University of Baghdad, University of Technology, Mosul University, University of Babylon and the Foundation of Technical Institutes in Baghdad.

Interviews were conducted with university presidents, vice presidents and other faculty members. Moreover, we had the opportunity to meet with the president of the Foundation of Technical Institutes in Baghdad and employees at the Ministry of Higher Education and Scientific Research.

This, however, warrants a note of methodological reservation: the report is not based on documents, but on interviews, conversations, impressions and observations. In other words, we have no written material at all to which we can refer. This has to do with the lack of printed documents in Iraq, but more to that later.

Hence, it must be stressed, the main focus of the report is on our experience from the field. The report is focused on the present situation and changes during the nineties and does not claim to offer a full coverage of the education system and its future development.

Purpose of the Study Visit

The purpose of the study visit to Iraq was to deepen our knowledge of the country's education system in general and higher education system in particular. Prior to the journey our contacts with academia in Iraq were non-existent, despite the fact that the Swedish ENIC was annually receiving about 500 applications for evaluation from students who had graduated with Iraqi degrees.

It is important to the Swedish ENIC that we can determine the authenticity of documents issued in Iraq or elsewhere and offer the thousands of applicants with foreign degrees a fair evaluation. Furthermore, it is of great importance to us that the institutions of higher education and employers in the labor market can be certain about the academic background of the prospective student and job seeker. In other words, the quality of our work is essential both for the Swedish labor market and for the individual with the foreign degree.

Before going to Iraq, the most up-to-date but scarce information we had on the country's education system was at least ten years old. As the reader already knows, the Republic of Iraq has during this short time period fought two wars. Many of the applicants had studied during this period and been awarded degrees. We had numerous unanswered questions regarding the country's education system. For instance, had the embargo against Iraq negatively affected the quality of higher education? How was teaching and research conducted at the institutions of higher education? Do Iraqi universities at all cooperate with academic institutions outside the country? What can be said about teaching material, lecturers, facilities, libraries, equipment etc?

Official documents (diplomas, degrees, transcripts, etc.) issued by one and the same university have different format and size. Different persons sign the documents and words are often misspelled. To many of us brought up in Western society with its legal tradition, these practices are incomprehensible. All of a sudden you find yourself questioning the authenticity of the document at hand. How can a university, of all places, issue misspelled documents? For example, is it possible for a university to

make two errors in a five-word sentence as in “Bellow is a Transcript of his Record”, instead of “Below is a transcript of her Record”?

For these and other reasons, several NARIC/ENIC offices stopped accepting Iraqi qualifications for evaluation. They closed their eyes to the fact that suspicious-looking or forged documents also come from other countries than Iraq. The difference was of course that in these cases the authenticity of the documents could easily be verified by contacting the university in question, whereas this was not the case with Iraq. Our contacts with Iraq were non-existent at the time and this was also one of the aspects we wanted to change by visiting the country. A colleague in another European country contacted us once by e-mail with questions regarding credentials from Iraq. I answered his questions and added that it was not easy to get in touch with Iraqi universities. In his reply he stated that he understood their actions and that he would not answer questions either, if Iraq treated us the way we treat them. Right or wrong.

Important preparations before going

Iraq has a reputation of being an insecure country, inaccessible to travellers. However, travelling to Iraq was much easier than we thought.

The Swedish Ministry for Foreign Affairs

Our first step was to contact the Swedish Ministry for Foreign Affairs to determine whether there were any restrictions on travelling to the country. We were told that Iraq does not constitute a high-risk country for travellers, yet they still wanted to discuss a few things with us before we left.

The Iraqi Embassy

After receiving clearance from the Ministry we went ahead and contacted the Iraqi Embassy in Stockholm and notified them the purpose of our visit. The Embassy wanted to have the purpose of our visit in writing and we were later to meet the Ambassador twice before our journey. Shortly before our departure date we received our visa documents and an official invitation from the Ministry of Higher Education and Scientific Research in Baghdad.

The Swedish Embassies

As part of our travel preparations we also contacted the Swedish Embassies in Amman, Damascus, and Beirut. Furthermore, we got in touch with a Senior Officer at the Swedish Embassy in Amman, who was responsible for Iraq. It was quite clear from the beginning that our trip to the Middle East would include visiting Syria, Jordan and Lebanon.

Important support

Our journey lasted three weeks: one week in Iraq and two weeks in the other countries (including time for transport). In Jordan, Syria, and Lebanon we met with faculty members at several universities and ministry-level officials responsible for higher education. Staff at the Swedish Embassies

in Amman, Damascus, and Beirut organized our meetings, transport, accommodation etc. Without their support the study visit would have been very difficult to bring about. We owe our thanks to them.

Important Contacts In Iraq

Upon our arrival in the Iraq we checked in at the (long-abandoned) Swedish Embassy, where we would stay during the coming days. In the same afternoon we called the *Iraqi Ministry of Foreign Affairs* and notified them of our arrival. They arranged for our transport to the Ministry of Higher Education and Scientific Research, where we had our first meeting to discuss higher education. We also had the opportunity to meet *an official who would accompany us* for the remainder of our stay in the country. He presented a program for our study visit in Iraq, including several universities. We accepted the program after a few adjustments were made.

Our program had been well planned and included meetings with university staff. We were most satisfied with the arrangements, yet there was an incident at one of the universities worth mentioning. A faculty member came up to our coffee table and asked a few unpleasant questions, which we of course could not answer since they had nothing to do with our field of work. Nevertheless, neither our hosts nor we overreacted to the situation and he soon stopped bothering us and left.

Our guide helped us with all the practical details and the meetings and visits to universities took place without any delays or cancellations.

Part I:

Education in Iraq

EDUCATION POLICY

Characteristic of the education system in Iraq is central planning and free access for all citizens. At the top of the system there are two ministries: the Ministry of Education (Wizarat At-Taalim) and the Ministry of Higher Education and Scientific Research (Wizarat At-Taalim Al-Aali wa Al-Bahth Al-Ilmi). The former is responsible for elementary and secondary school education, whereas the latter is responsible for higher education.

Almost all education in Iraq is state controlled. Although there exists so called semi-private or semi-state institutions of higher education they – as all other institutions – are under the control of the Ministry of Higher Education and Scientific Research. Private schools operating prior to the Persian Gulf War were nationalized during the late nineties and today there exists no private schools at the elementary or secondary education level.

Nevertheless, private institutions of higher education have been granted a degree of autonomy. For example, in contrast to state institutions, private institutions may charge tuition. Furthermore, the private institutions can themselves design roughly 15–20 per cent of the content of academic programs. Iraq has the following four private institutions: Al-Turath University College, Al-Rafidain University College, Al-Mansour University College, and Al-Mamoun University College. The private institutions were all established in the mid-eighties and most of their students come from wealthy families in Iraq or the Gulf States.

State Control and Funding

The Ministry of Higher Education and Scientific Research sets the budgetary framework of every university. However, the true nature of funding in Iraq was never revealed to us. The answer to our straightforward question was always “We get what we need from the Ministry.” State control – and probably also funding – is closely linked to both national and local needs. As a result of the Gulf War and Iraq’s subsequent political and

economical isolation during the nineties, this policy of state control and funding has evolved into closer cooperation between local industry and academia. By addressing this question at least twice, President Saddam Hussein himself has made this form of centralized state control highly visible. The first time was at a meeting with the country's university presidents in 1991. The second occasion was through a presidential directive on intensified cooperation between universities and local industry. The purpose of this directive was to give students more practical training in their future profession, while still at the university. Against this background, one can conclude that higher education is considered vital to the country's survival and is therefore given high priority, despite the difficult circumstances.

Accreditation

A system for accreditation or quality assurance of higher education in the Western sense of the word does not exist in Iraq. On the other hand, the Iraqis have developed alternative ways to ensure consistent quality in education throughout the country. One quality assurance tool is, for instance, the so-called Ministerial Exams, which enable the Ministry to compare the quality of education at different universities. Another form of quality assurance with a more ad hoc character is the universities' ambition to compare their research with what is published in international academic journals and to make sure that their own scholarly articles are published.

Centralized state control also implies that the state has monopoly on the content of education in the country, as illustrated in the above-mentioned Ministerial Exams. Another example of state control is the closing down of schools for minority groups and the introduction of the subject "National Culture" on all levels of the education system. The latter is a step in a nation building process with the ultimate aim of creating citizens, who see themselves first and foremost as Iraqis. Thus, the egalitarian traits of the system run parallel with the regime's more conformist ambitions.

Education for all

Elementary and secondary education is mandatory in Iraq, however, exceptions to this rule have become more common during the nineties: many families cannot afford sending their children to school and instead let them work. Primary and secondary education in Iraq is free and higher education programs do not cost anything for students who begin at

the age of 18–20. Evening classes are an option for people over the age of 20 who have not yet entered a university or students wishing to pursue a second degree. Nevertheless, the most common reason for choosing evening classes is to be able to combine work in the daytime with academic studies in the evening. Daytime work as a way to finance education costs does not seem unusual, judging from the popularity of evening classes. For example, at the University of Baghdad there are 60,000 undergraduate students with an additional 20,000 enrolled in evening classes.

THE EDUCATION SYSTEM

Admission to Undergraduate Level Programs

The basic requirement for admission to higher education in Iraq is the Baccalaureate, awarded upon completion of 12 years of primary and secondary education. Depending on the field of specialization, there are three different types of Baccalaureate: Baccalaureate Ilmiya (Science), Baccalaureate Adabiya (Humanities), and Baccalaureate Mihniya (Vocational). The Vocational Baccalaureate is issued in various types, but does not give access to Bachelor's Degree Programs at a university. However, a holder of a Vocational Baccalaureate can be admitted to a 2-year post-secondary vocational program at a Technical Institute or Teacher Training Institute.

Holders of the Baccalaureate in Science may apply to all university undergraduate programs, except for programs leading to a degree in Law, Political Science or Theology for which a Baccalaureate in Humanities is required. Programs in Fine Arts, Teacher Training, Political Economy, Languages, and Sport Science are open to holders of a Baccalaureate in Science or Humanities.

Grades in the Baccalaureate are based on a 0–100-grade scale. Admission to higher education is based exclusively on the grade average (minimum passing grade is 50) in the Baccalaureate. There are no entrance exams.

Bonus Points and a Second Chance for Baccalaureate Holders

As part of the goal to create an education system open for all citizens, students from rural areas receive an additional four grade points as compensation for poor material and individual circumstances. Moreover, after one year of academic studies at the university Baccalaureate holders are

given a second chance to improve their grades by taking a Baccalaureate Test. Based on the results from this test, students can get into sought-after academic programs, such as Medicine etc.

The country's elite is provided for. A student who passes all exams at secondary school receives a 2.5-point bonus in each subject and a Baccalaureate with two foreign languages receives two extra points.

Life-Long Learning

The term "Life-Long Learning" is not as well known in Iraq as elsewhere in the world, yet it exists in its practical form. For example, a civil servant who holds a Bachelor's Degree (Bakalorius) can take advanced courses towards a Master's Degree (Majester). However, certain requirements must be fulfilled: the candidate must have been employed for at least two years, have recommendations from the supervisor, pass a test in English, and be accepted by the university. The exact number of students admitted to advanced study programs under these conditions is unclear. Nonetheless, we were told that about 15 per cent of the graduate students benefit from these staff qualification measures.

Structure and Content

The Bachelor's Degree in most subjects is normally awarded after four years of study, but may in some cases take longer to complete¹. The system is based on integrated semester studies, which require the student to pass all courses in the same academic year as they are offered. If a student fails one course, all courses for that year must be retaken. Even so, students who do not live up to these expectations can transfer to programs with lower admission requirements. Also students, who simply want to change their major, are allowed to do this under the condition that they change to academic programs with lower admission requirements.

Until the seventies it was mandatory for all students, regardless of specialization, to complete a common first year curriculum at the university. Since then this preparatory year has been terminated and now the whole study period is spent in one faculty.

The structure of academic programs in Iraq still reflects this tradition of general studies. For instance, all students take courses in subjects such as National Culture (one course per academic year throughout the entire program), English (one course per year during the first two years of study),

and Basic Computer Science (the number courses depending on the program). National Culture is an ideological subject and a reflection of the Regime's nation building aspirations. Before the Gulf War this subject was less common and at some universities it was not to be found at all. However, since 1991 it plays a more significant role in the curriculum.

Although the goal has been to provide secondary school children with computer training, the schools in Iraq simply cannot afford to buy computers. The subject Computer Science has instead been introduced at the university level, where there are more resources to purchase the needed equipment.

Education at the undergraduate level is not research-oriented. Holders of a Bachelor's Degree may proceed to the graduate level and pursue a Master's Degree.

Ministerial Exams

Usually the universities prepare exams, but since 1998 a small proportion of the exams at the universities are so-called Ministerial Exams. The Ministry of Higher Education and Scientific Research prepares the Ministerial Exams.

The academic subjects selected for the Ministerial Exams vary from test date to test date. The Ministry corrects the exams. The identity of the academic staff involved in preparing and correcting Ministerial Exams is kept secret to avoid fraud.

Evening Classes

Evening classes are taught by the same academic staff. However, in contrast to regular classes, evening classes cost money: about 20,000–50,000 Iraqi Dinars (USD 10–25) per semester depending on the field of study. Most academic programs, with the exception of Medicine Science, are offered as evening courses. Evening classes give students a chance to support themselves by working during the day and are therefore very popular.

The admission requirements for programs with evening classes are somewhat lower than for standard programs, yet the degree requirements are the same. A university that offers evening courses gets to keep the comparatively small profit which these courses generate. The money is supposed to be used to further develop these types of programs.

Master's and Doctoral Degree Programs

Admission to a Master's Degree Program requires a Bachelor's Degree and passing an advanced course in English. The Master's Degree requires two years of full-time study: year 1 is dedicated to course work and year 2 to thesis research. In some cases an internship period can be part of the program as well. Graduate studies are strongly research-oriented and the student's thesis must be defended publicly.

Holders of a Master's Degree can move on to Doctoral Studies. The Doctorate (PhD) requires three years of full-time study and the PhD student spends about two thirds of the time preparing for the dissertation. The doctoral thesis is publicly defended – occasionally in the presence of observers from the Ministry of Higher Education and Scientific Research – and published.

To maintain an internationally comparable standard of education, foreign external examiners are invited to participate in the evaluation of both Master's and Doctoral theses. This is done in an informal way and accomplished by using contacts pre-dating the Gulf War and the embargo.

Teachers and Research

The formal requirement for teaching at the university level is a PhD. A holder of a Master's Degree can work only as an assistant. Before the war it was quite common for Iraqis to go abroad for a Master's Degree or Doctorate. However, in light of the drastically diminished academic exchange with other countries, Baghdad has chosen to invest resources in its own graduate programs in an attempt to maintain the standard of education. Master's Degree holders can nowadays become faculty members and work as assistant professors with the objective of eventually completing their doctoral studies. Thus, despite the formal requirements mentioned above, only two thirds of all faculty members are today holders of PhDs.

Teachers at universities are obligated to research, tutor graduate students and teach. According to the teachers we spoke to, teaching seems to consume most of the time. Teachers are expected to publish at least one research paper annually. Research in Iraq is financed both by the university itself and by state or private grants. Research projects are carried out in cooperation with local industry. This has resulted in, for example, the manufacturing of seventy new medicines in collaboration with private companies, medicines that were previously not manufactured in Iraq.

International Cooperation

Most of Iraq's international cooperation in higher education is with other Arab nations. With these countries research is carried out, conferences are organized and student exchange takes place.

As to cooperation with the West, France seems to play a predominant role when it comes to student exchange and support. France provides Iraqi universities with teaching materials (books, VCRs, computers) primarily for studying the French language, awards scholarships for Master's Degree programs, collaborates in research and has joint PhD with Iraq programs. The cooperation between the two nations has reached a point where French has replaced English as the first foreign language at some secondary schools.

Pro-French sentiments combined with resentment towards the British as former colonial occupants and modern day participants in the allied coalition against Iraq, were expressed during our stay. For example, on one occasion we were told that it had been a mistake not to rely on the French from the beginning, instead of trusting the British and adopting their customs and standards in education as well as in other areas.

The lack of hard currency constitutes a fundamental obstacle for the development of international contacts and exchange programs. Before the war, students were sent abroad for Master's and PhD programs free of charge. At present that cannot be done, due to the dire economic situation. On the whole, international contacts are obstructed by the scarcity of hard currency: Iraqis can neither attend international conferences, nor pay the airfare for visiting scholars.

For more detailed information on the international activities of specific universities, please see Appendix B.

Problems during the Nineties

Technology and Education

The information technology revolution, which occurred in the last decade of the 20th century, brought us innovations, such as the Internet, e-mail, information highways, cell phones etc. Iraq never took part in this revolution. The universities in Iraq allegedly gained access to the Internet in April 2000, yet at the time of our visit in May the system was not yet operational. Mobile phones cannot be used in Iraq and the embargo blocks the purchase of computers through normal channels. The few

computers that exist in Iraq were bought on the open market. Thus, access to the Internet and e-mail is very limited, making information from the outside world scarce.

Budget

It is difficult to determine the financial situation of the universities. The faculty members we spoke to either avoided answering questions concerning funding or gave us diplomatic answers, such as, “regardless of the size of the budget, we always get what we ask for from the President’s Office.” The lack of hard currency is nevertheless a huge problem, blocking any attempt to buy equipment or books from abroad. It is equally impossible to send students or teachers abroad for study and research or invite and pay for foreign visiting lecturers. This situation is also worsened by the cultural embargo against Iraq, prohibiting foreign universities from cooperating with universities in Iraq.

Research

It remains unclear to us how much research takes place at the universities. According to the President of the Al-Mustansiriyah University the teachers have eight hours devoted to teaching per week – the rest of the time is scheduled for research. However, teachers we spoke to told a different story! As a consequence of extremely low wages, teachers are forced to dedicate most of their time to teaching in order to make ends meet. It is furthermore common for teachers to teach classes at several universities, work for private enterprises, and as private tutors. The latter is in fact prohibited, yet apparently widely accepted based on what we were told. Nevertheless, faculty members are required to do research and research is the condition for advancement at the university. The requirements are one research paper per year and for promotion the faculty member in question must have his research submitted to external control and published.

Teaching Material

Textbooks are in short supply in Iraq and students cannot purchase them. Instead the universities lend textbooks to the students – sometimes as Xerox copies. There are seldom enough books for all; hence the practice of sharing books with fellow students. Moreover, we were told that the use of old textbooks (sometimes 20–30 years old) is widespread.

Access to Information

Since 1990 the acquisition of new books at the university libraries has more or less ceased and international journals can no longer be subscribed to. The only up-dated material at the libraries is books and publications from the UN and non-governmental organization.

Thus, access to information has diminished drastically both for teachers and students. Furthermore, libraries outside Iraq refuse Iraqi scholars the use of books and other material for research. This form of cultural embargo affects all subjects – not only strategically sensitive areas in technology, biotechnology, etc. Consequently, Iraqi scholars desperately search for alternative information sources, such as Xerox-copied books and publications handed over at international conferences or by foreigners visiting the country, etc.

To find anything in Iraqi university libraries one must use card catalogues, since databases or Internet-based search engines are not available. For articles published in international academic journals, databases such as MEDLINE and COMDEX are in some use, yet the articles are not up-dated and there are no subscriptions to these services. One can question the use of an index of this type since the books listed there to cannot be obtained.

Equipment and Facilities

The embargo against the country combined with lack of hard currency has made it virtually impossible to acquire modern equipment through normal channels. Necessary technical equipment is missing and the equipment that does exist is out-dated. The College of Dentistry of the University of Mosul did, however, prove to be the exception to the rule; during our visit our hosts proudly demonstrated newly acquired equipment from the US and China. (The UN had been instrumental in this arrangement.) What is more, an interesting side-affect of the embargo has been the imaginative ways the universities have found to cope with limited resources. For instance, students of civil engineering at the University of Technology are assigned to manufacture laboratory equipment as part of their degree project. The equipment is later used in class.

Part 2:

Forged Documents

ISSUING OF DOCUMENTS

Iraqis who have completed their education receive a transcript of record in order to be able to continue studying at other universities in Iraq or elsewhere, apply for membership in a trade union or simply apply for a job in Iraq. According to our information, students are issued only one copy of the degree, whereas an unlimited number of transcripts (in Arabic, English or both languages) can be issued upon request.

Yet, for some students it can be difficult to get a transcript from the university. Especially in cases when the authorities suspect that a student will leave the country once the transcript is obtained. In such cases the university usually sends the transcript directly to an employer or another university.

QUALITY

Transcripts and other academic documents from universities in Iraq are not of the same quality as we are used to in the West. Misspellings are common and can be found in the degree title, the name of the student or the names of the people signing the document. It is not unusual that even the name of the university is misspelled. These types of errors are especially common if the transcript is in English. Consequently you should be suspicious of documents that are flawless, i.e. transcripts that lack misspellings or indicate extremely high grades in all subjects (“passed in first trial” etc). If in doubt, you should ask for the original transcript in Arabic. This document can help you determine whether there are any discrepancies between the Arabic language and English language transcripts. This also gives you the opportunity to check the spelling in the Arabic text and the quality of the stamps. This of course requires knowledge of Arabic.

TRANSCRIPTS AND DEGREES

According to our knowledge, Iraqi universities have no standardized transcripts or degrees. However, official documents issued by the same faculty at the same university are usually quite similar. Degrees are always issued in Arabic and with a large typeset closely resembling handwriting. The student's name, degree title and other data are often handwritten.

In this context, it is important to point out that in our experience many of the fabricated documents we have encountered belong to individuals who did complete the degree program in question or at least part of it. Yet, they use forged credentials since they cannot prove their academic background in any other way.

AUTHENTICITY OF THE DOCUMENTS

In some cases it is easy to see that the document in front of you is authentic; authentic documents are often printed on aged, thin, transparent, bluish or yellowish paper with the backside text visible through the paper. Moreover, some of these documents are messy and the grades indicated are average.

In order to check the authenticity of a document it is important to take an extra look at the ink stamps. An official document should have 2–3 different stamps belonging to the registrar, the faculty, the university president or someone representing him. The logotype of the university as shown on the document is likewise important and should be compared to the university's standard logotype. You should also check if the signing dean or president was in fact serving during the period when the document was issued. All text written in Arabic must be correct, i.e. no misspellings of words, names or incorrect degree titles should be accepted. Before the Gulf War a number of documents were translated and certified by the British Embassy in Baghdad and should be considered authentic.

Other relevant documents, such as an employment record, union card, university ID, etc. can also help determine the authenticity of a transcript or degree.

Moreover, universities occasionally make copies of original documents. These copies usually bear the wording "True copy of original" and have a new date stamped on them. The documents should also carry the university stamp and have revenue stamps attached to them on the back.

EXAMPLES OF FRAUDULENT DOCUMENTS

Here follows a few examples of documents, which we suspect to be forged. To each example there is an explanatory text.

Document I

The front page of the document



REPUBLIC OF IRAQ

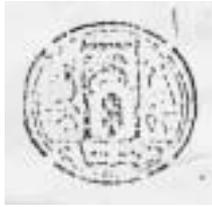
Ministry of Higher Education
and
Scientific Research
University of Baghdad
College of Engineering

NO : 836/3254
Date : 11 th, May 1983

To: Scholarship and Cultural Relations Office

This is to certify that Mr. [REDACTED] whose photo is affixed above was a student at this university college of Engineering during the years 1983/89 – 1991/92 and was awarded a B.Sc. in Civil Engineering on 27th July,1992. Below is a transcript of his academic record.

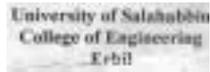
1st Year 88/89				2nd Year 89/90			
Subject	N	Final mark		Subject	N	Final mark	
		No	Written			No	Written
Eng. Mechanics	6	71	Sev. one	Eng. Statistic	2	86	Eighty, six
Eng. Science & Design	4	70	fifty seven	Building Const	2	70	sev. five
Eng. Geology	4	69	sixty nine	Fluid Mechanics	6	60	sixty only
National Culture	4	58	fifty only	National Culture	4	71	Sev. one
Kurdish Language	4	58	fifty only	Surveying	6	60	Sixty only
Mathematics	6	63	Sixty three	Materials mech	6	65	Sixty five
Fundamental. Res	3	78	Sev. eight	Programming	6	65	fifty five
Computer	3	78	Sev. eight	Robt. Cont. Tech	5	57	fifty seven
Workshop	1	62	sixty two	Mathematics	6	67	Sixty seven
Physical Educ.	static			Const. Drawing	1	51	fifty one
				Build. Mat. & Test	3	52	fifty two
Result				Result			
pass in 1st trial				pass in 1st trial			



Finally, the stamp imprint on the photo and the name of the dean are apparently homemade: note how different size and typeface combinations together form the wording “UNIVERSITY OF BAGHDAD” followed by “COLLEGE OF ENGINEERING”.



Salahabbin”, whereas the stamp imprint bears the name “University of Salahadden”.



University of Salahabbin
College of Engineering
Erbil



As to the stamp, the typeface reveals irregularities in size along with the imprint written in italics, which is uncommon. Normally, documents from this University do not have a revenue stamp or ink stamp from the Iraqi Ministry of Foreign Affairs. Finally, as in the previous example, the logotype of the University of Salahaddin deviates from the official university logotype.

Document 3

The front page of the document

REPUBLIC OF IRAQ
 MINISTRY OF HIGHER EDUCATION
 & SCIENTIFIC RESEARCH
 UNIVERSITY OF MOSUL
 COLLEGE OF SCIENCE
 REGISTRATION

REF. NO: 976
 DATE: 19-7-1998

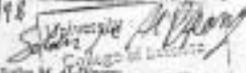



TO: Whom It May Concern
 Sub: / Document Certificate

This is to certify that _____ whose photograph is affixed above has successfully completed the course of study at the Biology Department, College of Science, University of Mosul, in the academic year 1996/1997 at the second attempt. He was awarded (B. Sc.) degree in Biology according to the University Order No. 2 / 11 / 4620 dated on 14 / 9 / 1997 with an average of (Pass) which is marked as (59.8000 %). This average is the last two years courses of study. Followings are the marks for the courses of his study:-

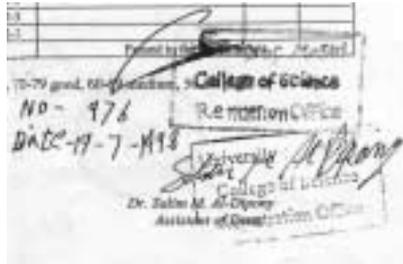
First year (1993/1994)			Second year (1994/1995)		
Subjects	Mark	Unit	Subjects	Mark	Unit
Biology	73	3-0	Computer	61	2-0
National Culture	68	2	Entomology	73	2-0
General Chemistry	55	3	Biochemistry	78	2-0
Mathematics	63	3	Anatomy & Classification of Plants	68	2-0
General Physics	68	2	new Vertebrates	68	2
English Language	75	2	Fungi	73	2-0
			Microbiology	79	2-0
Passed in the first attempt			Passed in the first attempt		
Third year (1995/1996)			Fourth year (1996/1997)		
Subjects	Mark	Unit	Subjects	Mark	Unit
Fungi & Diseases of plants	90	3-0	Immunology and Serology	67	2-0
Microbiology of soil	77	2-0	Molecular Biology	54	2-0
Microbiology of Air and Water	87	2-0	Virology	67	2-0
Medical Insects	81	2-0	Environmental Parasit	70	2-0
Animal physiology	65	2	Environmental	66	2
Histology and Micro. Parasitoid	80	2-0			
Cell and hereditary	79	2-0			
Human Parasit	69	2-0			
Passed in the first attempt			Passed in the first attempt		

Grades System : 90-100 Excellent, 80-89 very good, 70-79 good, 60-69 satisfactory, 50-59 fair, 40-49 poor, 30-39 very poor, 20-29 fail, 10-19 very fail, 0-9 no result.

College of Science
 Registration Office
 NO - 976
 DATE - 19-7-1998

 Dr. Zuhair Al-Dabbas
 Director of Registration Office

This document is supposed to be issued by the University of Mosul, yet has so many visible flaws that it cannot be genuine. For example, the format is similar to that of documents issued by the University of Baghdad. As in previous examples, the crest of the University is blurred and slightly

slanted. The unit system (3-2, 2-3 etc), as indicated in the transcript, is atypical to say the least.



The ink stamp above is definitely not from University of Mosul. For the words “University of” and “Mosul” two different typefaces are used. The wording “College of Science” and “Renovation Office” (?) appear to be homemade.

The reverse page of the document



Finally, this ink stamp with its text “We believe The Authenticity of This Certificate” is obviously fraudulent.

Document 4

The front page of the document

REPUBLIC OF IRAQ

UNIVERSITY OF MOSUL
COLLEGE OF ENGINEERING





To: Whom it may concern:

This is to certify that Mr. [REDACTED]
Whose photo is affixed above has been awarded the degree
of B.Sc., grade "Fair" in Civil Engineering
On 13th Oct 1993

Below is a transcript of his record.

FIRST YEAR 1987-1988

Subject	Mark	Grade	Subject	Mark	Grade
Mathematics	71	Good	Fluid Mechanics	54	Pass
Eng. Mechanics	68	Fair	Nat. & Soc. Cult	50	Pass
Eng. Drawing & Descrip. Geometry	73	Good	Building Constructive	51	Pass
Eng. Geology	65	Fair	Mathematics	55	Pass
Elect. & Mech. Eng.	61	Fair	Materials Technology	50	Pass
Computer Programming	73	Good	Surveying	51	Pass
Nat. & Soc. Cult.	60	Fair	Computer Programming	50	Pass
			Material Mechanics	52	Pass
			Statistics	51	Pass

SECOND YEAR 1988-1989

THIRD YEAR 1989-1991

Subject	Mark	Grade	Subject	Mark	Grade
Eng. Mathematics	55	Pass	Foundation Design	70	Good
Theory of Structures	63	Fair	Concrete Struct. Design	72	Good
Highway Design	51	Pass	Steel Struct. Design	68	Fair
Soil Mechanics	58	Pass	Eng. Economics Manag.	65	Fair
Environmental Eng.	60	Fair	Traffic & Transp. Eng.	61	Fair
Reinf. Concrete	63	Fair	Construction Methods	69	Fair
Irrigation Structure & Hydrology	56	Pass	Construction Drawing & Estimation	78	Good
Nat. & Soc. Culture	53	Pass	Water Supply & Sewerage	71	Good
Eng. Research	58	Pass	Eng. Project	87	Very Good

FOURTH YEAR 1991-1993

This is a transcript of record from University of Mosul. The document is forged according to a letter sent to the Swedish Naric-Enic from the University of Mosul.

The reverse page of the document



AUTHENTIC DOCUMENTS FROM DIFFERENT UNIVERSITIES

Document I

Diploma of graduation from the University of Baghdad

The front page of the document



The reverse page of the document



Document 2

Transcript of record from the University of Baghdad

University of Baghdad
College of Engineering
Baghdad, Iraq
City Address: ...

No. 2-7-2899
Date 2-9-1971

TRANSCRIPT OF RECORD

This is to certify that Mr. _____ whose photograph is attached above, was awarded the B.Sc. Degree in Mechanical Engineering in June 1967. He ranked 14th in a class of 87 students. The following are the grades for the courses for the courses of his study.

Academic Year 1965-1966	Grade	Hours/Week	Academic Year 1966-1967	Grade	Hours/Week
First Semester			First Semester		
101 English	Pass	3 1/2	201 Thermodynamics	Pass	3 1/2
102 Mathematics	Pass	5 1/2	202 Mechanics of Rate	Pass	3 1/2
103 Physics	Pass	5 1/2	203 Strength of Materials	Pass	3 1/2
104 Chemistry	Pass	3 1/2	204 Technical Reports	Good	2 1/2
105 Engineering Drawing	Pass	3 1/2	205 Theory of Machines	Pass	3 1/2
106 Workshop Practice	Very Good	1 - 2	206 Manufacturing Processes	Pass	2 1/2
107 Physical Education	Pass	- - 1	207 Electrical Lab.	Pass	1 - 2
Second Semester			Second Semester		
108 Engineering Drawing	Pass	1 - 2	208 Motors for Engineering	Good	2 1/2
109 Descriptive Geometry	Pass	2 1/2	209 Engineering Analysis	Good	2 1/2
110 Mathematics	Good	2 1/2	210 Thermodynamics	Pass	2 1/2
111 Physics	Pass	2 1/2	211 Theory of Machines	Pass	2 1/2
112 Chemistry	Pass	4 1/2	212 Field Mechanics	Good	2 1/2
113 English	Pass	1 1/2	213 Elect. Technology	Good	2 1/2
114 Workshop Practice	Very Good	1 - 2	214 Mechanical Lab.	Good	1 - 2
115 Physical Education	Pass	- - 1	215 Field Mechanics Lab.	Good	1 - 2
Academic Year 1967-1968			Academic Year 1968-1969		
Third Semester			Third Semester		
116 Studies	Pass	2 1/2	301 Steam Power Plant	Pass	2 1/2
117 Manufacturing Processes	Pass	2 1/2	302 Heat Transfer	Good	2 1/2
118 Workshop Practice	Excellent	1 - 2	303 Machine Design	Pass	2 1/2
119 Surveying	Pass	2 1/2	304 I.C. Engines	Good	2 1/2
120 Draft. Drawing	Very Good	2 1/2	305 Aircraft Designing	Pass	2 1/2
121 Mathematics	Excellent	2 1/2	306 Engineering Survey	Good	2 1/2
122 Elect. Technology	Pass	2 1/2	Fourth Semester		
123 Heat. Technology	Good	2 1/2	401 Machine Design	Pass	2 1/2
124 I.C. Engines	Pass	2 1/2	402 I.C. Engines	Good	2 1/2
125 Mathematics	Good	4 1/2	403 Aircraft Designing	Pass	2 1/2
126 Drafting	Pass	2 1/2	404 Industrial Engg. - Pass	2 1/2	
127 Drafting Lab.	Pass	1 - 2	405 Industrial Turbines - Good	1 - 2	
128 Mathematics	Pass	4 1/2	406 Manufacturing Processes	Good	2 1/2
129 Mechanical Drawing	Pass	2 1/2	407 Heat. Laboratory	Good	1 - 2
130 Electricity	Good	2 1/2			
131 Strength of Materials	Pass	2 1/2			

Having taken in the academic year 65-66 was 80%, passing average was 82% in grading system (80-100) excellent, (80-89) very good, (70-79) good, (60-69) pass, (50-59) poor (failure), (40 & below) very poor (failure).
 Passing grade in the academic years 66-67, 67-68 & 68-69 was 80%, passing average was 82% in grading system (80-100) excellent, (80-89) very good, (70-79) good, (60-69) pass, (50-59) poor (failure), (40 & below) very poor (failure).
 His final average for the last two years was Good (80-89).
 Pass in Physical Education 151, 154 says that there is no continuation in this subject.



 Dr. S. A. Dawood
 Asst. Dean

Document 3

Transcript of record from the University of Technology

The front page of the document

MINISTRY OF HIGHER EDUCATION & SCIENTIFIC RESEARCH
UNIVERSITY OF TECHNOLOGY
BAGHDAD - IRAQ
TECHNICAL EDUCATION DEPT



Ref. No: 157
Date: 2/6/2001

TO THE MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

Name: [REDACTED]
Date & Place of Birth: [REDACTED]
Nationality: IRAQI
First Enrolled: 1984 / 1985
Graduation Date: 3 / 10 / 1989
Degree: B.Sc. BUILDING ENG. & EDUCATION
Class: PASS



Academic Record

Second Year (1986/1987)			Third Year (1987/1988)		
Subject	Mark	Unit	Subject	Mark	Unit
NATIONAL EDUCATION	68	2	NATIONAL EDUCATION	61	2
ENGLISH LANGUAGE	68	2	PRINCIPLES OF TRAINING TECHNICIANS	56	3
PHYSICS	68	6	MATHEMATICS (PROBABILITY)	62	6
MATHEMATICS	59	6	STRENGTH OF MATERIALS	67	6
Mechanics	59	6	CONCEPT OF ENGINEERING	66	6
MATHEMATICS (TECHNOLOGY)	59	5	CIVIL ENGINEERING	62	7
ENGINEERING DRAWING (I)	62	6	STRUCTURAL CONSTRUCTION	63	6
WIDENING			ESTIMATION	68	5
Passed in second session with grade of mark (68.00%)			Passed in second session with grade of mark (61.00%)		
Third Year (1987/1988)			Fourth Year (1988/1989)		
Subject	Mark	Unit	Subject	Mark	Unit
NATIONAL EDUCATION	62	2	NATIONAL EDUCATION	67	2
TECHNICAL EDUCATION	67	6	TECHNICAL EDUCATION	58	6
BUILDING SERVICES	58	2	STRUCTURES DESIGN	71	5
THEORY OF STRUCTURES	58	7	STEEL DESIGN	68	5
MECHANICS	58	6	ESTIMATION & MEASUREMENT	68	2
WATER SUPPLY & SEWERAGE	62	6	FOUNDATION ENG.	67	5
HIGHWAY & TRANSPORT	68	6	ORGANIZATION & PERSONNEL	58	5
CONCRETE DESIGN	58	6	EXCAVATION & LAYING	58	5
CONCRETE & BRICKWORK	58	2	MANAGEMENT	58	6
			ENGINEERING	58	6
			CONCRETE	58	2
			STEEL	58	4
Passed in second session with grade of mark (54.55%)			Passed in second session with grade of mark (58.70%)		

Notes:

- The average of the four academic years (66.20) the student work of this (Block of 157) graduates in his specialty.
- Highest obtained posting mark is 100% (lowest posting mark is 50).
- The class of the degree is determined by average of the last five years of the five years course done after secondary school.
- The scale of grades is: 90-100% is class "A", 80-89% Very Good, 70-79% Good, 60-69% Medium, 50-59% Pass and below 50% Fail.

Dr. Bakir A. Khatib
The Registrar

Dr. Taha A. Al-Novee
Deputy Head of Dept

Dr. Taha A. Al-Novee
Head of Dept.

The reverse page of the document



Document 4

Transcript of record from the University of Technology

MINISTRY OF HIGHER EDUCATION
& SCIENTIFIC RESEARCH
UNIVERSITY OF TECHNOLOGY
DEPT. OF BUILDING & CONSTRUCTION
BAGHDAD-Iraq

Ref. No: 182912
Date: 21/12/1996





**To: Ministry of Higher Education & Scientific Research -
Office of the Mission & the Culture Relations**

Name: [REDACTED]
Date & Place of Birth: [REDACTED]
Nationality: Arab
Year Enrolled: 1991-1994
Department: Building & Construction Engineering
Graduation Date: 07/07/1997
Degree: B.Sc. (Building & Construction)
Class: Good (78.12%)

Academic Record

First Year: 1991-1994			Second Year: 1994-1995		
Subject	Mark	Unit	Subject	Mark	Unit
Soil Mechanics & Foundations	77	4	Structural Steel Design	86	4
Fundamentals of Concrete	77	4	Structural Steel	88	2
Mathematics (I)	74	4	Structural Steel	74	4
Engineering Drawing	74	4	Structural Steel	71	4
Building	70	2	Structural Steel	79	4
Engineering Mechanics	70	4	Structural Steel	79	4
Building Materials - Technology	70	4	Structural Steel	87	4
Construction of Walls & Dams (I)	68	4	Structural Steel	89	4
Building	67	2	Structural Steel	81	2
Exam. & Final average with grade (78.12%)			Exam. & Final average with grade (78.12%)		

Third Year: 1995-1996			Fourth Year: 1996-1997		
Subject	Mark	Unit	Subject	Mark	Unit
Soil Mechanics & Foundations	80	4	Construction Management	78	2
Engineering Analysis	78	4	Construction Management	63	2
Theory of Structures	78	4	Construction Management	68	4
Concrete Design - (I)	71	4	Construction Management	68	4
Highways & Traffic Engineering	68	2	Construction Management	73	2
Building Methods	67	4	Construction Management	68	2
Soil Mechanics	67	4	Construction Management	57	4
Surveying Engineering	66	2	Construction Management	55	4
Exam. & Final average with grade (73.07%)			Exam. & Final average with grade (68.75%)		

Notes:

- The average of the two semesters is 78.12% (78.12%) and is placed as (78.12%) graduate in his department.
- His final average is 78.12% (78.12%) and is placed as (78.12%) graduate.
- The mark of graduate is 78.12% (78.12%) and is placed as (78.12%) graduate.



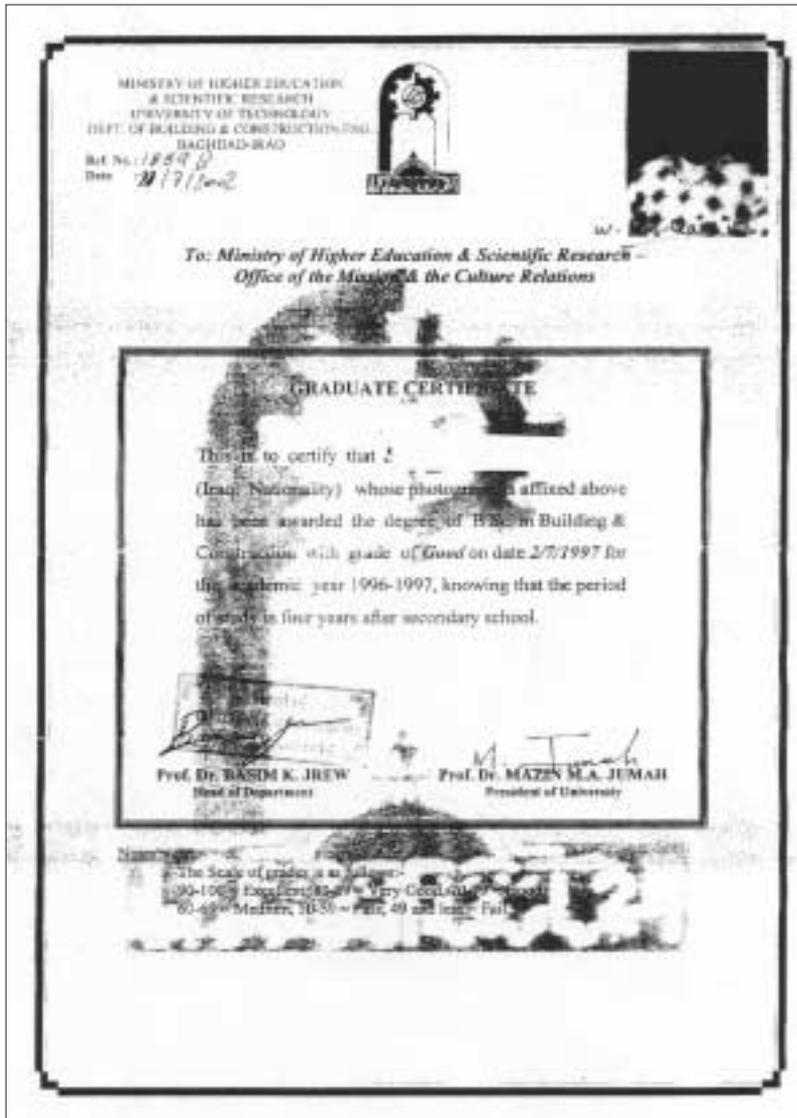
Prof. Dr. HASIM K. JAWAD
Head of Department



Prof. Dr. WASSIM M.A. JUMAH
Head of Department

Document 5

Graduation Certificate from the University of Technology



Document 6

Graduation Certificate from the University of Mosul

REPUBLIC OF IRAQ

MINISTRY OF HIGHER EDUCATION
& SCIENTIFIC RESEARCH
UNIVERSITY OF MOSUL
COLLEGE OF



TRANSCRIPT

TO : University of Mosul



This is to certify that _____
Whose photo is affixed above, has been awarded
the degree of _____ B.A. _____ grade _____
in _____ English Language _____
on _____ 21 June 1965 _____

Notes
Six period of study (4) years
Average mark of the last two years 74.56

University of Mosul
Deputy Rector
Dr. N. Al-Sayid
The _____
J. Al-Harbi
1965
Date 12-2-1965

Document 7

Transcript of record from the University of Mosul

The front page of the document

UNIVERSITY OF MOSUL REPUBLIC OF IRAQ
 College of Science




To: University of Sweden
 This is to certify that [redacted]
 whose name is affixed above has been awarded the degree
 of **B.Sc. with fair** in **Computer science** by the college of
 science on 5th, Aug., 1991
 Below is a transcript of his record.

First year 1987-1988			Second year 1988-1989		
Subject	Mark%	Grade	Subject	Mark%	Grade
Computer programming	62	fair	Data Structures	58	pass
Digital Logic Design	51	pass	Numerical Analysis	68	fair
Computer Structures	60	fair	Microprocessors	66	fair-
Mathematics	55	pass	Computer system software	54	pass
Discrete structures	64	fair	Statistics	50	pass
Electronics	60	fair	Computability	58	pass
National culture	69	fair	National culture	74	good
			Option	53	pass

Third year 1989-1990			Fourth year 1990-1991		
Subject	Mark%	Grade	Subject	Mark%	Grade
Computer Architecture	60	fair-	Project	63	fair
Computer graphics	59	pass	Operating system	63	fair
Compiler Techniques	54	pass	Computer network	92	v. good
System analysis	52	pass	Data Base	75	good
M.P. application	65	fair	Management system		
Operation Research	76	good	Artificial Intelligence	62	fair
Data system	56	pass	16th bit M.P.	62	fair
National culture	92	Ex. g.			

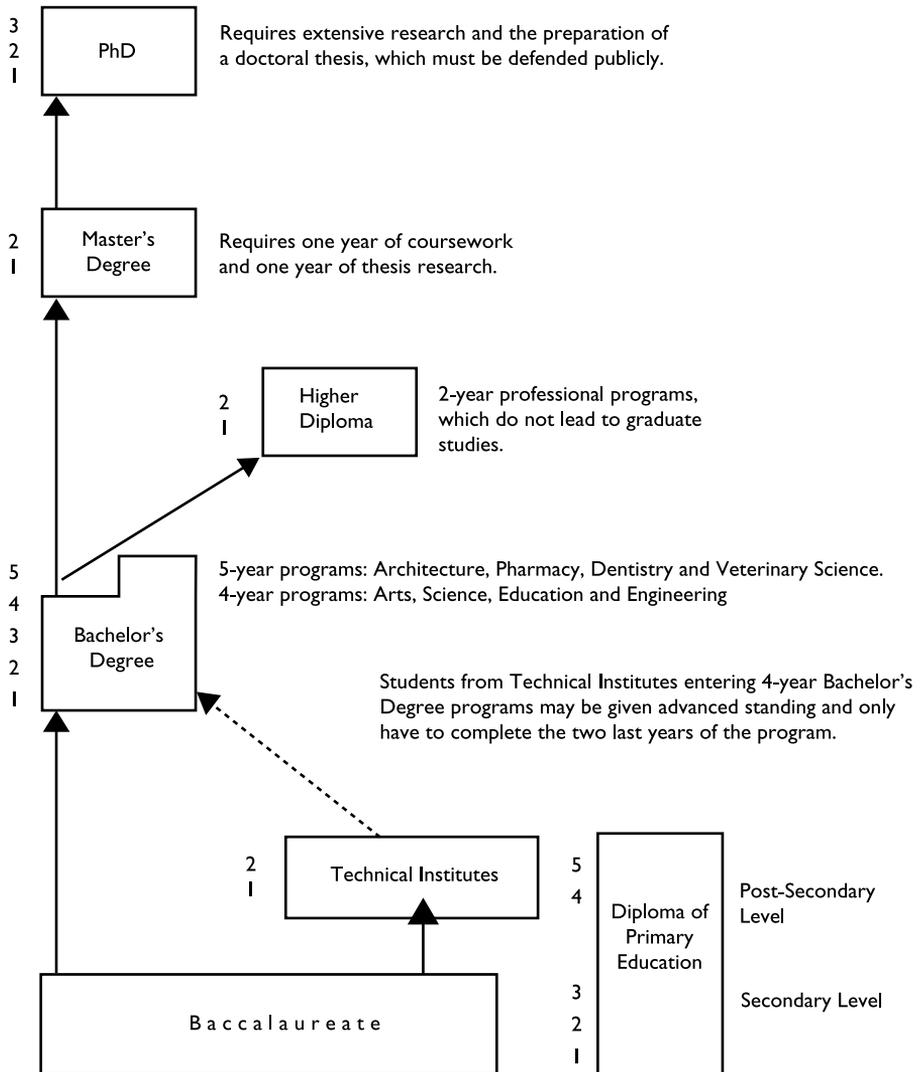
The reverse page of the document

Notes:

-
1. Min. period of study is 4 years.
 2. Min. pass mark is 50%
 3. Rank is 30th out of 55 students.
 4. Average mark of the last two years is 65,2632%
 5. (+) This mark was obtained in the 2nd attempt & considered 50 for calculating the average



Appendix A: An Outline of the Iraqi Education System



Appendix B:

Universities in Iraq

Al-Mustansiriyah University

30,000 students

1,000 faculty members

The university specializes in Environmental and Material Engineering, Astronomy and Translation (English and French).

Al-Mustansiriyah University has a student exchange program with Switzerland. According to the contract, tuition is charged from students at the rate of USD 3,000–4,500 per academic year, depending on the field of study. The profit is used for developing education and research at the university. Moreover, there are agreements with Italy and Spain, but it is unclear whether they still are in effect.

University of Baghdad

22 colleges and faculties

4 institutes for graduate studies

60,000 undergraduate students

7,000 graduate students (which represents 70 percent of all graduate students in the country)

20,000 students in evening classes (this program started in 1993)

The University of Baghdad is the oldest in the country, established in 1687 as a religious institution – the College of Islamic Science. The College of Law was established in 1887 followed by several other colleges in Baghdad. In 1957 these colleges all merged to become the University of Baghdad.

The University of Baghdad has 20,000 students from other Arab states and about 50 students from countries outside the Arab world (mainly Africa and Southeast Asia), who study Arabic and Islam.

Education used to be free of charge even for foreign students. Now foreign students pay USD 1,700–3,000 in tuition per academic year.

However, for students from countries with which previous bilateral agreements are in effect, no tuition is charged.

The University of Baghdad used to send (mostly) graduate students abroad to study for free. The university cannot afford this anymore, due to the economical situation. On the whole, international contacts are thwarted by the scarcity of hard currency. At present the university can neither send its students or teachers abroad, nor pay for visiting lecturers.

The university has exchange programs with universities and visiting lecturers in Austria, France, Germany, Italy and Spain. Whether these programs are in effect or not is uncertain.

University of Babylon

13,000 students

1,000 faculty members

The University of Babylon, established in 1991, has expanded from its initial four colleges to today's ten.

This University cooperates only with universities in other Arab nations, such as Sudan, Jordan, Yemen, and Egypt (Suez Canal University). In April 2000 the University organized a conference with participants from ten different universities in Algeria, Egypt, Jordan, Libya and Syria.

University of Mosul

17 colleges

9 research centers

20,000 full-time students

4,000 evening class students

1,800 members of faculty (1,000 with PhDs and 800 with Master of Science degrees)

The College of Medicine in Mosul had been a branch campus of the University of Baghdad since 1959. Eventually more colleges were founded in Mosul and in 1967 they were all merged into the University of Mosul.

In 2000 the University of Mosul signed collaborative agreements with France, e.g. with institutions in Paris and Lyon in the form of joint PhD programs in the fields of law and pharmacy. Contacts with Belgium and Spain were reestablished in 1996–1997.

Since 1975 there had been an agreement with Uppsala University in the fields of Medicine, Mathematics and Applied Science, but this cooperation was terminated following the Persian Gulf War.

Our hosts mentioned that they had good relations with other Arab nations, China, India, Pakistan and Russia.

University of Technology

12 colleges/departments

8,000 full-time students

5,000 evening class students

1,000 graduate students

The university only has academic exchange programs with Arabic states. Foreign students from countries with which the university has bilateral agreements pay only USD 300 per year, whereas other foreign students pay USD 3,000.

There is no active cooperation with European universities, although there was an exchange program with Uppsala University in the past. Articles by researchers at the university are published in international academic journals.

Foundation of Technical Institutes

60,000 students

30 technical institutes

8 technical colleges

Mostly 2–3-year Diploma programs in the fields of Engineering, Medicine, Agriculture, and Applied Arts are offered. Within these fields there are 72 different specializations and none of these programs are research-oriented.

The Diploma programs have lower admission requirements than normal university programs, but promising students in Diploma programs can be admitted to Bachelor of Science programs with advanced standing. The latter option is also open for Diploma graduates, who have excelled at their workplace.

In contrast to engineering programs at the universities, the programs at the Technical Institutes are extremely specialized and focused on, for instance, Air Conditioning, Welding Technology, and Central Heating.

The programs offered are based on the country's needs and decided by the Board of Directors at the Ministry of Higher Education and Scientific Research. The private universities in Iraq are also represented in this board.

Teachers at the Technical Institutes are required to hold either a PhD or Master's Degree. However, teachers are also employed on the basis of a Bachelor of Science or Diploma plus 10 years of work experience in a relevant field. Newly employed teachers complete three months of mandatory training in pedagogy and educational methods organized by Staff Development Centers. The preparatory courses are followed up with recurrent training.

UNIVERSITIES IN IRAQ

University of Al-Anbar
P. O. Box 55, Al-Anbar, Iraq
Phone +964(1) 886-4814
Fax +964(1) 887-8849

Al-Mustansirieah University
P. O. Box 14022, Baghdad, Iraq
Phone +964(1) 416-8500
Fax +964(1) 885-3610

University of Al-Qadisiya
P. O. Box 88, Al-Qadisiya, Iraq
Phone +964(1) 886-4160
Fax +964(1) 886-4160
Telex 216500 unqad

University of Babylon
P. O. Box 4, Babylon, Iraq
Phone +964(1) 885-1398
Fax +964(1) 885-1398

University of Baghdad
Jadryia, Baghdad, Iraq
Phone +964(1) 776-7819
Fax +964(1) 776-3592

University of Basrah
P. O. Box 49, Garmat Ali, Basrah, Iraq
Phone +964(1) 886-8520
Fax +964(1) 886-8520

University of Dohuk
Dohuk, Iraq
Phone +873(76) 137-6919
Fax +873(76) 137-6920
Email unidhkgendr@aol.com

University of Kufa
P. O. Box 204, Kufa, Iraq
Phone +964(1) 886-7170
Fax +964(33) 885-2786

Univesity of Mosul
Al-Majmoaa, Mosul, Iraq
Phone +964(60) 812-256
Fax +964(60) 815-060

Saddam University
P. O. Box 47077, Baghdad, Iraq
Phone +964(1) 776-7810
Fax +964(1) 776-3592

Saddam University for Islamic Science
P. O. Box 308, Baghdad, Iraq
Phone 964(1) 425-3573
Fax +964(1) 885-2606

University of Salahaddin
Arbil, Iraq
Phone +44(8737) 6256-6859
Fax +44(8737) 6256-6861
Email usalahadin@aol.com

University of Sulaimany
Sulaimany, Iraq
Phone +44(207) 810-0308
Fax +44(870) 169-6314
Email: relation@univsul.com

University of Technology
P. O. Box 35010, Baghdad, Iraq
Phone +964(1) 718 2288
Fax +964(1) 719-9644

University of Tikrit
P. O. Box 42, Tikrit, Iraq
Phone +964(21) 825-743
Fax +964(21) 887-584

Turath University College

Mamoon University College

Rafidain University College

ISBN 91-85027-07-3
www.hsv.se

The National Agency for Higher Education (Högskoleverket) is a central authority that deals with issues concerning Swedish universities and other institutions of higher education. The Agency's tasks involve quality reviews, the supervision, monitoring and development of higher education, producing reports and analyses, evaluation of foreign qualifications and the provision of information for students.

 **HÖGSKOLEVERKET**
National Agency for Higher Education