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 “Below 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 travelers. 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 travelers, 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 1:  
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 complete. 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 1

*The front page of the document*
A number of factors in this document make us suspicious. Firstly, the courses and grades listed for year two and four are identical. Secondly, the original university logotype has been altered. What we have here seems rather to be an amalgamation of overlapping logo copies.
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”.

[Image of stamp]
The University of Salahaddin in Erbil, Northern Iraq, has allegedly issued this document. As a rule transcripts issued in this part of Iraq have the standard “REPUBLIC OF IRAQ” printed on them followed by the distinctive “Kurdistan Region”. This document does not have this characteristic feature. Moreover, the name of the university has been spelt in an inconsistent way; in the upper right-hand corner it says “University of
Salahabbin”, whereas the stamp imprint bears the name “University of Salahadden”.

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.
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 “Renuation 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.
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.
Notes:
- Period of study is 4 years; Min pass mark is 50%.
- On the year 1990-1991, he was failed, and also on the year 1991-1992, he remained in the first class.
- The final average is counted as First year 10%, Second year 20%, Third year 30%. Fourth year 40%.
- The final average is 62.76%

University of Baqool
College of Engineering
To certify the contents of this

degree

Dr. Habib M.M. Al-Din

Re: 1519
Date: 10.10.999

[Signature]

[Stamp]
AUTHENTIC DOCUMENTS FROM DIFFERENT UNIVERSITIES

Document 1
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

<table>
<thead>
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<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credits</th>
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<td>Arabic</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>English</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mathematics</td>
<td>3.0</td>
<td></td>
</tr>
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<td>Physics</td>
<td>3.0</td>
<td></td>
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<td>Chemistry</td>
<td>3.0</td>
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<td>19</td>
<td>Chemistry</td>
<td>3.0</td>
<td></td>
</tr>
</tbody>
</table>

Overall GPA: 3.0

Academic Year 1991-1992

Notes:
- All courses were passed with grades ranging from 2.0 to 3.0.
- The transcript includes a section on practical experience and a final statement confirming all necessary courses have been completed.

Signature: [Signature]
Date: [Date]
**Document 3**  
Transcript of record from the University of Technology

*The front page of the document*

<table>
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<th></th>
<th></th>
<th>Second Year 1986/1987</th>
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**Notes:**
1. The average of the first academic years (1984-1987) and the marks of the 1800 hours of study in this specialization.
2. The final exams are passed with a score of 100 a second passing mark is a 70.
3. The last year of the degree is considered a minimum of 80 hours of the first five years of course. The exam is taken after secondary school.
4. The scale (scale) is 1:00 Very Good, 1:20 Good, 1:40 Medium

Dr. Satiko A. Kamel  
The Registrar  
Dr. Tahir A. Al-Atnee  
Deputy Head of Dept  
Dr. Tala M. Amin  
Head of Dept.
# Transcript of record from the University of Technology

## First Year: 1993 - 1994

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The average of the final examination (178/178) is required to obtain an (H1) graduate of his department.

The marks of examination (178/178) are required to obtain an (H1) graduate of his department.

The marks of examination (178/178) are required to obtain an (H1) graduate of his department.
Document 5
Graduation Certificate from the University of Technology
Document 6
Graduation Certificate from the University of Mosul

[Image of graduation certificate]

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

TRANSCRIPT

TO: University of Harvard

This is to certify that
Whose Photo is affixed above, has been awarded
the degree of B.A. in

English Language

on 14 June 1964

Note: The period of study (4) years
Average marks of the last two years 74.56

University of Mosul

By

S. H. Ali Babakir

[Signature]

Date: 1-1-1965
Document 7
Transcript of record from the University of Mosul

The front 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

PhD

Requires extensive research and the preparation of a doctoral thesis, which must be defended publicly.

Master's Degree

Requires one year of coursework and one year of thesis research.

Higher Diploma

2-year professional programs, which do not lead to graduate studies.

Bachelor's Degree

5-year programs: Architecture, Pharmacy, Dentistry and Veterinary Science. 4-year programs: Arts, Science, Education and Engineering

Technical Institutes

Students from Technical Institutes entering 4-year Bachelor's Degree programs may be given advanced standing and only have to complete the two last years of the program.

Baccalaureate

Post-Secondary Level

Diploma of Primary Education

Secondary Level
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
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Fax +964(60) 815-060

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Fax +964(1) 885-3610

Saddam University
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Fax +964(1) 776-3592

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Fax +964(1) 886-4160
Telex 216500 unqad

Saddam University for Islamic Science
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Fax +964(1) 885-2606

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Email usalahadin@aol.com

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Fax +964(1) 776-3592

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Email unidhkgenr@aol.com

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Phone +964(21) 825-743
Fax +964(21) 887-584

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

Turath University College

Mamoon University College

Rafidain University College
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.