

## **Requirements for building the Curriculum development and modernization center at the university of Baghdad**

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### **Abstract**

Researchers and specialists in educational affairs confirm that curricula, instructional practices, and school and classroom environments shape the student experience. There exists no easy fix to improve learning, but the low learning outcomes in the Middle East and North Africa (MENA) region call for a push across many aspects of the educational process—from curricula (content), to instruction (process), to assessment (evaluation). Modernizing curricula means moving from an expectation that students will memorize facts, rules, and procedures to an expectation that they will develop a broader range of higher-order skills to solve problems and think creatively—skills aligning better with students' lifelong needs and to the communities and economies in which they live. Modernizing assessment systems can help countries move from a focus on rote memorization and credentials (as commonly seen in the high-stakes exit examinations in the region) to the use of assessments for deeper forms of learning and regular classroom assessments for timely feedback to students and teachers.

Based on the foregoing, there is no doubt that Iraq, especially the University of Baghdad, needs to establish a center for the development and modernization of curricula in a way that provides the educational process in Iraq with the necessary requirements.

**Keywords: Curriculum Development, Modernization Center, Educational, Modernizing Assessment, Students & Teachers.**

### **• Introduction**

Educational reform is linked to political reform, and it may seem absurd to talk about reforming the educational process in Iraq without being preceded by serious steps in reforming the general political system, which in turn is reflected in reforming the educational and educational process by drawing the features of an educational philosophy for the education sector, based on a firm response to the achievements of the scientific and technical conditions that are produced by the conditions of the changing information age without interruption, in addition to the urgent response to the circumstances of the ongoing change in Iraqi society, from the need for all kinds of specialties, high and middle skills, and skilled labor, in addition to reconsidering the value and moral system away from the values of dictatorship, personal worship, fawning and moral opportunism (Khalid Aliwi, 2001).

Based on the importance of curricula as the main element in the educational process, which determines to a large extent the content, quality and efficiency of its outputs from students in various levels and university educational channels, the global and democratic systems have been particularly concerned with developing the curriculum and enriching its content, in order to respond to the conditions of the changing life in various life, economic, social, cultural, technological and all the developments of our accelerated age without interruption, and the creation of graduates at a global level of quality, and on the contrary, tyrannical and backward regimes have used the curriculum for narrow factional, political, religious, sectarian and chauvinistic purposes with the aim of preparing citizens Loyal to a political regime, a religion, a particular sect, or a nationality over another, creating a citizen who does not understand the value of criticism of the various phenomena of life, facilitating his leadership in various directions, as did the buried previous regime when it led the country to various social, political, economic disasters and devastating wars, and thus relied on Politicizing the school curriculum and distorting its content in order to serve the purposes of the regime's orientation and aggression at home and abroad, through Dad mentalities matching his corrupt value system (KazemBateen, 1983: 23-25).

The curricula in the context of our discussion does not mean the traditional concept of the curriculum, which is meant by the academic courses "books" that the university offers to its students, but rather, as it is recognized globally and locally, by the modern curriculum, which can be defined as: "a set of educational experiences that The educational and educational institution prepares it for its students, whether inside or outside it, for the purpose of helping them develop a comprehensive and integrated, that is, growth in all aspects of mental, cultural, religious, social, physical, psychological and artistic growth that leads to the modification of their behavior and ensures their

successful interaction with their environment and society and their innovation of solutions to the problems they face.”(Fawzy, Effat El-Tanawi, 2001:14)

Therefore, we find it necessary for there to be relevant institutions in Iraq, whose main function is to develop educational curricula in a manner that is commensurate with life and societal developments, knowledge, economics, scientific, and others, especially at the University of Baghdad.

**First: The Theoretical Framework**

*The main research problem* is summarized in the following question: Why do research centers in Iraq suffer from weakness, absence, and influence in society, and the failure to create new centers to keep pace with the requirements of changes, developments and needs required by the individual and society. The presence of a scientific research center in any country is an indication of the understanding of leaders and officials on the one hand, as This is reflected in the progress of knowledge life and institutional building on the other hand, provided that it takes its role in the environment in which it operates. Its presence alone does not mean its ability to influence, so there are some countries in which these institutions are active, leaving a clear impact on human knowledge, and other countries have institutions Marginal, weak, and limited in impact. This research stems from the nature of the problems and obstacles faced by research centers and their role in developing knowledge and scientific research at the Faculty of Arts at the University of Sirte, according to the opinions of its faculty members.

The close link between universities and society, and the coupling of interdependence and development between them, as a result of research that stems from research centers and which are supervised by professors from universities, to develop and improve the individual and society, has a clear impact on the development of any country seeking progress, through the development and modernization of all means associated with universities from Techniques, technology, and curricula, so the development of university curricula has been of interest to scholars and educators, but the matter is still in the process of experimenting everywhere and it is considered limited in that. Education for students, and that it is necessary to have advanced education that is compatible with scientific developments, and in keeping with them through the development of university curricula (Samia Adel, 1995: 18).

These are the features of this age, which is not enough to encourage moving them, or directing to adapt them, but rather we must choose what suits them and move them in directions that directly affect the educational process, as the curricula are no longer focused on the amount of information provided to the student (the learner). Only, it includes the process of developing and updating the curricula, as it is a basic process for each development, as the development of the curricula can be considered a key to developing the educational process in the various aspects of education, and it is also expected that it will restore the curriculum’s efficiency and effectiveness, and thus ensure the quality of the curriculum’s performance (Al-Zind&Obeidat, 2010, 448).

The failure to subject the curricula to the process of continuous evaluation and development according to developments in the objectives and content of the global curricula, is a matter that leads to a severe problem in the educational process in any educational institution (Dahir, 1983, 36).

The pioneering role of research centers is an extension of the public policy of any country, where studies and research centers crystallize to formulate future policies, as research and studies centers have become a tool for producing many effective strategic projects, and providing immediate and strategic solutions for the advancement of the state and its institutions, despite the problems facing these centers, including - weak funding Because these centers need material support to work on the sustainability of their studies and research, as well as neglecting government support for research centers, confusing in most of the specializations the research and studies centers in Iraq are far from the subject matter jurisdiction.

Through the researcher’s work in research centers for years, I realized the extent of the interest of developed countries in paying attention to research centers in all fields, so the researcher did not find any research indicating interest in research centers, of different types, and the extent of society’s need for those centers to keep pace with developments and knowledge explosions. Science is a mechanism of cognitive technology, through the Internet, digital information and information technologies, and emphasizing it in the school curricula, as well as the role of research centers and their rehabilitation in how to use those research centers in developing and updating school curricula. Especially when we are in the stage of new construction towards informational knowledge development to keep pace with the developments that It happens in civilized societies.

**Research importance:** Universities are among the solid scientific structures that characterize developed societies and developed countries, and countries constantly seek to take care of universities and their curricula and constantly subject them to development and modernization through all new developments related to the curricula, to be able to move forward in the direction of achieving its goals in upgrading society and the individual.

Universities are among the priorities of developed countries, as they pay attention to research centers and to various specializations, as it is no longer limited to one area of the centers, but rather various specializations and fields, including research centers to develop and update academic curricula in general and university in particular, as

universities are a means for the progress, development and promotion of society. It is a starting point for distinguished scientific and humanitarian research in terms of its quality, the characteristics that it performs and the services it provides to the community, in terms of the behavioral systems and rules that govern its activities inside and outside the university campus. What distinguishes this entity is the mutual interaction between higher education and its curricula and how to develop them. and modernization, so the university has a mission that it must perform through the functions it performs and the goals it seeks to achieve is the main tool of societies in development and progress and in facing the internal and external challenges facing the university from technological and cognitive developments (Abdul Majid, 2005: 85).

Universities contribute to the comprehensive development of society in terms of capabilities and expertise for continuous education and training, and they bear a leading responsibility towards society, by expanding their scope in actual participation so that they are not limited to students and colleges. Higher education is keen to provide methods with contemporary intellectual trends, as it is obligatory. Paying attention to the service of society, and participating in its activities as a social institution that affects and is affected by the changes and developments that surround it (Al-Masha'an, 2007, p. 2)

The close relationship of society with universities, through what it is always required to happen, is the development and change in its structure, functions, programs and research changes that suit the changes of any society that aspires to develop and advance the country, and the university is more closely aligned with its societies, as it is more able to respond to the needs and demands of its societies, these The relationship requires university education to be closely related with people through their problems, needs and hopes, as the goal of university education becomes the development of society and its advancement to scientific, economic, health, social and cultural levels to keep pace with developed countries (Al-Masha'an, 2007, p. 5).

Universities are among the finest civil society institutions as an open social and administrative system, and at the same time, they consist of a number of subsidiary organs that interact with each other to achieve specific goals for each of them. One of its most important features is the interaction with the surrounding environment, and this feature no longer represents an important discovery as much as it is a postulate of the educational reality (Al-Zuhairi, 2009: 243).

The university is an integral part of society. It prepares values, goals, resources, and information: in the form of scientific achievements, research services, or qualified and trained workforce after special treatment of its inputs (Al-Makhlafi, 1997: 2).

As universities occupied an important role in serving civil society, through which they graduate competencies that society needs and that contribute to its development and supply it with scientific and academic disciplines that are included in its development, in addition to scientific research that addresses the solution to the difficulties facing society (Al-Khayat, 1995: 25).

Therefore, the university represents a great position among the peoples surrounding it, as it represents centers of intellectual and civilized radiation, and that one of its most important functions and main activities and the essence of its work is the issue of scientific research.

The study of (Shabaneh 2002 & Telba 2003) emphasized the importance of scientific research and the steps that are necessary to advance the reality of scientific research in universities to serve economic and social development, including working to find university administrative cadres that can provide the material and moral needs to activate the movement of scientific research in all areas of life. Scientific research constitutes one of the basic tributaries on which society relies on its development path, and since the basic theoretical scientific research is the pillar in the development of science and human knowledge, then applied scientific research is the embodiment of this knowledge on the mechanisms of development action in the development, so universities are among the finest educational and educational institutions In all developed countries that aspire to progress.

Universities provide society with qualified, thoughtful and creative individuals who promote and undertake the development and development of society, to keep pace with developments in developed and developed countries through their educational institutions in all their branches, and everything related to them, including the curricula that have an important and effective role in the development of society through the development of its graduates. , that universities are paths of thought-making in society, so that universities can achieve their goals, it must be upgraded and its performance improved through continuous development and improvement of its most important pillars, which are university curricula (Abdul-Sahib & Asmaa: 2013, 1317-1318).

Universities take knowledge and information as a platform. These research has become a distinct activity from the university's activities because it affects the quality and nature of university teaching, as well as the development of university curricula is the development of methods for evaluating the educational process, so universities have become oriented to many aspects of life as a result of the development that affected their educational systems, especially their curricula, through work. On the number of administrative and technical leaders, in addition to

spreading culture, exchanging knowledge, encouraging research and scientific studies, and providing programs that target direct service to the various sectors of society to meet their educational and professional needs (Muqdad's thesis: 23, 92, 30).

***The researcher sees the importance of the university's role through:***

1. The role of the university in the production, transfer and development of knowledge is one of the most important sources of power on which states and societies depend a lot in developing the capabilities of society and its individuals, developing its potential, and bringing it to the desired position such as developed and developed countries
2. The distinguished and unique role of the university, in terms of education and scientific research as well as community service, in leading the wheel of progress for advanced societies, and its need for developing countries also increases.
3. The reality of university education in developing countries, which still faces many difficulties represented in the universities' performance of their hoped-for developmental role for their societies, is the increasing requirements to modernize their study systems, curricula, educational programs, laboratories, libraries, and infrastructure, so that they can twinning with society and its requirements in develop it.
4. The importance of developing university performance is one of the sources of strength that provides an opportunity to positively deal with any obstacles, as it provides the opportunity to introduce educational paths that accommodate the increasing demand for the disciplines of scientific and human university education, to become more closely linked to its society, through the development of its society, and the development of the educational process To a high degree, it is also more effective in accommodating technological developments in its fields and its multiple horizons in its fields of specialization. Hence, the role of the university increases, making it more capable of influencing the progress of its society, participating in the formulation and implementation of solutions to its problems, and then modernizing and developing those societies.

Therefore, the interest in education in general and the curricula in particular, and permanently working to provide all the requirements for its development and the evolution of its curricula, and its modernization, as well as its educational means, diversification of its methodological sources and upgrading its teaching staff, as it is considered one of the most important and most prominent modern scientific tasks that all countries seek, for what it represents This sector is the vital and main artery that supplies all sectors of development and development, so we must push and support this sector on a continuous basis to enable it to assume its various responsibilities in our society (Al Nabaa Channel, 2016: 1).

Therefore, the importance of the role of the curricula increases, in the long and complex educational processes in which teachers participated in putting each of them his imprint on a certain aspect of their thinking and part of their personalities. Lawyers, on the contrary, all of them have passed under the school curricula (Morsi, 1985: 14).

The issue of the role of the school curricula is one of the issues that occupy the minds because of the importance of the role played by the curricula in educating the successive generations, and perhaps the most important concern of educators is how to perform the curricula, as it is the main pillar of the process of developing education and educational institutions (Al Nabaa Channel, 2016: 2).

Looking at the school curriculum, and carefully considering it as an important pillar in the progress and sovereignty of nations, some nations attribute their failure, success or progress to the curriculum and education policy, as they attribute their progress in the fields of civilization and advancement to education policy as well (Ashour, 2009: 5).

The interest in curricula is important, because it is the means that leads us to progress in all fields, so it is necessary for us to think seriously about developing curricula, and for educational institutions to adopt development of all kinds for all categories of students, as a means to achieve urgent goals and objectives, not as goals in themselves. This can only be achieved through effective curricula (Sharqi, 2018: 5).

The curricula are the effective tool that societies use in building and shaping the personality of the individuals who belong to them, according to their philosophies, cultures and beliefs. It is well known that the school curricula reflect the aspirations and aspirations of these societies and their hopes for their future generations, as well as the reality in which these societies live and the events and crises they are experiencing. Which led to the emergence of huge leaps in the progress of these countries at all levels and in all areas of life, and they achieved amazing progress in various fields of science and knowledge. and providing them with the skills and sciences that help them in the integrated development of their personalities, as well as the advancement of their societies (Bou-Ma'araf&Saed, 2005: 32).

Therefore, the curricula are characterized by their main subject being the human being, because their personality is trying to form, upbringing, form and develop until he becomes a human being worthy of carrying out the duty of succession that his Creator, Glory be to Him, has entrusted him with. It aims only at his good and happiness. Education cannot succeed in its work if it does not take into account in all its steps, programs and procedures the

motives and nature of the human being who is educating him, and the capabilities and preparations that he naturally carries. He is a human being with dignity that is respected and his psychological, social and economic needs, which must be satisfied according to the amount of effort he exerts and the amount of education.

Therefore, looking at the school curriculum, and carefully considering it as an important pillar in the progress and sovereignty of nations, some nations attribute their failure, success or progress to the curriculum and education policy, as they attribute their progress in the areas of civilization and advancement to education policy as well.

The curriculum at every stage of study should be characterized by the movement expressing the philosophy and goals of the society, which are necessarily developed and developing goals as a result of social and economic transformations and developments. its role in the school, and constantly improving it to be able to bring about social and economic change in different areas of life through the experiences and skills it provides to individuals, and since the curriculum is an essential pillar of the educational process that includes, in addition to the curriculum, the student, and the teacher. It is (the tongue of education) because it is responsible for achieving its goals and projects and translating those goals into a tangible reality (Wilhelms: 1971: p.324).

The curriculum is the center of the educational process, and it is the true mirror of the society's directives and expressive of its philosophy, as well as its aspirations, and through it, any progress and development occurs. School is a tool for building a human being who is able to play an active role in the present and in the future. The developed countries have been made available with the availability of aspects of progress and the necessary capabilities to pay attention to their curricula, change and develop them until they have touched the effects that some believe that a large part of what happened to them in their progress is their interest in the curricula and their eagerness to be themselves advanced. and developed in order to lead change and progress in society (El-Sherbiny&Effat, 2010:7).

The curricula are a tool for building the human being who is able to play an active role in the present and the future. The developed countries have made available aspects of progress and the necessary capabilities to pay attention to their curricula, change, develop and evaluate them, until they touched the effects that some see that a large part of what hit them in their progress is their interest in curricula and their eagerness to be the itself is advanced and developed in order to lead change and progress in society (The Arab Organization, 1997: 92).

The interest in developing and modernizing curricula through research, studies, conferences and symposia that focused on developing university curricula, including the recommendations of the First Conference on University Education in Iraq (1971), the necessity of (a radical reconsideration of university education curricula in the light of the latest scientific developments, and to meet the needs of society and solving its problems and their relevance to the students' readiness and inclinations), and Habib's study (1983) indicated that the most important reason for developing Iraqi universities' curricula is the stagnation that hit them from the age of higher education and its institutions. As for the study of Al-Nuaimi and Al-Jumaili (1988) it indicated that the university curricula were not corrected or reconsidered, and were not subject to scientific planning compared to international and distinguished universities. Iraq (1989) to the necessity of "developing higher education curricula in a radical way, and it includes all fields and is not confined to a subject only, but goes beyond it to include its importance in terms of its purpose, content, function and quality," from Muqdad's thesis, p. 26 and 27, and HildaTaba (2012), confirms that there Important issues in the curricula regarding which important decisions are constantly taken in the field. These issues include the selection and organization of content, selection and organization of learning experiences and assessment. Al-Ardawi's study (2016) recommended that the Iraqi Ministry of Education take advantage of its research centers in preparing curricula for students in universities, And to provide these centers with the necessary infrastructure of support, funding and training (Ali and Saad, 2021: 138) Source Ali, Mohsen Abd and SaadMutarAbboud (2012). Contemporary trends in building curricula, the Modern Book Foundation. First Edition, Beirut, Lebanon.

Research and studies centers are part of the contemporary academic system, as they are knowledge institutions of high quality and prestige in terms of their knowledge and scientific product on the one hand, and in terms of the skills of their workers on the other hand, as they are called reservoirs of thought and creativity, because they are actually so by virtue of their role in the development of knowledge, Also in the decision-making process, so these institutions receive the attention and care of developed countries, often taking their studies and recommendations to the decision-maker to contribute to the preparation of public policies, and to provide solutions and different options to deal with problems and natural and emergency crises (Al-Ardawi, 2021, 3).

The importance of research centers is that many of the problems of our contemporary world do not fall within the scope of the responsibility of the general public, but rather fall under the responsibility of elite institutions with a high concentration of knowledge, in order to determine the nature of the problems, ways to address them, and steps to move with a clear vision towards the future, with Neutralizing and overcoming obstacles and overcoming challenges, and these institutions are research and studies centers. What distinguishes them from other institutions is their vital role in building modern states and societies, and the growing need for them with the complexity of issues of thought and knowledge, the multiplicity of information sources and the advancement of the level of technology.

Rather, it is used to put in place everything related to the state and its institutions, that is, it is established through its studies and research.”

The presence of research centers in any country is a sure evidence of the progress of the knowledge life and the institutional building in it, provided that they take their role in the environment in which they work. And the human being, and in other countries, they are marginal, weak, and limited in impact. Knowing the reasons for this discrepancy requires studying their situation in all countries of the world, and this is difficult in itself and requires a great deal of time and effort, as well as being outside the scope of this research, which sheds light on research centers in Iraq (Mohamed Abdel Qader, 2012).

Research and studies centers have become an important and vital source that no decision maker can dispense with, and it is not possible to produce an objective decision that is accepted and unanimous and whose results are satisfactory, expected and positive without conducting an in-depth research related to the issue to be issued a decision without studies and research its merits in an objective, academic and complete and comprehensive manner. Developed countries have huge budgets, resources and capabilities for scientific research centers and those in charge of them. These centers vary according to the diversity of countries, their strategies, policies, capabilities and future plans, and the availability of the necessary and appropriate human cadre to work and establish such centers.

Therefore, research centers gain their importance and the necessity of their presence and establishment in universities out of the need for them, as well as the requirements and requirements of the educational process in particular, and the political, economic, media, academic, social and development necessities in general, as it is an ideal means of communicating knowledge through its research, scientific publications, publications and seminars that would double the level of knowledge Awareness among decision makers, individuals and society (Mahmoud, 2013: 6).

Research centers are an important tool in the development and progress of nations and individuals, and their importance increases more with openness to all segments of society and its institutions. And its studies and its links with the state and its institutions, as the necessity of these centers has become an important part of society and the state, to evaluate activities in cooperation with other institutions with a common goal (Kazim et al., 2018, pp. 2-4).

The researcher sees justifications for building a research center to develop and update curricula at the University of Baghdad for the following reasons:-

- The existence of a center for developing and modernizing curricula in most Arab and foreign countries. As for the University of Baghdad, there is no center for developing and updating curricula like in developed countries.
- The Curriculum Development and Modernization Center is necessary, as the update and development coincides with developments in all fields.
- The rapid development and spread of information and knowledge, which required providing students in colleges and through curricula and courses, so it is necessary to communicate all new knowledge and information that scientists discover first-hand during their conduct of many research and accurate studies on the one hand, or when they write books and highly diverse references depth and comprehensiveness, and this accelerating explosion of knowledge and information, and this comes the role of research centers within the development of curricula.
- The complexity and diversity of teaching methods, according to the development requirements that accompany the development of curricula, and the large number of variables affecting their effectiveness in the education sector (Teacher - Student - School) or society and the political, economic and social changes that occur, with the interaction between all these variables This imposes the necessity for the teacher to have a set of competencies to facilitate efficient dealing with all these variables.
- Raising the levels of education in order to implement various processes, represented (developing - updating - improving - modifying - changing) the various aspects of the system in any specific educational center, institution or unit. This is the role of research centers, through research and studies related to raising the level of education.
- The curricula are the most frequently used or used in universities of all kinds. Working to develop them for the better remains one of the main objectives of those interested in educational and educational processes, which necessitates reviewing and developing the current curricula first, and working to evaluate them continuously, in order to reach To the high and desired levels, whether on the part of those interested in the curricula or those responsible for the success of the teaching-learning process.
- The demand for curriculum development, by the community, is one of the entrances to the need for a center for developing and updating the curriculum, strategic educational planning, whose idea is based primarily on the basis that there is the maximum possible extent of education as the largest possible number of individuals, so it is considered This justification is important for the development of school curricula through several things, the first of which is an accurate assessment of the society’s needs for education and culture during a specific period

of time, provided that accurate plans are drawn up to achieve those needs in light of the available circumstances and capabilities. The second matter, revealing weaknesses in the educational system While working to avoid, reduce or eliminate them, thirdly, it is to create opportunities, multiple possibilities and different resources for scientific and cultural growth for all, and develop their desired skills in this regard (Rashid, 2012: 9) (Sa'ada & Fahd, 2019: 58). Justifications or justifications... Developing the curriculum (Jawdat Ahmed & Fahd bin Ali Al-Amiri: 2019; 55-66)

If the importance of research comes from the importance of higher education and its curricula, as it is the basis for the development and advancement of society and the individual, as it is a cornerstone of building an advanced and educated state based on the new developed thought and on community participation in the framework of the growing belief that human development is one of the main pillars of comprehensive development by removing it political, economic and social, and this, of course, allows in its results more integration with the outside world and enhances openness and keeping pace with development with countries that have caught up with the wheel of development and progress in their societies.

Therefore, the researcher sees the importance of building a center for the development and modernization of university curricula at the University of Baghdad for many reasons, which are:

- ✚ The interest of developed countries in research centers, as they have priority in their interests.
- ✚ Multiple sources of knowledge and the speed of information development that includes all disciplines, through university curricula.
- ✚ The diversity of the scientific and human specializations of the faculties, this requires attention to the development of university curricula to keep pace with progress and development so that they are parallel in progress and development.
  - ✚ Research centers help in the future vision to reconsider education and its curricula in order to keep pace with these developments.
  - ✚ Research is an important attempt to provide officials with the importance of research centers in general and centers for developing and modernizing university curricula in particular, as these ideas and opinions can be used to enrich our educational system through the proposed vision.
  - ✚ The penetration of e-learning for traditional education in all university curricula, especially after the emergence of the Covid 19 pandemic, and the cessation of traditional education and the adoption of e-learning as a substitute for it, to continue the education process and not stop it.
  - ✚ Research centers have several uses, including qualifying cadres of professors as researchers through conducting scientific research to serve development issues, as well as building bridges between local and international institutions, through the exchange of conducting research among them.
  - ✚ There is no center interested in building, developing and modernizing university curricula within the University of Baghdad.

**Research Objectives:** The research aims to:-

- ✓ Identifying the requirements for building a center for curriculum development and modernization at the University of Baghdad.
- ✓ Presenting a proposed vision for the requirements of building a center for developing and updating the curriculum.

**Research limits:** The research are limited to the literature that dealt with (universities - school curricula - research centers).

**Research Methodology:** The author used the descriptive approach, which is based on the logical sequence of ideas, by standing on the requirements of building a center for developing and updating university curricula, and its importance in education. By knowing the requirements for building a research center, in order to develop the educational process and confront scientific developments in all fields, which the world is witnessing, there must be a role for university curricula, in the midst of these scientific and industrial revolutions. Education still depends on traditional curricula, which do not comply with Modern life and the age of technology and development, and how to use this in the role of the curricula in particular and the educational process in general, so this study and others are educational richness in enriching the educational process.

**Terminology:-**

▪ **Requirements:-**

Ibrahim (2009) defined it as “the number of hours, units, or procedures to obtain a certificate or qualification, and this term is also used to refer to the qualifications or levels of study that must be met, to enroll in a particular study program, job or work (Ibrahim, 2009: 853). As for Ali’s definition (2011). It is “a set of facts, concepts, generalizations and skills that are directly related to a topic or planned goal and that students cannot learn that topic or achieve its goals without mastering it” (Ali: 2011, 74).

▪ **Center:-**

Ibrahim (2009) defined it. It is “a natural, material or human gathering that has significance, because it is based on achieving specific goals” (Ibrahim, 2009: 912).

And known by Mahmoud (2013). It is "research and education centers, which are not similar to universities or colleges, and do not offer courses, but are non-profit institutions, even if they have a product that is research, in multiple fields, to serve the policies of the state, and to provide future visions of interest to the individual, society and decision-makers."

▪ **Research Centers:-**

Defined by (Egyptsystem, 2014) “They are primarily scientific centers, whose interest is primarily focused on scientific research in various fields, and in most cases they are academic centers affiliated with educational institutions (Egyptsystem, 2014, 3), and also defined it as “institution for conducting scientific experiments and research in various scientific and applied branches, and these research centers are established by specialized universities and higher institutes and attached to the buildings of university colleges or to the Ministry of Higher Education, or it is built as a specialized research center that the state establishes to advance research of the same format The mission of the state, as some industrial establishments establish their own research centers to develop their products and invent new products.

▪ **Development:-**

Sarhan (1979) defined it as “development includes the introduction of innovations and innovations for all elements of the curriculum and includes aspects of modernization, change and reform, and treatment of defects with the intention of improvement in the light of evaluation processes” (Sarhan, 1979: 85).

▪ **Updating:-**

Ibrahim (2009) defined it “It is planning educational opportunities that aim to achieve specific changes in the target thing (educational system - school curriculum - student behavior ... etc.), and estimating the extent to which these changes have occurred” (Ibrahim, 2009: 327).

▪ **Curriculum:-**

Al-Tamimi (2009) defined it as “a set of scientific, educational, cultural, social, sports and artistic experiences... that are prepared for learners inside and outside the school with the aim of helping them to develop comprehensively in their personalities and modify their behavior. The curriculum includes (objectives – content – methods and methods – educational activities – means and techniques – The Calendar” (Al-Tamimi, 2009: 22).

As for Ibrahim (2009) that “the plural of the word curriculum and it means the courses that students learn in the sense that they are the written courses that are presented to the students. And the curriculum of the study means the tablets or courses offered by schools” (Ibrahim, 2009: 979).

▪ **University:-**

Al-Tamimi (2018) defined it. It is “a post-secondary education institution that includes one or more colleges or schools for graduate studies, and it is the authority that contains all kinds of knowledge, and the functions of the university are varied to include (teaching – scientific research – community service), meaning that it is multi-purpose in all fields.” Scientific, economic, social, cultural, political and intellectual (Al-Tamimi, 2018: 203).

The University of Baghdad, is the largest Iraqi university, located in the center of the Iraqi capital, Baghdad. In 1956, the first law was enacted to establish a university in Iraq under the name “University of Baghdad.” The university is located near the Tigris River. The university was established in 1982, and the university accommodates 20,000 male and female students (Thouqan, 2019, 1)

**Second: The General Framework**

❖ ***The Establishment of the University of Baghdad***

University of Baghdad The University of Baghdad is the largest university in Iraq and the second largest in the Arab world after Cairo University in Egypt, which was founded in 1816 AD. Certainly, it represented the beginning of the emergence of higher education and scientific research studies in Iraq since the fifties of the last century. In addition to being the largest university in Iraq, it also constituted the first pillar from which all other teaching, administrative and technical cadres emerged, who were trained at a high level, to become these cadres later The workforce that established and contributed to building other universities in Iraq, and those cadres had a hand in government departments and institutions, which also benefited a lot from them.

The University of Baghdad and its emergence is in fact a talk about the emergence of higher education and scientific research in Iraq, as the University of Baghdad is not only the largest scientific institution in it, but it is the first. Yet other government institutions have also benefited from those angelic. The university arose since the realization of its idea and the growing necessity of working to achieve it, which made it an important popular demand, which forced governments at the time to go along with it, by taking some steps in order to achieve this request. It was the year



1943, in which the first committee was formed to study the possibility of establishing an Iraqi university, after which a law was enacted in September 1956, which is the first of a law to establish a university in Iraq under the name "University of Baghdad". In 1957, he appointed the first president of the University of Baghdad and a constituent council of the university to undertake the task of studying the reality of the existing colleges and institutes at the time, making the necessary changes in their entity, and taking the necessary steps to link them to the university after ensuring that they reached the appropriate scientific level. Then in 1958, another law was enacted for the University of Baghdad, which is the recognition of the establishment of a university, which has a council that manages its scientific and administrative affairs. It includes the faculties of law, engineering, education, medicine, pharmacy, literature, commerce, agriculture and veterinary medicine. High institutes have also been attached to the University of Baghdad, namely: (Institute of Administrative Sciences, Languages institute, Survey Institute, Higher Industrial Engineering Institute & Institute of Physical Education) (Al-Nabaa Channel, 2016).

The increasing development requirements of the country, which forced the University of Baghdad to expand in terms of the number of students and its scientific and technical staff, and to extend the scope of its scientific activity to other cities in Iraq. Therefore, the university established in the city of Mosul the faculties of medicine, science, engineering, agriculture, forestry, pharmacy, human studies & a computer institute, as well as faculties of education, law and engineering in Basra. As for the beginning of April 1967, the above faculties became the basis for the universities of Mosul and Basra. Since its establishment, the University of Baghdad has been responding quickly to all requirements of national development plans by increasing the number of students accepted in all disciplines, in addition to creating new colleges, which have so far reached twenty-four colleges, as well as four institutes for postgraduate studies (urban and regional planning, Laser and plasma, genetic engineering, the Institute of Accounting and Financial Studies) also responded to the increase in specializations in postgraduate studies, which is followed by an increase in the number of students admitted to it (Baghdad University website, 2020, 1).

❖ **Strategic Objectives of the University of Baghdad:**(Thouqan, 2019, 3)

- ✓ Preparing the qualified workforce to work in various fields that meet the evolving needs of the labor market.
- ✓ Improving educational and administrative processes in a way that contributes to achieving the university's vision and mission.
- ✓ Developing and developing the capabilities of faculty members
- ✓ Improving our scientific outputs in line with international standards of reliability.
- ✓ Develop accredited educational programs and benefit from international experiences in various disciplines in line with the requirements of the labor market.
- ✓ Improving the capabilities of employees and creating new capabilities that are commensurate with the quality requirements.
- ✓ Re-engineering procedures in a way that facilitates and facilitates operations and adopting modern technologies in their mastery.
- ✓ Completing the characterization processes for all university formations.
- ✓ Develop the performance evaluation methods adopted at the university.
- ✓ Supporting and documenting cultural and scientific ties between the university, scientific institutions, and Arab and international universities.

❖ **The University of Baghdad includes two types of research centers**(Thouqan, 2019, 6).

- 1) **Research centers:** Women's Studies Center, Market Research and Consumer Protection Center, Natural History Research Center and Museum, Center for Strategic and International Studies, Center for Reviving Arab Scientific Heritage, Pioneering National Cancer Research Center, Educational and Psychological Research Center.
- 2) **Service centers:** Electronic Calculator Center, Development and Continuing Education Center, IbnSina Center.

❖ **A Brief History of the Curriculum**

The emergence of the upbringing that parents used to carry out within the family for their children showed the primitive curricula, which are curricula taken or derived from the needs and necessities of life, such as self-defense when danger occurs, learning the methods of fishing on land and water, how to swim and making simple machines. Such as knives and axes. As for learning the language and religious beliefs, it is one of the unintended primitive education methods (Al-Rahim: 1996: 17).

The emergence of educational curricula is a result of the necessary needs that man wants for his survival, which is practical education. The emergence of the curricula appeared as a result of the increasing complexity of human life, the increase in knowledge and the lack of technical methods in noticing the increase in knowledge. Because man has spent a long period of his life that may reach millions of years He was guided in it by his instinct alone, and with the emergence and growth of the mind, and his life changed and became different from the lives of other animals, which

he had experienced, so he had thinking and experience gathered from his experiences day after day (Al-Mousawi: 2012: 17).

Therefore, the emergence of the school curriculum was with the emergence of the family, as the parents were involved in raising their children according to a specific curriculum, and with different opinions of scholars and theorists on how the curriculum appeared. That environment and how to contain the increasing knowledge and transfer it to generations in order to proceed from childhood to adulthood, and it is equipped with knowledge, experience and the foundations of correct thinking, (Al-Mousawi, 2012: 17-18).

#### ❖ **A brief history of the university curricula**

The progress or backwardness of any society is closely linked to its educational and educational system. The follower of the history of the rise of nations and their setbacks is due to its educational system, whether it is successful or unsuccessful. The factories of men and generations, the more good and strong these institutions are, the more good and strong their output will be.

The curriculum is defined in formal education as curricula, which is a context for scientific or educational materials that are given to learners during the study period in order to make the education process coordinated, tidy and not scattered. Presentation of content in a school or university Curriculum may be partial or total depending on the nature of the subject and the curriculum means two things: a set of training courses for students to choose what to study professional matters, and specific to academic education. The program evaluates the strategy for these results and the assessments that are classified as a unit (or units), so the curricula include a group of these units, in turn, each unit includes specialized topics in a specific field of science being studied, and a specific part of the curriculum. Curricula are defined as a series of planned experiences inside and outside the school and are built on psychological, cognitive, social, and political foundations, and aim to develop the learner in terms of emotional, cognitive, and skill.

The most important foundations for establishing or developing curricula can be summarized in the following points:

- Develop a well-studied strategic plan for construction or development.
- Draw and define the educational policy of the curriculum in clear and clear images.
- Forming an efficient and qualified work team, preparing the needs and materials needed for construction or development, and facilitating all obstacles and difficulties.
- The curriculum should be built or developed on the results of previous studies on the subject, and it is also possible to benefit from the experiences of others.
- The construction or development should be comprehensive, integrated, balanced, cooperative, purposeful, flexible and continuous.
- The curriculum should take into account the learner's characteristics, experiences, capabilities and the surrounding reality, as well as take into account the needs of the community and the local environment and invest their potential.
- The curriculum must meets the requirements of Islamic education, and contributes to enriching the learners' outcome in the classical Arabic language.
- To include program materials and activities capable of graduating leading figures.
- To be concerned and based on scientific research and educational experimentation, and invest in scientific, technical and educational progress.
- To anticipate the needs and problems of the future.
- That the necessary capabilities are available to accomplish it properly.
- To take into account the general foundations in building curricula, which are (the religious basis, the cognitive basis, the moral basis, the social basis, the psychological basis, and the philosophical basis. (YahyaSaleh Hussein, 2012, 9).

#### ❖ **The Concept of Curriculum Development**

It was mentioned in the Brief Dictionary (1989) “develop it: transform it from one phase to another, develop: transform from one phase to another, and evolution: the gradual change that occurs in the structure and behavior of living organisms, and it is also called the gradual change that occurs in the structure of society, relationships, systems, or the prevailing values in it, the Arabic Language Academy (The Brief Dictionary, 1989: 396).

As for idiomatically, the term curriculum development refers to a process that deals with an existing curriculum with the aim of increasing its efficiency and effectiveness, and for some educators this term meant the partial or total improvement of the existing curriculum, or changing it and replacing it with another, and this was indicated by both Mujawar and Al-Deeb, they mentioned that Curriculum development is a process intended to “make appropriate adjustments in some or all of the curriculum elements and its field, according to a studied plan in order to improve the educational process and raise its level” (Mujawar&Fathi, 1999: 585).

❖ **The Importance of Establishing Research Centers:**

1. Developed and civilized countries depend, in their strategies in various fields, on research centers in dealing with matters, crises and situations from a scientific perspective. They avoid the occurrence of surprises and crises, but rather are the key to thought and decision-making in all fields, as they avoid them from possibilities and mistakes, present and future.
2. The needs of scientific institutions for scientific advice in several matters, including the educational curricula for other stages in updating or developing them according to the development in science, knowledge and information.
3. Providing those interested in curricula with research and studies related to curricula to benefit from them in developing and updating curricula.
4. Training university educational staff on how research centers work, and the extent of the importance that can be inferred from them.
5. Supplementing the colleges of higher education in general and university curricula in particular, with all the developments that are taking place in the developed countries and in their curricula as they have been developed and modernized.
6. The curriculum is the third axis in the educational process after the student and the teacher (Naji, 2012, 3).

❖ **Objectives of the research centers**

- ✓ Encouraging and supporting professors in the scientific research movement in the country for all specializations.
- ✓ Providing scientific advice to the relevant authorities and coordinating with the beneficiaries, bodies and centers specialized in the field of work of the center.
- ✓ Achieving and expanding scientific cooperation with the authorities related to the center's specialization to ensure maximum benefit from the results and studies prepared by the center.
- ✓ Collect and coordinate information, data, references and various documents necessary to keep pace with scientific progress in the center's field of competence.
- ✓ Organizing conferences, seminars, workshops, scientific meetings, seminars and training courses, with the aim of developing the competence of specialized workers, developing scientific awareness in the country and participating in similar activities inside and outside the country.
- ✓ Providing the necessary number of researchers and their assistants and constantly striving to develop their expertise and knowledge.
- ✓ The Center issued reports, pamphlets and scientific journals related to the Center's specialization (Psychological Research Center, 2004, 13).

❖ **Legal Regulation**

When studying the reality of the work of research centers in Iraq, the researcher will find more than one law, system, and instructions regulating their work. In order to simplify the task further, the requirement will be divided into two branches: the first focused on centers registered within the Iraqi Ministry of Higher Education and Scientific Research, and the other focused on centers registered outside this ministry.

Section one: The legal organization of research centers within the Ministry of Higher Education and Scientific Research

The Iraqi Ministry of Higher Education and Scientific Research, according to 2014 data, has (104) research centers and units distributed according to their specializations as follows:

- A. Humanity 2.9%
- B. Social 29.1%
- C. natural sciences 23.3%
- D. Medical and health 20.3%
- E. geometric, technological and intertwined 17.4%

The interests of these centers and units are illustrated by the following law:

*Law establishing research centers in the Ministry of Higher Education and Scientific Research.*

The Legislation No. (158) for (2005), regarding the creation of research centers in the Ministry of Higher Education and Scientific Research, which included the following:

**Article (1):** (The scientific research center at the university is established on the proposal of the University Council, on the recommendation of the Scientific Research Authority, and the approval of the Minister of Higher Education and Scientific Research).

**Article (3):**(The creation of a scientific research center requires the availability of at least five faculty members who hold a doctorate in scientific disciplines in the proposed center, provided that at least three of them are on the permanent staff, and one of them is not less than a professor assistant ).

**Article (6):** The university proposed to establish a research center in it, as well as the proposed college for the creation of a research unit, is obligated to provide all the requirements of buildings, scientific equipment and a library in the specializations of the center or unit.

**Article (7):** (First - It is common for the center to be multidisciplinary and for these disciplines to be integrated with other disciplines at the university. Or for the center to specialize in some scientific fields of strategic importance to the development and progress of Iraq in modern science and technology).

**Article (8)** (a maximum period of one year in which the university or college completes the scientific and basic staff of the research center or research unit is determined from the date of approval to create any of them, otherwise such approvals shall be considered null).

**Article (9)** (The head of the department in the center is appointed by a decision of the university president and a proposal from the director of the center, provided that he holds a doctorate degree and has the rank of assistant professor at least in the center's specialization and on the permanent staff).

**Article (10)** (It is required for anyone who is appointed as a researcher in the research center or unit to have a master's degree at least in one of the center's or research unit's specializations).

**Article (11)** (The faculty researcher in the center who meets the conditions of a faculty member is appointed in the same way that a faculty member is appointed in the faculties of the university stipulated in the Ministry of Higher Education and Scientific Research Law No. 40 of 1988 amended (legislation and laws from 1960 to 2006) (Durar Iraq, 2011, 3).

#### ❖ Previous Studies

Abdel Hay's study (2012). Entitled "The Role of Research Centers in Jordanian Political Decision-making," the study aimed to know the relationship between research centers and political and economic decision-making bodies. Measuring the availability of information among workers in a particular ministry about the study centers concerned with the topics that fall within the scope of the ministry's work, as well as knowing the extent of the availability of study centers or research bodies in the official institution. Jordanian ministries vary in terms of the availability of affiliated study centers that contribute to rationalizing the decision In this ministry, or through the presence of research departments or departments in it, and it is natural for the ministry to be less cooperative with external institutions to the extent that such institutions are available there, and the study reached results, including: It was found that official institutions do not know the existence of study centers in Jordan, and It does not have any information about the study centers located in Jordan, even those related to the ministry's competence. As for its recommendations, they were: the formation of a popular committee for the city, and that the state deal with the committee Seriously, especially since the demands of the People's Committee are acceptable demands to strengthen dealings with the city's elites who are close to its residents, and the non-alignment of state agencies to one party at the expense of another (Abd al-Hay, 2012: 15-20).

Mahmoud's study (2013). Its title is "The Role of Research Centers in the Arab World: The Current Reality and Conditions for Transition to Greater Effectiveness", its general objective; It aims at knowing the roles played by research centers and the reasons behind them, crystallizing visions and scientific proposals related to them, and developing appropriate solutions for them. As the best way to deliver specialized knowledge, through its scientific publications and specialized seminars, that would double the level of awareness for institutions and individuals, and help them link between field facts and their theoretical scientific framework. As for its recommendations, including: securing funding for research centers by providing financial support and moral, in order to take into account in its scientific research, accuracy and objectivity, as it leads to a state of trust between the centers, the public sector, the individual and society to solve the various problems of society and keep pace with the development taking place in developed and advanced societies (Mahmoud, 2013: 40-43).

Shua'ib study (2016). Entitled "The Role of Research Centers in Making Education Reform Policies in Lebanon" The study aimed to highlight "The Role of Research Centers in Making Education Reform Policies in Lebanon". The study used a qualitative research methodology, which included desk reviews, document analysis, individual interviews, and a case study for one research institution, the Lebanese Association for Educational Sciences. The study relied on a qualitative research design that consisted of person-to-person interviews and document analysis. The study showed that education policies in the Arab world have undergone wide changes, while a number of Arab countries have been able to achieve important steps in terms of increasing student enrollment in schools and expanding access to education. The poor quality of education in most Arab countries has led to calls for action New fixes. The study dealt with two points: first, education and reform in Lebanon." Second, "policy makers and research," with results that included: education reform and research centers: the viewpoint of policy makers, and "the process of developing an education strategy in 2010." She recommended the two recent education reformers in "Lebanon" challenging traditional knowledge of the rupture between policy and research (Shuaib, 2016: 84).

Al-Zubaidi study (2016) entitled "The Role of Research Centers at Tikrit University in Scientific and Community Development in Salah Al-Din Governorate." The study aimed to know the role of research centers at Tikrit University and their role in scientific and community development in Salah al-Din Governorate, which was represented by three research centers: Salah al-Din al-Ayyubi Center for Historical and Civilization Studies, Natural Resources and Energy Center, and Scientific Documents and Heritage Center, and the study reached results, including Research centers in universities have a major role in the development of society and countries, being a center of intellectual radiation for all sectors of society, being the owner of wise scientific decisions. Paying attention to research centers in universities, as they are responsible for holding seminars, conferences, workshops and courses, which develop and address all developments of progress and development that occur in the world and science (Al-Zubaidi, 2016, 1-14).

Kotaite study (2016). entitled "Developing the performance of educational research centers in Egypt in the light of the knowledge management approach." The descriptive approach, and one of the results of the research, is the presence of shortcomings and weaknesses in developing the performance of research centers. As for its recommendations, strengthening the role of centers in investing professional and academic competencies and expertise in serving the community and its institutions, whose services are linked to the community (Kotaite, 2016: 70).

Al-Ardawi study (2018) entitled "Research centers in Iraq, their legal organization and political role." The aim of the research is to know its legal system and the political role in its establishment. The centers stem from the depth of their research and studies, and the quality of their experts and researchers, and it is not possible to talk about effective research centers unless they have these characteristics. As for the recommendations, including the need to reform the environment that obstructs research work in Iraq by adopting a comprehensive and clear strategy for the state administration, whose implementation is supervised by a conscious government leadership It places among its priorities the adoption of a new public policy for scientific research aimed at reforming the prevailing legal system, by enacting new laws or reconsidering effective laws and instructions (Al-Ardawi, 2018: 2).

### **Third: Ideas & Perceptions**

This section represents the ideas and perceptions that the author of this article added to the subject, including justifications for establishing the center and its importance, the law, the constitution, and everything related to establish the center, the structure of the researcher's work in the center, its departments and administrations, plans for the new center, a guide and everything related to it. She also mentioned the Curriculum Development and Modernization Department within the Ministry, which is a department and not a research center, and the difference between a department and a research center. Adding models for research centers to develop curricula in the Arab world (Syria & Palestine).

### **I. Conditions for establishing a center in the Ministry of Higher Education**

The mechanism used for establishing the research center or unit within the Iraqi Ministry of Higher Education, it was determined by instructions No. (158) for the year 2005, as the center is established on the proposal of the University Council, and upon the recommendation of the Scientific Research Commission, and the approval of the Minister of Higher Education and Scientific Research (M 1), and the establishing of the unit the research proposal is proposed by the College Council, and upon the recommendation of the University Council and the Scientific Research Authority, and the approval of the Minister of Higher Education and Scientific Research (M2). What is noted here is that although the unit as an administrative formation is lower than the center, its establishment requires going through four cycles of recommendation and approval. College council, university council, scientific research commission, minister's approval) while the establishment of the center goes through three cycles (university council, scientific research commission, minister's approval), and this is a systematic defect that must be avoided. and its needs, and is provided humanly by its employees, which is to form its scientific research mission according to these disciplines or needs, it may be useful scientifically and practically, and as a matter of administrative facilitation, the task of establishing research units is limited to the proposal of the College Council and the approval of the College Council For a university, the development process goes through two cycles, while the development of research centers remains in effect on the presence of the three cycles specified by the instructions (Durar Al-Iraq, 2011).

The above instructions also included the human research conditions for the establishing of the center and the unit, which were determined by the presence of five faculty members who hold a doctorate in the specialty, provided that at least three of them are on the permanent staff and one of them is not less than an assistant professor, with regard to the center (M 3 ), and there are three faculty members who hold a doctorate in the specialty, provided that at least two of them are on the permanent staff, with regard to the unit (M4). It stipulated the multiplicity of scientific specializations within the center and the unit; which leads to the integration of specializations within the university, or specialization in a specific field; because of its importance in the development and progress of modern science and technology (Article 7 first and second), the instructions also specified the conditions for establishing the

scientific department as “the availability of three faculty members holding a doctorate in scientific disciplines in the department proposed to be established, provided that one of them is on the permanent staff” (M. 5), and the appointment of the head of the department in the center shall be “by a decision of the president of the university and a proposal from the director of the center, provided that he holds a doctorate degree and has the rank of assistant professor at least in the specialization of the center and on permanent staff” (M9). Articles 10 and 11 of the same instructions specify the conditions for appointing researchers in the center and the unit, and these instructions represent a good starting point for the work of research centers and units in the event that they adhere to them, which is not what happened in many cases (Mohamed Abdel Qader, 2012).

Among the important texts in these instructions is what was stipulated in Article VI, in which it is stated: “The proposed university is obligated to establish a research center in it, as well as the proposed college to create a research unit in it, by providing all the requirements of buildings, scientific equipment and a library in the specializations of the center or unit. This is a prerequisite for obtaining approvals for the creation of each of them,” and what was stated in Article Eight, which stipulates that “a maximum period of one year is determined in which the university or college will complete the scientific staff of the research center or research unit from the date of approval to create any of them. In terms of defining the party responsible for providing the material and human necessities for the center or unit, and determining the time limit allowed for this. Most of the centers and units in Iraqi universities have not strictly enforced this material after its introduction, which allowed many years to pass on some of them and they did not meet the conditions of their work, the Ministry’s inaction in following up and not implementing its commitment in accordance with Article (13) of the above system helped the universities and colleges in higher education inaction in fulfilling their commitment. According to the text of Article (Article 8). This is a serious defect and a sterile approach that, if it continues, will negatively affect not only the level of scientific research in centers or units, but also the level of scientific research in the Ministry of Higher Education in all its institutions, based on the broken window theory (Aliwi Al-Ardawi, 2018).

As for the mechanisms of research work for researchers working in centers and units, they were determined by the instructions of the researcher’s work structure No. (148) for the year 2002 (Articles 2-12) and what is taken against them is that they are at the time indicated in Article 2 paragraphs first, second, third, and fourth Fifth, sixth, seventh, eighth, and ninth) that the work of researchers in centers and units is: conducting research and studies, teaching primary and graduate students, supervising university theses and theses, providing scientific and technical advice to the public and private sectors, participating in conferences and scientific seminars, and contributing In programs for developing administrative and technical staff, authoring, translating and publishing scientific books, and other duties related to their work, they came in Articles (4 and 5) to determine the research quorum for researchers only by submitting no less than three scientific research and no more than four during the year, This limitation is unfair to researchers, because in many cases their work in other tasks exhausts most of their time, so they do not have enough time to complete the established research, and their preoccupation with completing their established research will inevitably be at the expense of the rest of the tasks. It would have been better for the legal legislator and the general policy maker within the ministry to be more aware of this matter, setting a specific quorum for each activity that constitutes the research quorum set for researchers, thus helping to implement all research programs and activities in a balance that encourages workers to do so (Aliwi Al-Ardawi, 2018).

With regard to the rest of the materials contained in the instructions above, they are good, and they chart a good path for the work of researchers within these institutions. If they are carefully and seriously applied and with a correct vision, they can truly contribute to activating the role of centers and units in advancing the scientific research process within the ministry, provided that they are committed to actually implementing them. , and modify what needs to be modified to be consistent with the needs of the research.

## **II. The law of the structure of the researcher’s work in research centers.**

- Law No. (148) for the year (2002) prepares the structure of the researcher’s work in scientific research centers, through the following:

**Article - 2 -** The tasks of the researcher at the Scientific Research Center are determined as follows:

**Third -** Providing scientific and technical consultations to state departments, the private and mixed sectors, in coordination with advisory offices, or using the established cooperation means between ministries and universities.

**Fourth -** Participation in scientific conferences and symposia that are held inside and outside Iraq to activate the movement of scientific research in the center and publicize its scientific achievements.

**Sixth -** Writing and translating scientific books and publishing research and studies in his field of scientific specialization to use their results in serving development goals (System of Scientific Research Centers in the Ministry of Higher Education and Scientific Research, 2002, 1-3).

- Regulation No. 1 of 1995 about the Research Center in the Ministry of Higher Education and Scientific Research is:

**Article - 2 -** The Authority shall undertake the following tasks:

- A. Determining the general objectives and the general framework of the specialized scientific research policy for the research centers and units formed under this system.
- B. Follow up the programs of research centers and units to determine the implementation of the objectives.
- C. Employing specialized scientific research activities in the Ministry's formations.
- D. Recommending the creation or abolition of scientific research centers and research units, and studying the proposals of universities, the Iraqi Commission for Medical Specializations and the Technical Institutes Commission in this regard.

**Article -3-**

- A. The multidisciplinary scientific research centers are linked to the president of the university, and the research units are linked to the dean of the college.

**Article -4 –** The research center or unit shall undertake the following tasks:

- A. Conducting theoretical, applied and field studies and research required by development plans, working on developing them, presenting proposals in this regard, investing them, and providing research requirements for researchers.
- B. Publishing and circulating scientific research to the relevant authorities and cooperating with them to implement the results.
- C. Issuing publications, periodicals, books and scientific bulletins.
- D. Contribute to deepening scientific awareness through lectures, organizing conferences, symposia, scientific meetings, seminars and training courses at the national, Arab and international levels, and participating in them.
- E. Exchanging experience with experts and researchers from inside and outside Iraq to benefit from their expertise in accordance with the plan of the center or unit and its scientific objectives.
- F. Achieving and expanding scientific cooperation with national, Arab and international scientific institutions related to the center's goals and specialization.

**Eighth:** Recommending the creation, cancellation or merging of scientific formations and administrative divisions, and the preparation of their annual staff in a manner consistent with and developing the work of the center or unit (Republic of Iraq, 1995, 1-4).

### **III. Curriculum Development and Modernization Department at the Ministry of Higher Education and Scientific Research**

The curricula in universities and the results of study and applied research, whether for primary or postgraduate studies, are considered the essential step in developing knowledge and developing human minds capable of making a qualitative leap from their entire social environment so that society rises to the ranks of developed countries, as the curricula are the most important educational episodes. (Student, Professor, and Scientific Method).

The Curriculum Development and Modernization Department in the Iraqi Ministry of Higher Education has a set of goals and tasks, which are:-

#### **❖ Objectives :**

1. Defining the mission and goals of all universities by unifying what has been trained for graduates, their specializations, and the community's need, and linking all of this to educational institutions, as they are the first building block for community development.
2. Raising the level of universities through the vocabulary and decisions of the curricula in line with the internationally respected universities.
3. Establishing a mechanism for developing curricula in line with the national strategy for higher education in Iraq, according to the ministry's vision.
4. Preparing curricula according to a precise philosophical framework in line with the creative, scientific and applied aspects of international universities according to the vision and creative outlook of the Iraqi elites.
5. Determining scientific laboratories in line with the needs of the curricula according to the precise scientific specializations, given that laboratories help the researcher in implementing research projects.

#### **❖ Department tasks:**

1. Reviewing the educational curricula in Iraqi universities and following modern trends in evaluating, updating and developing them to raise the level of graduates of Iraqi universities by setting a working mechanism and implementing plans to develop and revise educational curricula in an integrated, balanced, flexible and developed manner.
2. Drawing up the general policy for the development of curricula in an appropriate manner with the knowledge society, a global level and realistic implementation that meets the necessary needs for life, education and the requirements of sustainable development in accordance with the latest theories and contemporary scientific and educational methods to prepare a creative citizen who is able to compete locally, regionally and globally.

3. Coordination with universities and all bodies to complete the process of verifying the needs of (curricula) for the new and revised courses.
4. Adopting and implementing projects that serve the process of developing knowledge resources for curricula in the scientific and humanitarian disciplines, and seriously striving to use scientific curricula and practical experiences for the purpose of development, not change, and to keep abreast of recent developments in science with the aim of adopting and adopting them in a manner that serves the educational process and achieves its desired goals.
5. Coordination between the specialized scientific committees and the resulting decisions with universities and relevant bodies.
6. Organizing discussion panels for the curriculum development mechanism in order to verify the objectives required to achieve the efficiency of the offered courses, and for the purpose of keeping pace with urgent scientific needs and continuing research and study to reach the best scientific conceptions of the programs of the scientific departments in the scientific, humanities and all social sciences.
7. Deduce from the curricula the needs required for training staff and faculty members in cooperation with specialists to achieve the required goals.
8. Cooperating and coordinating with the Educational Resources Department to ensure that all required educational materials are available and available for all courses before the start of the study.
9. Seeking the opinions of faculty members and students on the quality and appropriateness of the newly developed courses on an ongoing basis.
10. Follow-up on the developments of educational curricula in Arab and international universities and their alignment with the objectives of the educational process in Iraq, and alignment of education outcomes and the actual need for the labor market and with the comprehensive national plan for science and technology in Iraq.
11. Preparing the department's annual plan, and preparing periodic reports on the activities of the committees.
12. Preparing proposals for the development of the department and submitting them to the Director General and carrying out coordination work for the meetings of the specialized committees to develop and update the curricula.

#### **IV. Selected Models of the Arab Research Centers for Curriculum Development**

##### **❖ *Syrian Curriculum Development Center***

This center has a number of goals, most notably:-

- Carrying out objective and serious scientific research that deals with political, security and environmental issues and issues of science and technology that are geographically and politically related to the countries of the Gulf Cooperation Council in particular and to the Gulf region in general.
- Facilitating reform steps in the region, ensuring a better future, encouraging communication and cooperation among the citizens of the Gulf Cooperation Council, and disseminating all necessary information about the countries of the Gulf Cooperation Council and the Gulf region through holding conferences, workshops, forums, meetings and lectures.
- Dissemination and dissemination of knowledge and scientific research in the countries of the Gulf Cooperation Council inside and outside the region, including scientific brochures dealing with topics related to the field of social sciences and humanities.
- Interact and respond to the knowledge requirements needed by individuals and organizations interested in the developments in the Gulf region, including citizens of the Gulf Cooperation Council countries, expatriates living in the Gulf Cooperation Council countries, academics, researchers, university students, press and media organizations, businessmen, companies and decision makers.
- Encouraging dialogue between scholars specialized in Gulf affairs, whether inside or outside the region.
- Providing and providing education and training solutions through the implementation of the "Knowledge Program" that targets senior management departments in the fields of politics, economics, business administration and security in coordination with international universities and institutes.
- Working to increase and expand education horizons for students in the Gulf region, as well as students coming from outside the region who wish to learn more about it.
- Monitoring and compiling news coverage of current events and developments in the Gulf region, as published and broadcast by local, regional and international media, and making it available for scientific research purposes.
- Preparing studies and providing expert advice to governmental and non-governmental organizations in various fields related to the center's main areas of interest



❖ ***Palestinian Curriculum Department***

The Curriculum Department is one of the departments of the Ministry of Education and Higher Education that is concerned with the curriculum in terms of authoring, experimenting and improving, developing academic investigations and supervising special educational experiences in cooperation with employees of different departments, supervisors, experts and specialists.

The main goals of the Palestinian Curriculum Department are:-

The general objective: to build, develop and enrich the Palestinian curricula after carrying out the appropriate evaluation processes.

Curriculum Department Tasks:

- ✓ Develop the department's annual plan.
- ✓ Follow up on the implementation of the Education Council's decisions related to curricula and textbooks with the aim of developing and improving them.
- ✓ Developing the Palestinian Curriculum:
  - Correcting errors in all academic subjects.
  - Rearranging the units and topics prescribed in the textbooks according to the logical and psychological sequence.
  - Preparing a comprehensive report on the weaknesses in the prescribed curricula and submitting it to the concerned authorities for adoption when printing the modified copies.
- ✓ Curriculum enrichment:
  - Analyzing textbook content to identify strengths and weaknesses.
  - Ensure the accuracy of scientific information.
  - To identify the topics mentioned in the textbooks in terms of zonal and psychological sequence.
  - Determine the errors contained in the textbooks for each topic.
  - Reviewing designs such as: figures, maps, and drawings contained in textbooks.
  - Determining the topics that need to be enriched and enriched, such as the promotion of Palestinian values and constants.
  - Determine the appropriate educational means to implement the curriculum.
- ✓ Follow up the implementation of the curricula:-
  - Distributing the curriculum implementation plan for all subjects and classes.
  - Ensure that the courses are completed on time.
  - Determining the difficulties and problems that teachers face during the implementation of the curricula.
  - Monitoring and studying the observations of teachers, principals, supervisors and parents about the curricula.
  - Re-presenting some topics in proportion to the logical sequence.
  - Preparing enrichment materials in various subjects and classes that need enrichment.
  - Preparing teacher guides for guidance.
- ✓ Participation in the preparation of qualified teachers to teach the curricula and to overcome the difficulties in front of them:
  - Provide an agreed answer to the exercises and questions in the textbooks.
  - Putting an end to the controversial issues contained in the textbooks.
  - Preparing illustrated lessons and providing them to schools.
  - Develop appropriate solutions to the problems that teachers face in implementing the curriculum.
- ✓ Educational research and studies:
  - Participation in conferences and study days held on the Palestinian curriculum.
  - Communicating with universities to obtain the results of research and educational studies that dealt with the Palestinian curriculum to benefit from and adopt them.
  - Cooperating with the curricula departments in universities and the Curriculum Development Center at the International Relief Agency (Habash, Zainab, 2005).

**Fourth: Conclusions, Recommendations & Suggestions**

✚ ***Conclusions***

Scientific research centers are among the most important sources of human knowledge development, as they achieve sustainable development and knowledge differentiation in the economic, social and other fields, in addition to generating creativity and innovation, which achieves community partnership in its material and human aspects, and the possibility of techniques, and the capabilities available to serve the community and solve its problems and enriching knowledge of its different types.

The establishment of research centers has become a very important matter, and a necessity of life, as it is one of the basic foundations for the development of societies, nations and developed countries to which they refer in solving their economic and social problems.

The presence of scientific research centers in any country is an indication of the progress of the knowledge life and the institutional building in it, provided that they take their role in the surroundings in which they work. Their presence alone does not mean their ability to influence. Therefore, there are some countries in which these institutions are active, leaving a clear impact on human knowledge. In other countries, institutions are marginal, weak, and have limited influence.

There is no serious interest in scientific research within the college and university, and this is evident by the lack of involvement of universities and scientific research centers in setting public policies or in discussing them, especially since the research that was previously completed is not used in the practical aspect, but rather remains on the shelves of libraries.

There are many obstacles that prevent serious engagement in scientific research, most notably the security and political instability, the lack of incentives for innovation, the failure to apply research results, the high costs of conducting research, and the inappropriate level of income, in addition to the nature of the political and social environment that repels scientific competencies.

The lack of equipment and scientific research tools, and this prevented the necessary studies and research from being carried out and the publishing procedures were slowed down.

A lack of funding and a lack of scientific research tools such as laboratories, equipment, libraries, references, sources of information and others, which reduced the ability of researchers to follow local and global developments.

There are no training opportunities for newly graduated researchers, no links with universities and scientific research centers abroad, as well as a shortage of technicians and maintenance workers.

#### **✚ Suggestions & Recommendations**

- ✓ It is necessary to develop research centers through modernizing laboratories, providing devices and equipment, establishing an information center and electronic communication networks in universities, linking them to global information networks, purchasing newly published books and participating in international periodicals to keep pace with developments in the field of scientific research.
- ✓ Increasing financial allocations to support the process of publishing scientific research, which requires an increase in spending on research and development by allocating a budget for scientific research separate from the budget for higher education.
- ✓ Raising the quality of scientific research according to international standards that define its objectives, principles and main directions and take into account the requirements of the economic sectors and the national development strategy.
- ✓ Giving universities and research centers priority in the consultative studies and research needed by the state, and encouraging the private sector to spend on research and development, which would secure new sources of funding for scientific research for these sectors.
- ✓ Providing an appropriate and encouraging environment for research and innovation, through giving rewarding and encouraging financial and moral incentives and rewards that cover the needs, focusing on joint research and research teams, and intensifying scientific dialogues.
- ✓ Developing and consolidating awareness of the importance of scientific research and information centers among all members of society, and demonstrating their great role in supporting comprehensive development in the economic, social, educational and cultural fields.
- ✓ The independence of research centers in their decisions and results, and not subjecting them to an official authority directed according to their own goals.
- ✓ Show transparency, complete clarity, freedom from the constraints of confidentiality of information, and facilitate access to the required data and statistics, given that what will be accomplished is to serve the community.
- ✓ Continuous communication with scientific and research centers, and information centers in developed countries, and making agreements to do so in order to benefit from ideas and information, and exchange information that serves the needs of all human societies.

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