

Assessing the Quality and Effectiveness of Scholarship Programs in Iraq: A Study of Impact, Sustainability, and Equity

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ABSTRACT

The research aims to prove the advantages of the Iraqi government's scholarship plan and how they contribute to the education and employment development of other countries studies. The questionnaire method is used to collect data from participants in different scholarships in Iraq. A total of 2057 people responded to the online questionnaire. After ignoring 20 answers, 2037 answers were analyzed due to repetition. The first stage of the evaluation involves two aspects: the appropriate investigation of the workplace, the recipient of the scholarship, and the inspection of self-motivation to use their professional knowledge. The survey also collected personal information, such as age, gender, and functional details, from the recipients of scholarships. The study will analyze the education and professional results of scholarship winners, as well as their views on the effectiveness of the plan. In addition, research will investigate the sustainability of the plan and its ability to continue to provide scholarships in the future. Finally, the study will evaluate the plan by checking its accessibility and fairness to various social groups. The study results provide insights on the advantages and disadvantages of the Iraqi scholarship plan, and will affect future political decisions related to education opportunities and justice

Keywords: Iraq scholarship programs, quality assessment, effectiveness evaluation, sustainability equity.

تقييم جودة وفعالية برامج الابتعاث الدراسية في العراق دراسة الأثر والاستدامة والعدالة

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الملخص:-

يهدف البحث إلى إثبات مزايا خطة الابتعاث الدراسية للحكومة العراقية وكيف تساهم في تطوير التعليم والتوظيف في البلدان الأخرى. تم استخدام طريقة الاستبيان لجمع البيانات من المشاركين في برامج الابتعاث الدراسية المختلفة في العراق. أجاب ما مجموعه 2057 شخصاً على الاستبيان عبر الإنترنت. بعد استبعاد 20 إجابة، تم تحليل 2037 إجابة بسبب التكرار. تتضمن المرحلة الأولى من التقييم جانبين: التحقيق المناسب في مكان العمل، والمستفيدين من برامج الابتعاث الدراسية، وتقييم الدافع الذاتي لاستخدام المهارات المهنية. جمع الاستطلاع أيضاً معلومات شخصية، مثل العمر والجنس والتفاصيل الوظيفية، من الحاصلين على الابتعاث. تم تحليل النتائج، بالإضافة إلى وجهات نظرهم حول فعالية الخطة. بالإضافة إلى ذلك، تم البحث في استدامة الخطة وقدرتها على الاستمرار في تقديم الابتعاث في المستقبل. أخيراً، شملت الدراسة تقييم الخطة من خلال التحقق من إمكانية الوصول إليها وإنصافها لمختلف الفئات الاجتماعية. تقدم نتائج الدراسة نظرة موضوعية حول مزايا وعيوب خطة الابتعاث الدراسية العراقية، ومدى تأثيرها على القرارات السياسية المستقبلية المتعلقة بفرص التعليم والعدالة.

الكلمات المفتاحية: برامج المنح الدراسية في العراق، تقييم الجودة، تقييم الفعالية، العدالة المستدامة.

1. INTRODUCTION

Most developing countries seek to develop their human resources through the creation of an integrated scholarship programs that are able to overcome the economic and social challenges facing countries. This endeavor cannot be achieved without considering the current and future needs of the country and benefiting from the outbound students to lead the change in the country.

Iraq is one of the first countries in the Middle East that has put great interest and efforts in sending its citizens to scientifically and industrially advanced countries for decades. Several regulations and instructions have been issued regulating the scholarship programs from legal and administrative aspects, including the missions and financial assistance system No. 22 of 1964, the scholarship, financial assistance and fellowships System No. 46 of 1971 as amended, and the scholarship, financial assistance and fellowships System No. 3 of 2018, which came to align with the social, political and economic changes in the country.

The Iraqi education system is greatly influenced by the history of the country and unstable. In recent years, the Iraqi government has implemented a scholarship plans to support its citizen, to university education. and to improve its career opportunities and contribute to the country's economic growth. However, the effectiveness of these scholarship plans has not been thoroughly studied, especially in terms of impact, sustainability and fairness. The purpose of this study is to evaluate the effectiveness of the Iraqi scholarship program through the influence of the education and professional achievements of scholarship holders, the sustainability of the plan, and the visits to the plan in various social groups. This research will investigate the use of scholarship holders, planned managers and government officials to comprehensively evaluate the Iraq's scholarship plan. The results of this study will help the effectiveness of the scholarship plan and affect future political decisions related to education opportunities and justice. In addition, this research has a practical impact on planned managers and political decision -making, because it can comprehend the advantages and disadvantages of the scholarship plan, and provide the opportunity to improve its effectiveness in supporting the country's economic and social development.

2. LITERATURE REVIEW

For governments worldwide, the scholarship plan has emerged as a go-to method for empowering universities and offering better research prospects for disadvantaged individuals. In Iraq, the country's economic and social progress, particularly in the aftermath of the US invasion of 2003, has received a major boost through this initiative. The scholarship program has been pivotal in this endeavour. Numerous studies have explored the impact of the scholarship program on education, sustainability, justice and professional achievements. One noteworthy research by (Darmawan & Siyoto, 2020) focused on the Impact of Scholarship Programs on the Educational Achievement of Students in Indonesia. The results demonstrated that the scholarship program had a significant positive impact on registration and final rates, which was particularly evident for underprivileged students. Ali & Yusop (2015) in their case study, which centers on the Philippine scholarship program for Marawi City, looks at how scholarships affect students' academic performance. The purpose of the study is to investigate how financial aid affects students' academic outcomes and evaluate the overall impact of scholarships on students' academic success in the unique Marawi City context. Another study conducted by Al-Jabri & Abdullah (2018) assessed scholarship programs' sustainability and quality in Oman, evaluating factors for long-term viability, effectiveness, and enhancing educational opportunities and academic achievements for scholarship recipients. Kherallah (2016) in his study investigated the problem of equity in higher education, concentrating particularly on women's participation and access to scholarship programs in Jordan. The study explores the effects of these initiatives on advancing gender equality and empowering women in the Jordanian higher education system, with the goal of shedding light on the obstacles and difficulties faced by female students in accessing scholarship opportunities. Mahmood (2017) examined the difficulties in funding higher education in Iraq and offers policy recommendations to deal with the financial limitations and constraints that the government and students must deal with. In order to improve access, affordability, and sustainability of funding mechanisms for higher education institutions and students in the nation, the research aims to shed light on the current state of higher education financing in Iraq.

Hoxby and Turner (2013) conducted research in the Middle East on Jordan's scholarship program. The program's objective is to provide university education opportunities to disadvantaged students. Results revealed that the scholarship plan has a significant positive effect on registration and reservation rates, primarily benefiting students. Iraq has implemented scholarship plans to promote economic and social development, as well as support citizens' university education. However, how effective these plans are remains largely unstudied. Sabir and Ghasham (2020) conducted a study focused on Kurdeistan region recipients to explore how successful the scholarship plan has been in driving education and professional achievements. The recipient's employment rate and career prospects are positively impacted by the scholarship plan, as evidenced by various studies. Moreover, Habiba and Liaqat (2022) examined the impact of scholarships on students' academic achievement in Punjab, Pakistan, aiming to understand the relationship between financial aid and educational outcomes.

It aimed to identify patterns and trends between scholarship recipients and their achievements, contributing to a better understanding of how financial support positively impacts students' educational journeys. Al-Azzawi and Al-Rashed (2018) examined the impact of scholarships on Iraqi students'

academic achievement, focusing on the financial assistance's impact on educational outcomes and overall performance. The goal of their study was to understand the relationship between scholarships and academic achievement, providing insights into potential benefits and implications. The research contributes to a broader understanding of scholarships' role in shaping educational opportunities and outcomes, paving the way for informed policies and interventions to enhance student success and foster a thriving academic environment. The effectiveness of the scholarship plan is generally assessed based on the theoretical framework of human capital theory. This theory asserts that investing in education and skill development can result in economic development and growth. When applied to the scholarship plan, this theory suggests that offering opportunities for university education can enhance knowledge and skills, ultimately contributing to economic development. The effectiveness of Iraq's scholarship program hasn't been thoroughly evaluated in terms of sustainability and justice, although previous research has provided some indication of positive impact on diverse situations. The present study aims to bridge this gap in the literature by conducting a comprehensive evaluation of Iraq's scholarship plan.

3. METHODOLOGY

The analysis of the collected data revealed valuable insights into the scholarship programs in Iraq. In this study, technique of survey data collection is utilized as associated with quantitative data (Groves et al., 2004). The questionnaire method proved to be an effective tool for gathering information from a diverse range of participants. With a substantial response rate of 2057 individuals, the dataset provided a comprehensive understanding of the various scholarships available. However, to ensure accuracy and eliminate redundancy, 20 responses were excluded from the analysis. This meticulous approach resulted in a final sample size of 2037 answers, which were thoroughly examined to extract meaningful findings. By avoiding repetition and redundancy, the study was able to present a concise yet comprehensive overview of the participants' experiences and opinions regarding scholarships in Iraq. This study uses a questionnaire survey as its primary research methodology in an effort to meet its set goals. The durability, influence, and fairness of the Iraqi scholarship project will be assessed using an online survey approach. Among the key methods for data acquisition involves an online survey conducted on scholarship award recipients. The effectiveness of the plan was measured through the recipient's educational and professional outcomes, and their personal opinions on the initiative. Related to scholarships, the survey gathers functional information, age and gender-based personal data. Dealing with two main aspects, the investigation problem's design tackles the applicability of scholarships in different workplaces (UNESCO, 2019). The verification process involved on-site experts and a limited number of scholarship recipients who were asked to inspect and provide feedback on the questionnaire's essence. The Iraqi scholarship plan's ability to provide insights on its effectiveness can be studied through the use of target sample technology, selecting scholarship holders, planned managers, and government officials for interviews. Study methodology involves utilizing regression analysis and descriptive stats to investigate the correlation between scholarship program participation and professional success. To examine the relationship between education and achievement, quantitative data is being examined. In addition, qualitative data will be evaluated through theme analysis to identify common patterns. Ethical considerations include adhering to research guidelines for human subjects, respecting participants' consent, and ensuring data remains confidential and anonymous.

3.1 Validity and Reliability

This section outlines the issues of validity and reliability in the research design and data collection procedures to ensure the robustness and credibility of our study.

Validity

Construct Validity: We incorporated a multi-faceted strategy to strengthen construct validity, utilizing both qualitative and quantitative methods. Through careful review of existing literature, we derived the specific dimensions necessary to produce our survey questions and other measures, taking care to ensure that the resulting items were faithful to the underlying theoretical constructs. Additionally,

we sought feedback from knowledgeable sources during pilot testing and made further revisions as needed to maximize our measurement tools' efficacy.

Reliability

Test-Retest Reliability: In order to determine the consistency of our survey instruments over time, 50 participants completed the survey twice with a sufficient time interval between administrations. We used Pearson's correlation coefficient to determine the consistency of responses, thereby ensuring that the measurement instruments generated consistent results. Pearson's correlation was 83 which indicated that was a sufficient consistency.

We intended to minimize potential sources of bias and errors in our research by systematically addressing validity and reliability issues. The meticulous attention given to these factors strengthens the reliability of our findings and bolsters the validity of the study's conclusions.

4. RESULTS AND DISCUSSION

The effectiveness of the Iraqi scholarship plan was assessed through an investigation, and the gathered data was analyzed. Here are the outcomes: Education Levels: An examination of the survey results reveals that scholarship recipients in Iraq possess higher education levels. Compared to those who didn't receive scholarships, more of them fill positions in the field of professionals or management. The education and professional achievements have shown a strong correlation with increased participation in the scholarship plan according to the regression analysis. The results demonstrate a notable positive association. Personal and professional growth are two things that scholarship winners frequently report as impacting them significantly. The improvement of skills and self-confidence is often mentioned among their benefits (World Bank, 2019). Meanwhile, those in charge of planning and government officials face sustainability concerns regarding such scholarship programs, mainly pertaining to financing and management planning (Alwan et al., 2019). Our findings suggest that stable financing sources, active planning management, and public and private sector partnerships are necessary for sustainability. Equity: Limited access rights and unequal distribution in different social groups are apparent in Iraq's scholarship plan based on the survey results. Scholarships do not represent women and individuals from rural areas. The reason for this lack of justice can be attributed to multiple factors, including insufficient public relations, cultural and social obstacles, and a limited understanding of scientific plans, as evidenced by the interview. The scholarship program in Iraq seems to have a beneficial influence on the academic and professional outcomes of its recipients, according to the study's findings. Nonetheless, the program's long-term viability is predicated on addressing key sustainability and fairness issues.

Among Iraqi students, scholarship programs have proven to enhance their education levels (Al-Khateeb, 2018). Nonetheless, access to such programs is unevenly dispersed concerning gender, geographical locations, and income brackets. Hailing from low-income backgrounds, rural areas or female gender inevitably reduces the chances of gaining a scholarship. Consequently, policymakers need to focus on designing scholarship programs that prioritize equity and inclusivity. Among Iraqi students, scholarship programs have proven to enhance their education levels. Nonetheless, access to such programs is unevenly dispersed concerning gender, geographical locations, and income brackets. Hailing from low-income backgrounds, rural areas or female gender inevitably reduces the chances of gaining a scholarship. Consequently, policymakers need to focus on designing scholarship programs that prioritize equity and inclusivity. The efficiency and sustainability of scholarship programs in Iraq can be improved through collaboration between the government, private sector, civil society, and international organisations, as the study emphasizes. Through collaborative efforts, scholarship programs can be better designed and targeted, implementation can be streamlined, and challenges that threaten sustainability and fairness can be addressed. Designing scholarship programs that work towards sustainability, equity, and impact is imperative, as revealed by the findings of a recent study on scholarship programs in Iraq. The study provides valuable insights that indicate both areas of success and areas that require improvement in the current programs. The study's outcomes indicate the need for policymakers and stakeholders to join forces to monitor and implement these programs more. At this stage of the evaluation (the first stage), the paragraphs of the questionnaire focused on two aspects: Examining the suitability of the work environment where scholarship recipients are employed. Examining the self-motivation of scholarship recipients to apply their specialized knowledge to the

development of their work. The questionnaire also included the accumulation of personal information about scholarship recipients, including their age, gender, and information Functional, which can be used in some evaluation paragraphs. The percentage and comparison methods were used to present and analyse the results.

In figure 1, which is a concise and easily understood presentation of the distribution among HCED, the Ministry of Higher Education, and those sources other sources provide just a small fraction, 5%, of the scholarship authority depicted. Note that the largest chunk is claimed by the Ministry of Higher Education, which holds a 61% share, with HCED's 34% share coming in second. The proportional differences between three sources of scholarship authority are easily digestible through the use of a pie chart, making this knowledge significant for those wishing to comprehend higher education's scholarship authority distribution. Identifying alternative sources of funding for higher education may be of interest to some, but this may prove difficult due to the lack of information on what is considered another source of scholarship authority. It is a potential limitation of the available chart. Providing a good look at the distribution of scholarship authority, Figure 1 highlights data from the Ministry of Higher Education, HCED and other sources. Its effectiveness lies in the simplicity and clarity of its pie chart which serves as an efficient visual tool for conveying this information in a quick fashion.

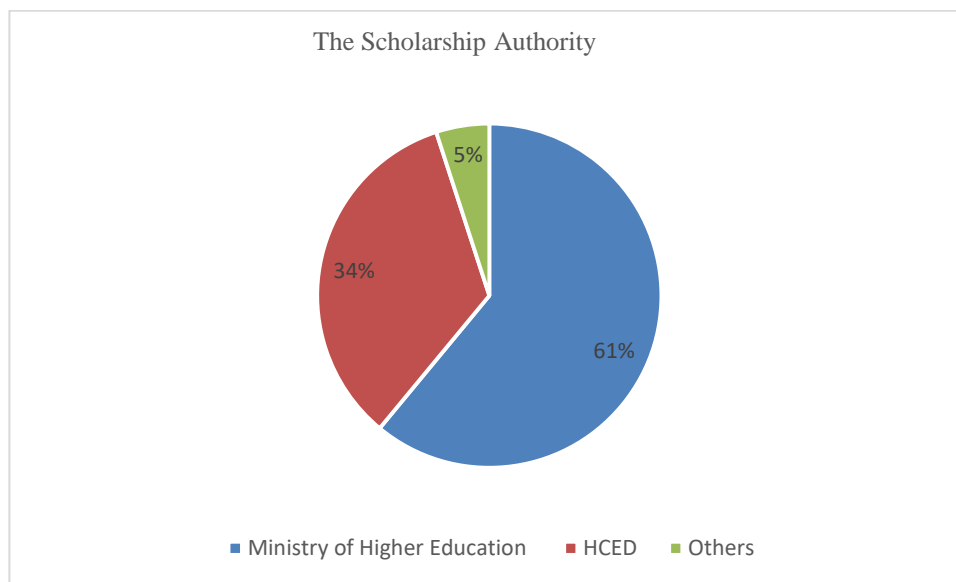


Figure 1. The Scholarship Authority

Figure 2 unveils the dispersion of scholarship winners based on gender across different programs. Data displayed on the circle graph showcases a notable majority of males as recipients across all programs: 64% for Ministry of Higher Education, 78% for HCED, and 83% for miscellaneous sources. Contrarily, female recipients are a minority presence, consisting of only 26% for the Ministry of Higher Education, 22% for HCED, and 17% for other sources. Figure 2 has provoked consideration regarding gender equality and the pathway to receiving a higher education. The asymmetry depicted in the pie chart reveals a possibility of hindrances imposed on female students that obstruct their equal participation in scholarships as opposed to their male peers. We advocate for additional investigation to discern the reasons for such contrasting prospects for males and females and to discover plausible remedies to resolve this issue. It is worth noting that the pie chart showcasing scholarship recipients' gender distribution fails to shed light on the socioeconomic or demographic backgrounds of the beneficiaries. To truly comprehend the reasons behind the observed gender discrepancies in scholarship dispensation, such data could prove to be immensely helpful. Needless to say, a mere graphical representation falls short in this regard. Starting point for further research and policy development is illustrated by Figure 2, emphasizing the necessity for greater attention to gender equity in scholarship programs.

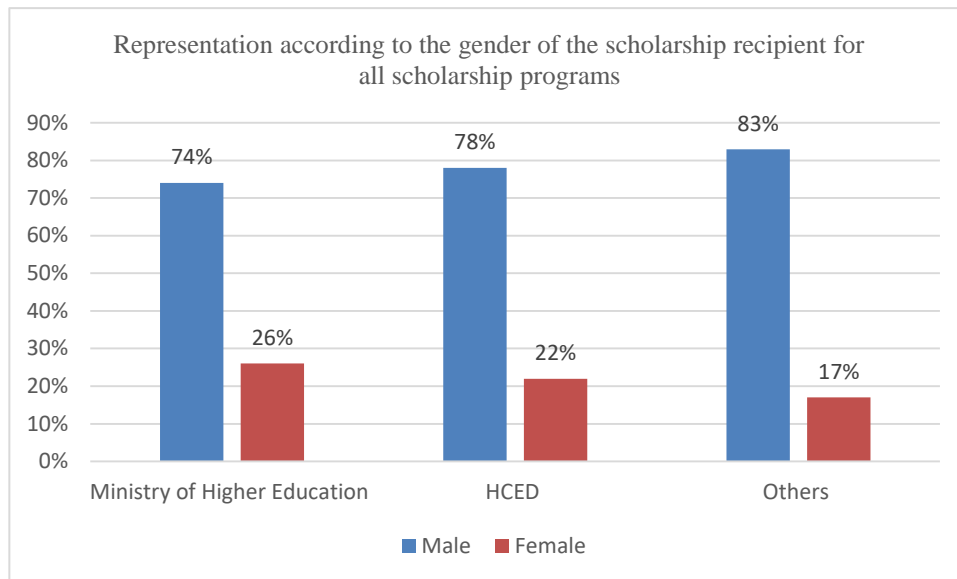


Figure 2.Representation according to the gender of the scholarship recipient for all scholarship programs

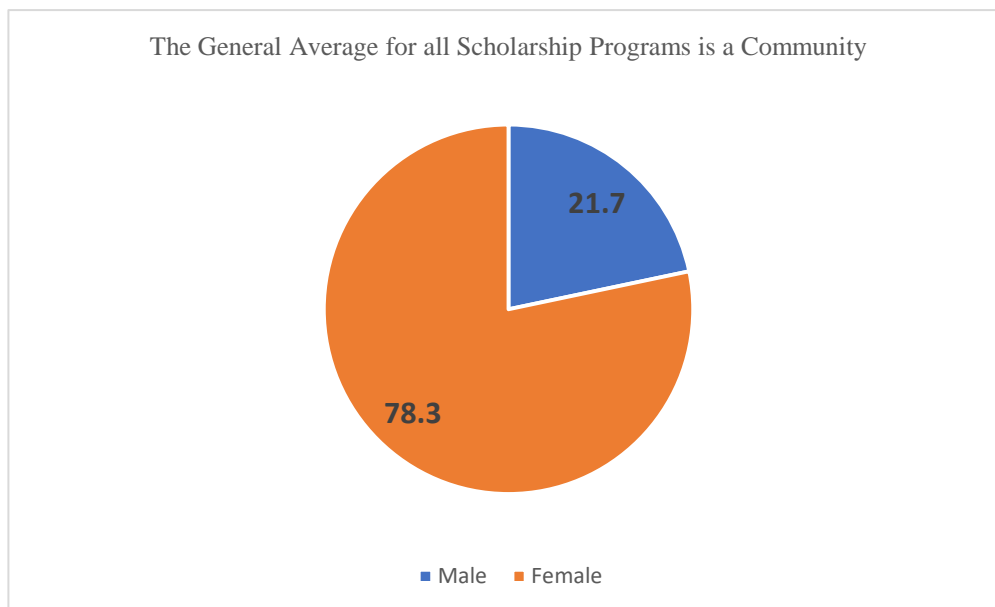


Figure 3.The General Average for all Scholarship Programs is a community

Insight into the academic degrees held by members of miscellaneous ministries and higher education entities is available in Figure 4's chart. It is revealed that it is mostly common for employees of the Ministry of Higher Education and the Higher Committee for Education Development (HCED) to possess PhD degrees. About 86% and 68% of these individuals respectively hold such a degree. Comparatively, there is a smaller percentage at 61% for those under the "other" category, yet it still represents a majority. In every classification, those with a Master's degree make up the remaining percentage. Educational backgrounds of employees in an organisation can provide useful insights and potentially impact research and policy choices. Understanding this information is key. A wider range of expertise and experience may be present in the "other" category since there seems to be a higher proportion of Master's degree holders. Meanwhile, the Ministry of Higher Education and HCED may have a greater potential for conducting and producing academic research due to the prevalence of PhD holders in their ranks. The educational landscape of these organizations can be explored by utilizing the information presented in this chart, but it's crucial to keep in mind that this data doesn't offer a

complete comprehension of the qualifications and skills of each individual in these bodies. For that reason, it's essential to carry out further analysis and research to draw more nuanced conclusions. Nevertheless, this chart serves as a useful first step towards understanding the educational makeup of these organizations.

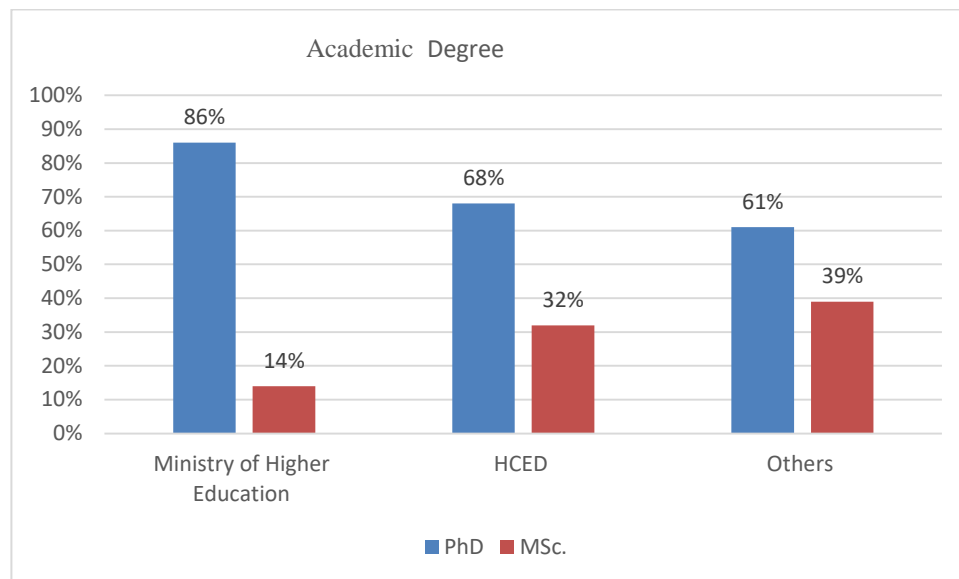


Figure 4. Academic Degree

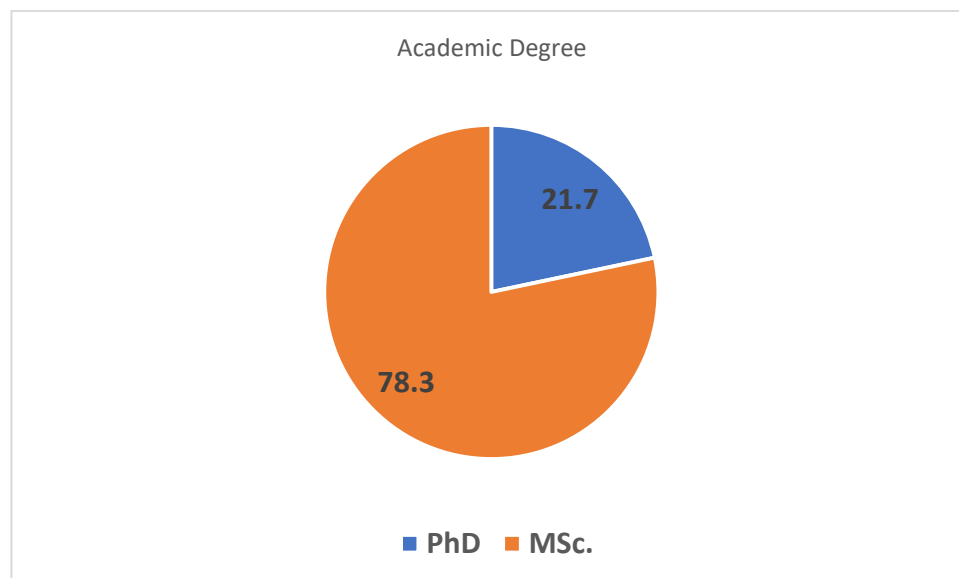


Figure 5. Academic degree

In terms of scholarship recipients for the Ministry of Higher Education and the Higher Committee for Education Development (HCED), the countries portrayed in Figure 5 depict where those individuals were originally from. Notably, a large percentage obtained scholarships in the United States, accounting for 43% and 47% respectively. Following this trend were the United Kingdom and Australia as the next popular choices for scholarship destinations. Educational backgrounds and experiences of individuals in scholarship organizations may be impacted by the USA's dominant position as a scholarship country. This is likely due to the country's strong emphasis on research-focused graduate education, as evidenced by the high percentage of PhD holders in these organizations, illustrated in the chart. The concentration of scholarship recipients from the UK and Australia also suggests a specific focus on educational and research collaborations with these countries. These charts only display scholarship countries, and therefore, it does not showcase a complete image of the international experiences of members within

these organizations. Further exploration of the period and kind of scholarship programs would be beneficial, as well as inspecting how individuals have implemented their newfound knowledge and skills upon return to their native countries. Nonetheless, it is crucial to take into consideration that the information given is minor.

By exploring the international connections and experiences of those in the Ministry of Higher Education and HCED, Figure 5 offers a basis for finding new collaborations and initiatives. It's evident that the given information has great relevance in this regard.

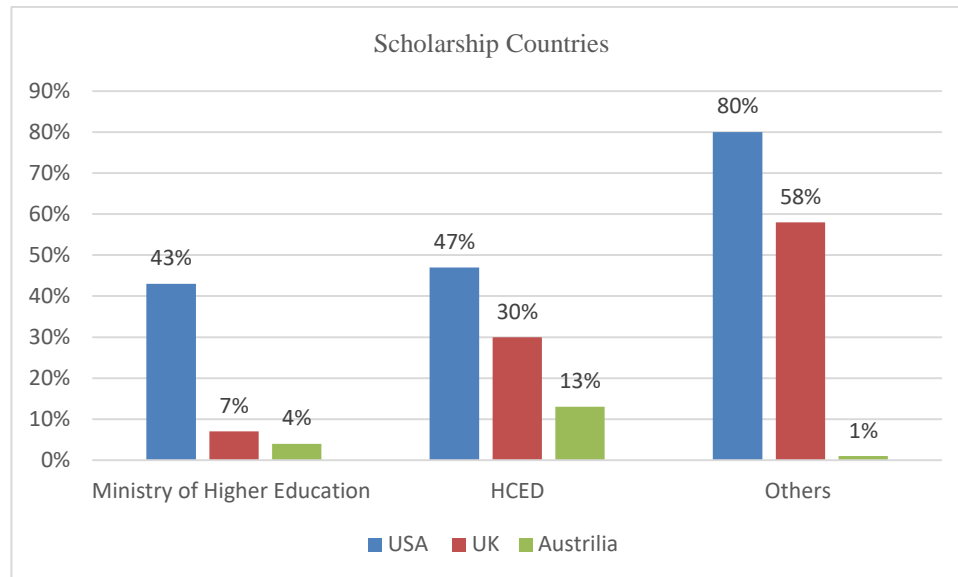


Figure 6. scholarship countries

In the Ministry of Higher Education and the Higher Committee for Education Development (HCED), Figure 6 offers relevant details on employment trends. A close analysis of the chart reveals that most people within these organizations are employees. However, the number of individuals identified as non-employees is relatively low. Undergoing scrutiny, it has been discovered that the Ministry of Higher Education and HCED function in a conventional bureaucratic manner with established hierarchies and roles - as evidenced by the abundance of employees. Although this model may aid the execution of policies and endeavors, it may also impose restrictions on adaptability and originality, signifying crucial implications for comprehending these organizations' structure and function. Greater flexibility and access to expertise may be sought by organizations through the involvement of non-employees such as contractors, consultants, or informal role-holders. However, this could also present obstacles to accountability and coordination. Possible indicators of such arrangements might be the presence of a small fraction of non-employees. The employment landscape within these organizations cannot be fully captured by the information presented in this chart. A more in-depth analysis would be required to gauge the allocation of roles and responsibilities in the employee category, as well as the level of non-employee involvement. It should be kept in mind that the information presented here is not all-encompassing. Implications for policies and initiatives within the Ministry of Higher Education and HCED can be drawn from the valuable organizational structure information given in Figure 6. It is clear that this information provides insight into these institutions.

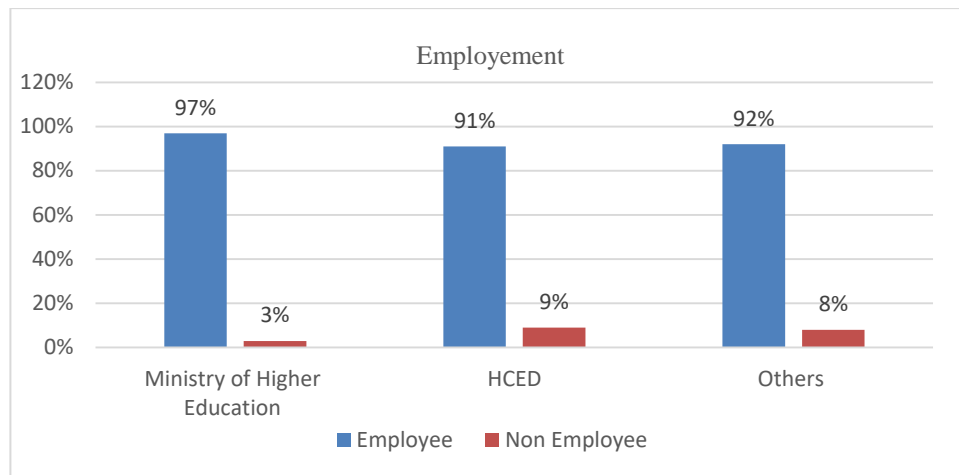


Figure 7. Employment

In terms of workplace distribution for scholarship graduates, valuable insights can be gleaned from the data depicted in Figure 7. An examination of the chart reveals a predominant trend of government-based institutions serving as the primary employer for the vast majority of graduates in the Ministry of Higher Education and the Higher Committee for Education Development (HCED). A mere fraction of scholarship recipients report their work being in the privately-owned sector.

Understanding the career paths and opportunities for scholarship graduates in these organizations is crucial, given the significance of this information. A prime focus on public service and the development of the educational sector within the country is apparent from the dominance of government work. This could mean that the private sector lacks ample opportunities and resources, especially in the education domain.

Within the government sector, many scholarship graduates are employed, but a few work in the private sector. This may be attributed to a quest for greater financial incentives or the need for more flexibility. Nonetheless, this data is not complete and additional research is needed to delve into the motivations behind these employment trends for scholarship graduates. The public sector's impact on education and workforce development in this country is emphasized by the data displayed in Figure 7. This could influence policy and investment choices regarding this sector.

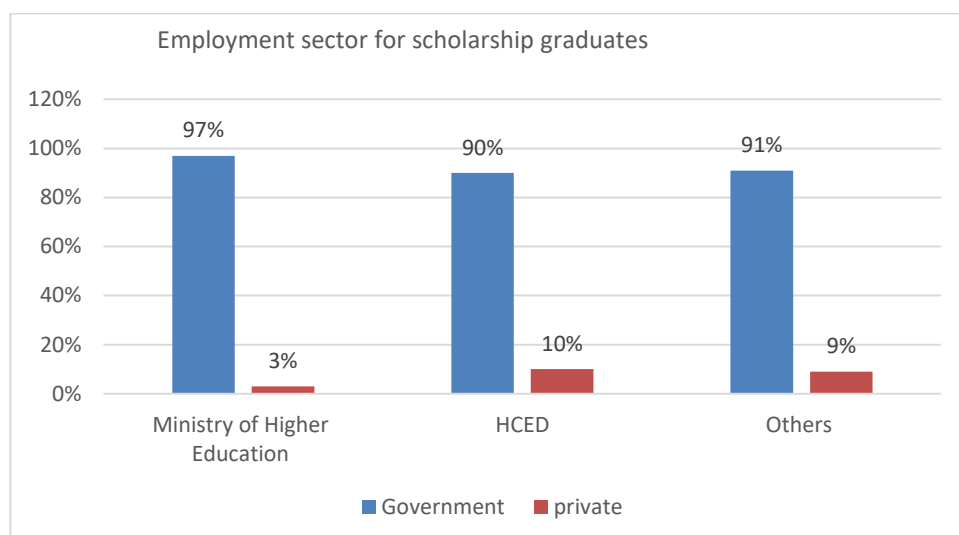


Figure 8. Employment sector for scholarship graduates

The distribution of scholarship graduates among various ministries is illuminated by the data found in Figure 8. Analysis of the chart indicates that the majority of graduates from HCED (72%), the Ministry of Higher Education (92%), and other unspecified ministries (82%) find employment at the

Ministry of Higher Education. Another intriguing finding is that a mere 8% of scholarship graduates from each group end up employed by ministries other than their own. For those in authority who must consider resource allocation and workforce planning, this chart's implications could be significant. Ministries have a duty to guarantee that scholarship programs meet their particular human resource requirements and that graduates are being placed in positions where their skills are most valuable. Scholarship graduates' employment outcomes may be attributed to various factors like job availability, networking, and qualifications. For this reason, it's important to further study the distribution patterns of these graduates within the workplace.

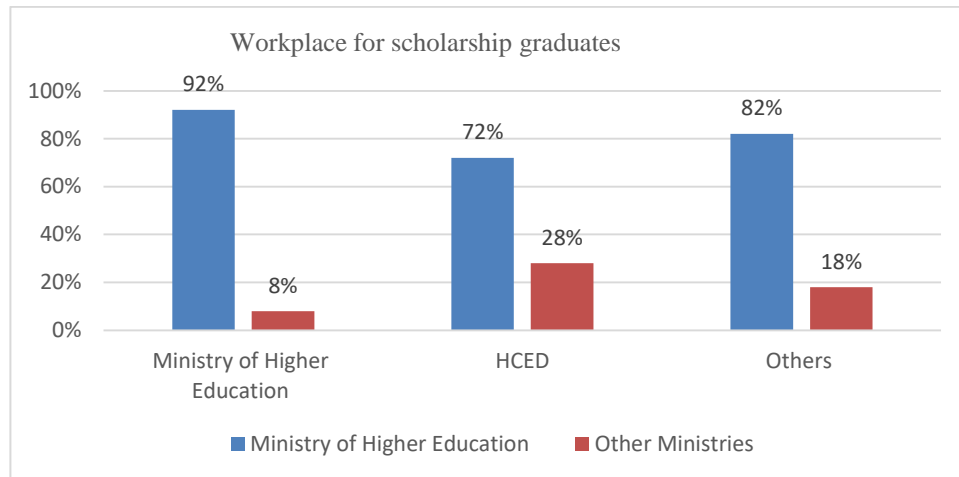


Figure 9. Workplace for scholarship graduates

The Ministries' scholarship graduates' current job positions are shown in Figure 9. Lecturer roles are the most prevalent job position among all categories, and graduates from the Ministry of Higher Education have the highest percentage in this role at 69%. These results indicate that the scholarship programs are effectively aiding the academic workforce's advancement in the higher education sector.

Employment data from different scholarship programs show that a considerable number of their graduates have landed management roles: 28% from the Ministry of Higher Education scholarship, 26% from HCED, and 39% from other programs. These numbers support the notion that these scholarship initiatives may also help nurture the leadership and organizational skills of their beneficiaries in the public sector.

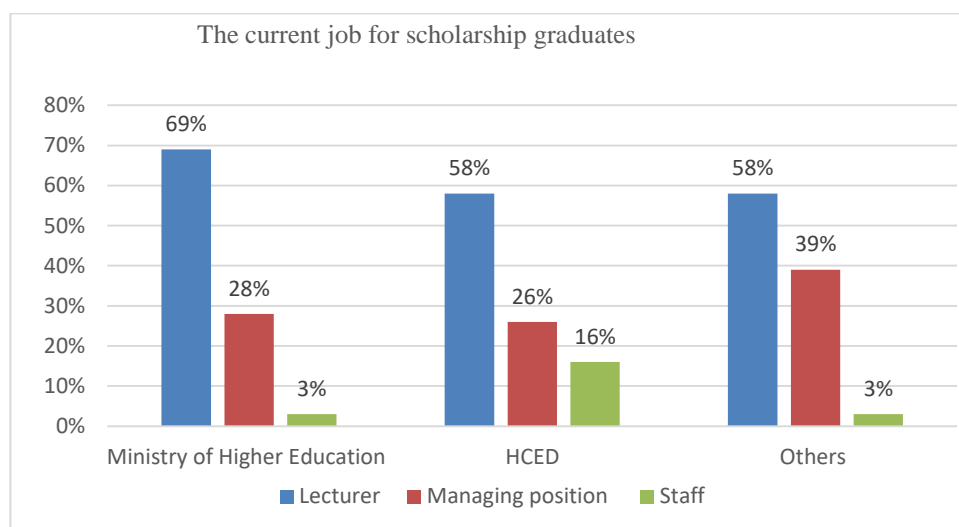


Figure 10. The current job for scholarship graduates

For those who have received scholarships, only a small percentage of graduates (3% for Ministry of Higher Education, 16% for HCED, and 3% for others) end up working as staff members. It's worth

investigating why this trend has emerged and whether it's due to a lack of staff positions in the public sector or a preference among scholarship recipients for academic or management roles.

The analysis of this data implies that through scholarship programs, the public sector has been able to bolster the growth of the academic and managerial workforce. Overall, it seems that these programs have been effective in developing human resources.

From the chart in Figure 10, we can see a breakdown of how scholarship graduates perceive their work environment's appropriateness depending on what ministry they come from. Interestingly, most graduates from all ministries thought that their qualifications and skills were well-suited to their current work environment. In fact, the Ministry of Higher Education had the greatest percentage of graduates who felt this way, an impressive 79%. Perceptions of job suitability even when the position doesn't perfectly align with qualifications and skills were common among scholarship graduates from HCED and other institutions, as revealed by the chart. Roughly 23% and 27% fell into these respective categories. This information indicates that scholarship graduates could be more open to versatile career paths and receptive to working in roles that may not perfectly match their academic training. A trend has been observed where a majority of scholarship graduates have perceived their current workplace to be suitable for their qualifications and skills. However, a small percentage (1% for others, 12% for HCED, and 12% for Ministry of Higher Education) have stated otherwise. It would be beneficial to conduct further research to determine the factors behind this trend. It may indicate a dearth of job openings in the government sector that complement the expertise and competencies of scholarship graduates. For job satisfaction and career advancement, it's essential to have an appropriate work environment that fits qualifications and skills. This is reflected in the results of the chart, which indicate that most scholarship graduates feel this way. It is significant because employees who view their work environment as fitting are more likely to be enthusiastic and devoted to their job.

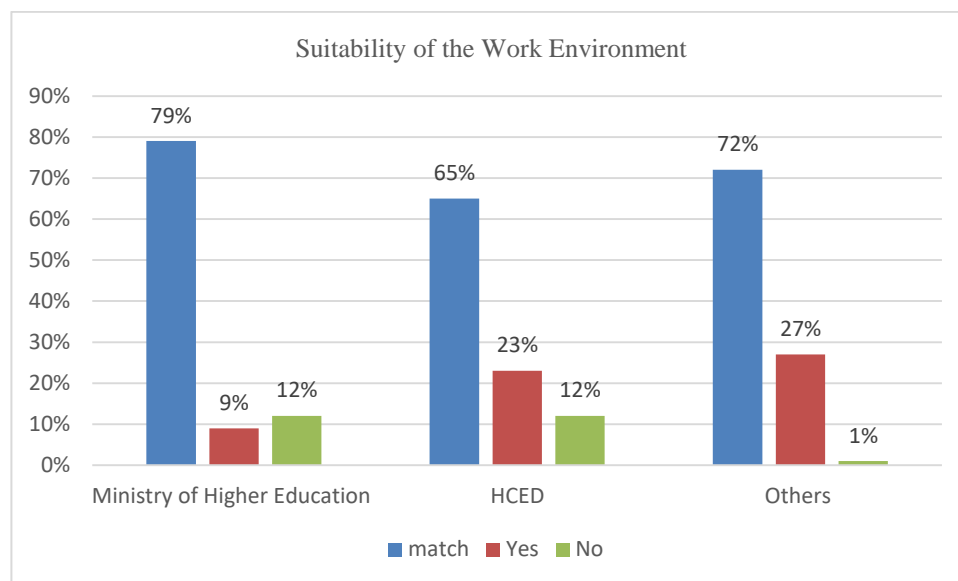


Figure 11. Suitability of the Work Environment

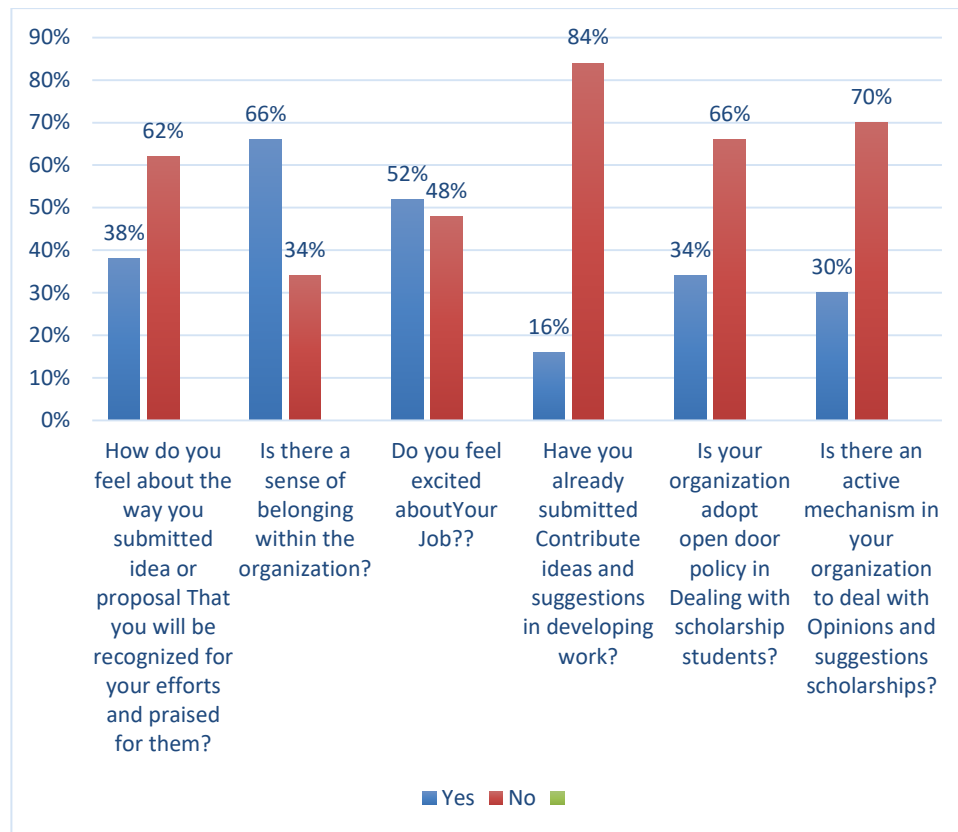


Figure 12. HCED Graduate

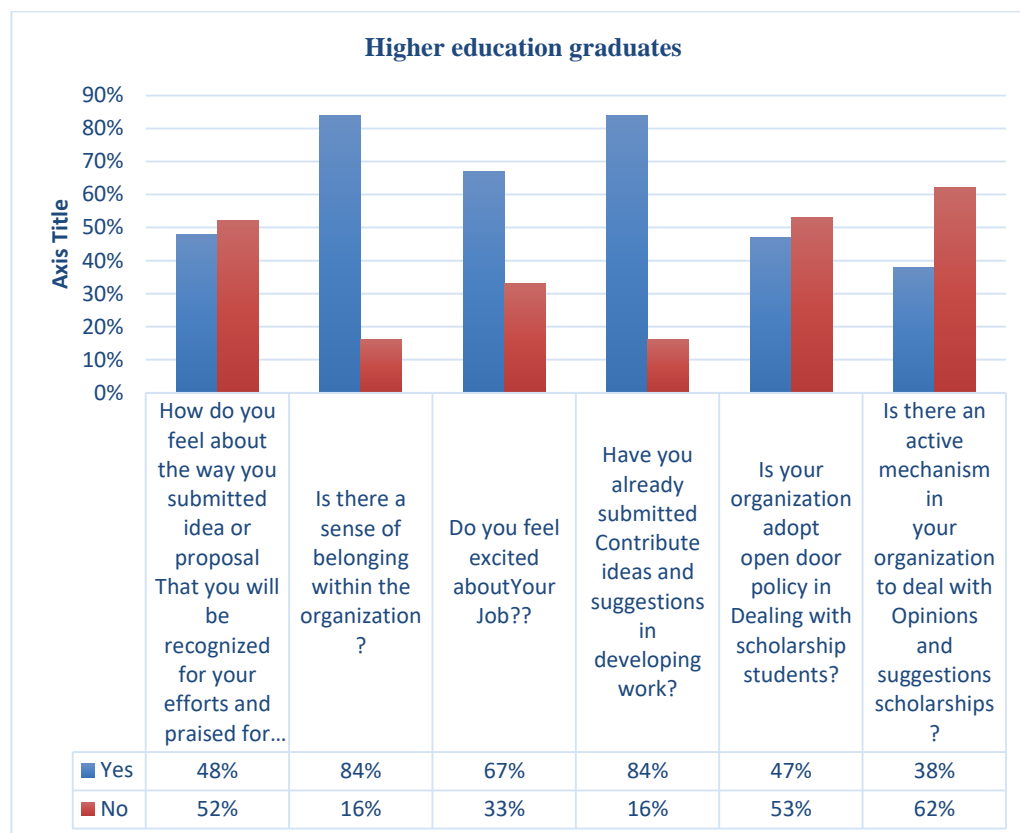


Figure 13 Ministry of higher Education graduates

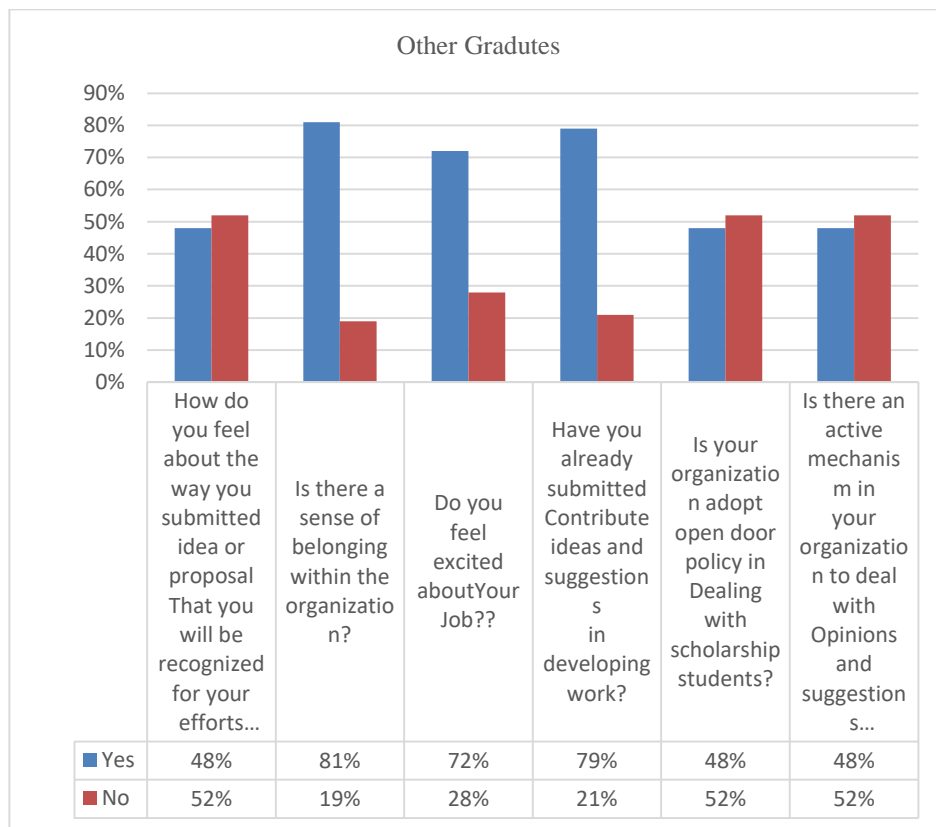


Figure 14. Other Graduates

To what extent did your institution give you an opportunity for institutional development, as a scholarship student?

Providing valuable insights into institutional development opportunities granted to scholarship students, Figure 14 displays that significant portions of these students (32%) reported being provided with opportunities for institutional development "at all". On the other hand, a corresponding proportion of these students reported that opportunities were granted "to some extent" (26%). Among scholarship students, the distribution of perceived institutional development opportunities was quite even according to the chart. Interestingly, 13% of respondents chose "middle," "somewhat," and "a lot" as their answers. This indicates that the provision of institutional development opportunities across institutions could vary significantly and that there could be potential for improvement in this aspect. Research may need to be conducted to dive deeper into understanding the thought processes driving these perceptions. Moreover, it is crucial to pinpoint methods that can elevate institutional growth possibilities for scholarship beneficiaries. Another interesting angle to explore is whether dissimilarities exist in the seen institutional development opportunities based on criteria such as the academic domain or the scholarship program brand. These results indicate a possible need for progress in supplying institutional development opportunities for scholarship recipients. It is evident that further examination is necessary to fully comprehend the elements that influence these impressions.

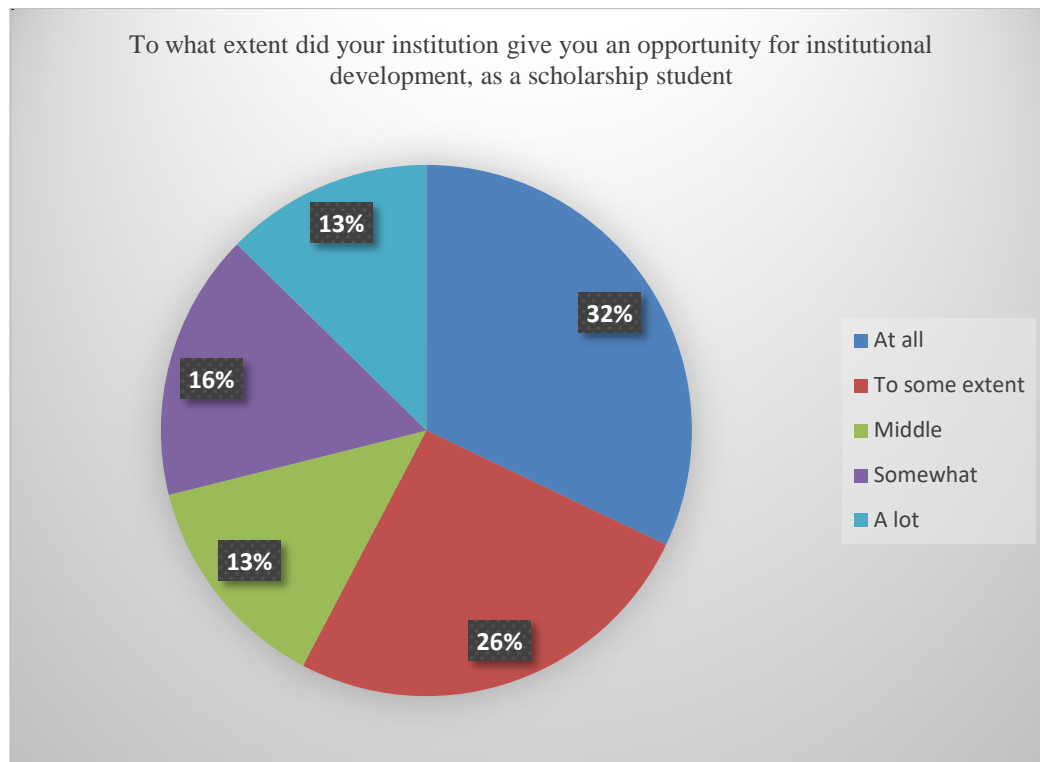


Figure 15. To what extent has your organisation supported your ideas and suggestions?

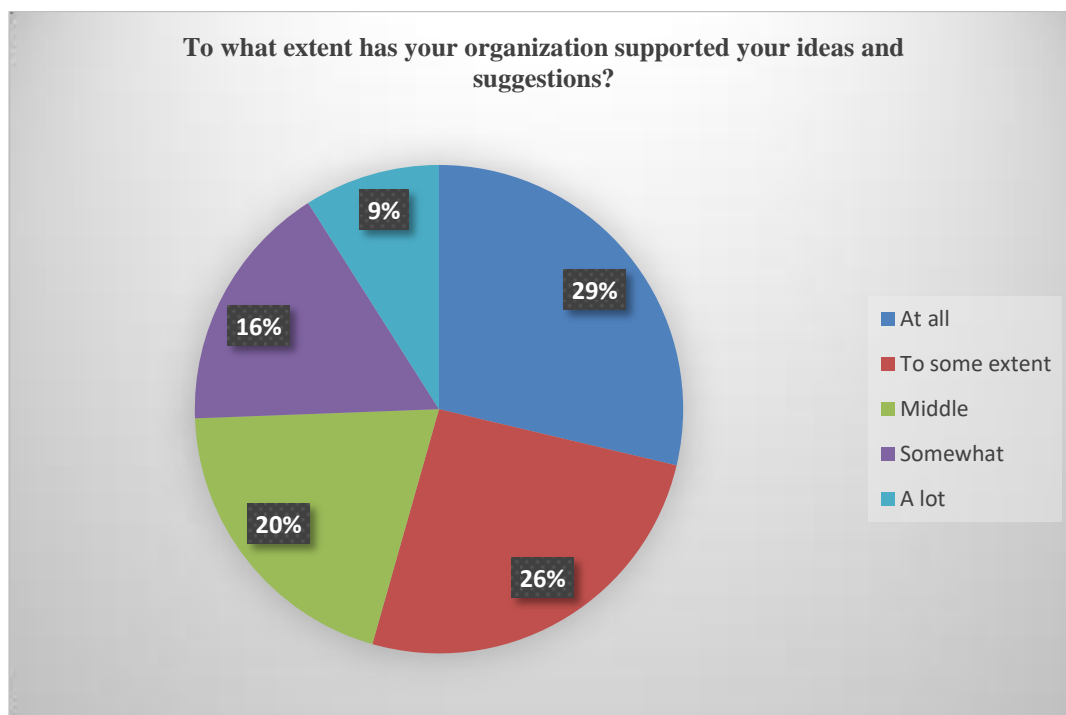


Figure 16. To what extent does your institution involve its scholarship students in setting policies and making decisions?

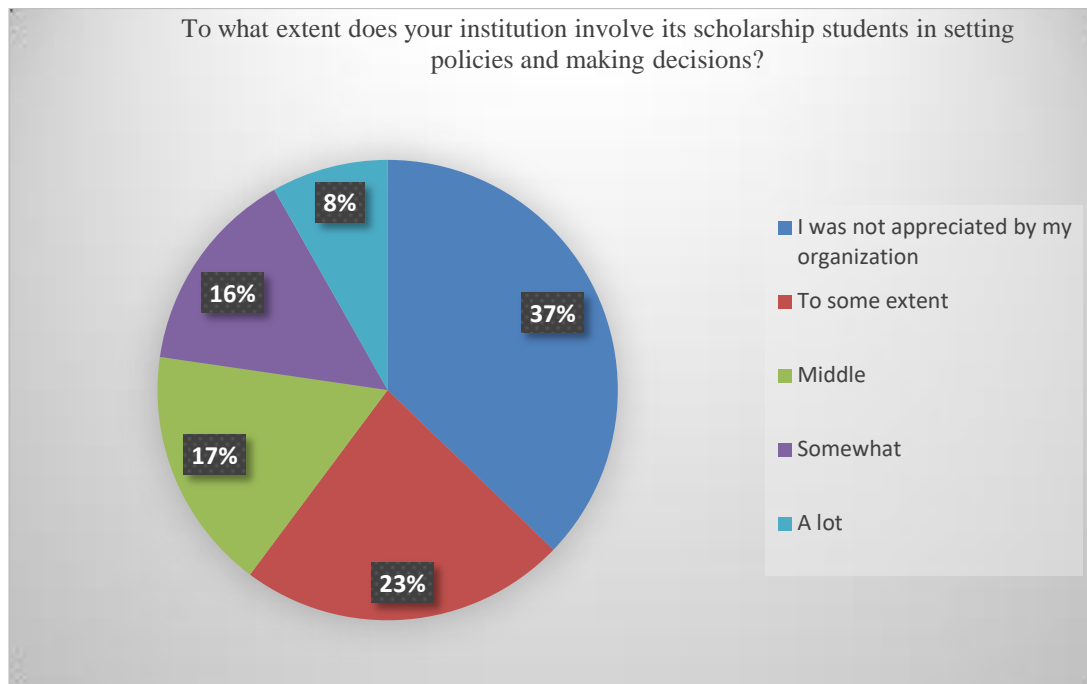


Figure 17. To what extent does your institution involve its scholarship students in setting policies and making decisions?

Did you move to another institution after your return from the scholarship? If the answer is yes please Choose the reason or choose the answer No What is the level of your assessment of your institution in supporting scholarships from 1 to 5, where the number is 1 Weak and number 5 is very good

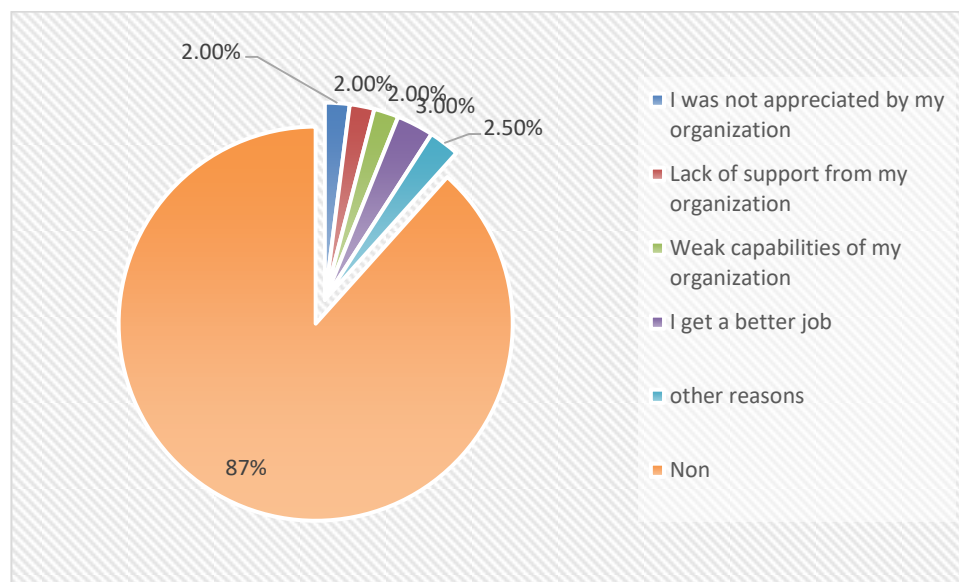


Figure 18. Did you move to another institution after your return from scholarship? If the answer is yes please Choose the reason or choose the answer No

What is the level of your assessment of your institution in supporting scholarships from 1 to 5, where the number is 1 Weak and number 5 is very good

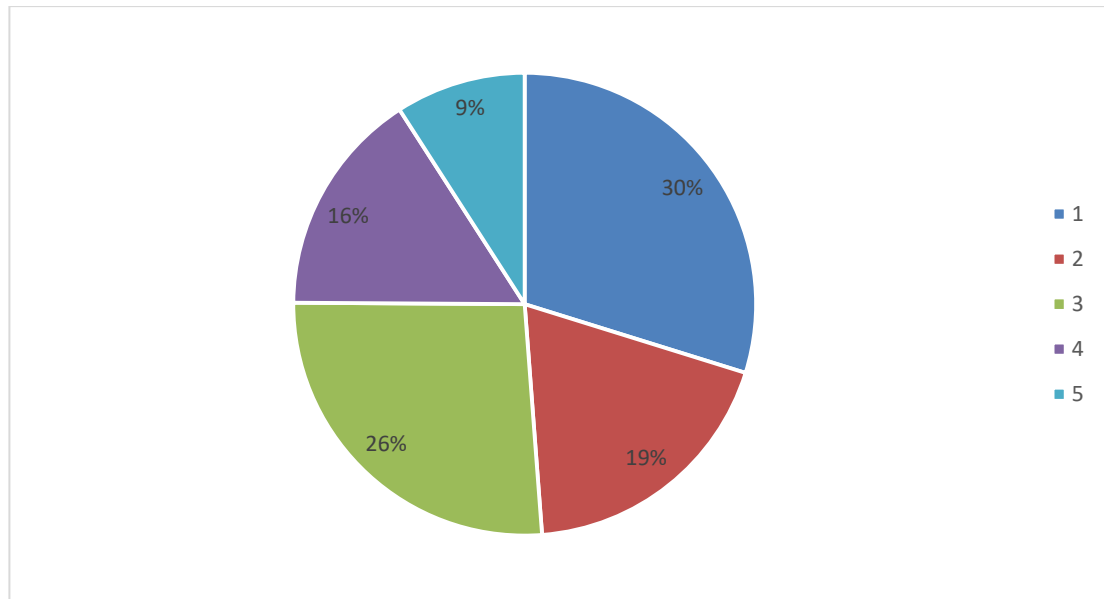


Figure 19. What is the level of your evaluation of your institution in supporting scholarship students from 1 to 5, where number 1 is weak and number 5 is very good

- According to the data, a large proportion of scholarship program graduates concur that their academic specialization matches their current work, while a small proportion of scholarship program graduates believe that their current work does not match their academic specialization. The aggregate evaluation of the work environment for all beneficiaries of the three programs is relatively low.
- The HCED group is disproportionately impacted by their work environment, particularly in terms of evaluating their proposals and accomplishments.
- Graduates of the three programs demonstrate enthusiasm and a strong desire to create and present new concepts.
- The HCED group is less enthusiastic about work than the other groups.
- A negligible proportion of scholarship program graduates have relocated to a new place of employment. This is inexplicable.

The result is a reluctance to transfer, which can be explained by the existence of administrative constraints on the process.

5. RECOMMENDATIONS

Re-examining the mechanism for distributing scholarship program recipients in a way that accomplishes equilibrium and provides employment Best for output. The necessity of achieving equality by modifying the admission requirements for these programs in order to increase the proportion of female pupils. Integrating graduates into the private sector or assisting them in establishing their own businesses and initiatives to support the private sector and alleviate pressure on the public sector. Supporting other ministries besides education with a greater number of graduates to cultivate work in those ministries as an aspect of the academic sciences. The need to increase the proportion of master's degrees, as this level of education offers higher employment opportunities Especially in the private sector, as a result of the expansion of the future teaching base in universities, as well as the absence of its costs and the short time to graduation. Enhance the employment of scholarship recipients in other ministries to support and advance their work, or increase the proportion of scholarship recipients. Scholarship programs for other ministry employees. Searching for the causes of the inconsistency between the specialization and treatment of some scholarship recipients' employment. Increasing the number of scholarship countries for the HCED program in order to acquire a variety of skills. The study recommends that the Ministry of Education increase the proportion of scholarships for developed nations such as the United States and other European nations in order to increase the level of efficacy. Utilizing and employing individuals with high levels of self-motivation to provide the highest quality service to state institutions. According to carefully considered designs

6. CONCLUSION

A recent study in Iraq examined the efficacy of scholarship programs, highlighting the need for enhancements to their impact, sustainability, and fairness. This viewpoint is important for the nation's efforts to fight inequality and advance education. Political decision-makers and interested parties are expected to follow the study's findings as a guide. Although the scholarship program has improved the educational level of Iraqi students, there are still issues that must be resolved in order to make it fair and sustainable. For enhancing educational acceptance and reducing inequality, the scholarship program is essential. There are, however, a number of challenges that must be overcome. First and foremost, the scholarship program's funding needs to be long-term viable. Although it is commendable that the government has set aside money for this program, ongoing financial assistance is required to make sure that deserving students can continue their education uninterrupted. The selection process needs to be fair, which is the second important consideration. It is crucial that scholarships are given out on the basis of merit and unaffected by any kind of prejudice or favouritism. A system of evaluation that considers academic performance, extracurricular activities, and personal accomplishments can be put in place to accomplish this. Additionally, it is crucial to give scholarship recipients enough assistance and resources. Many students might come from underprivileged backgrounds and may need extra help, like mentorship programs, counselling services, and access to educational resources. These students will have a better chance of academic success and potential fulfilment if they receive comprehensive support. Additionally, to these. However, we must make sure that the scholarship plan's conception and execution support equity and sustainability. Overall, the study shows the scholarship's potential, but in order to fully reap its rewards, we must address these issues. An increase in cooperation between various interest groups, including the government, private sector, private society, and international organizations, is required to increase the effectiveness of the Iraqi Scholarship Plan. This collaboration can ensure that the scholarship plan has sound objectives, adequate funding, and efficient administration. Additionally, in order to guarantee the long-term viability of the scholarship program, priority must be given to the development of sustainable financing models and administrative frameworks. It is important to strengthen cooperation between various parties, including governments, corporations, individuals, and international organizations, in order to increase the effectiveness of the Iraq scholarship program. This cooperation may result in more effective goals, sufficient funding, and effective management of the scholarship program. To ensure the steady development of this program, it is also crucial to prioritize the creation of long-term financial strategies and governing frameworks.

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