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المجلة العراقية لبحوث السوق وحماية المستهلك

TRANSITION FROM TRADITIONAL TO RESEARCH UNIVERSITIES, INVESTING IN TRAINING AND DEVELOPING STUDENTS AND SUPPORTING THE NATIONAL ECONOMY

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ABSTRACT

The research was conducted at the University of Baghdad/ Jadiriyah Complex from February to August 2021 and data was collected from 6 consulting offices as well as 5 research centers. Baghdad University/Jadiriyah Complex is a combination of traditional university and research university through their available advisory offices and research centers whose primary duty is to research and study according to a pre-prepared annual plan, both of which provide services and advice to the public and private sectors. as well as laboratories and clinics serving students, researchers and citizens at nominal wages, Research and studies carried out by researchers for the purpose of obtaining scientific promotion, changing scientific titles, etc., as well as supervising graduate research, some of which are solutions to problems in the public and private sectors. Through research sources, there has been a clear lack of cooperation between State ministries, their departments and the private sector with advisory offices and scientific research centers within the University/ Jadiriyah Complex, although they are accredited by the Ministry of Higher Education and Scientific Research and related bodies. There was also a weakness in terms of information for the purpose of informing citizens of the services provided by the above offices and centers, as well as in terms of the remuneration of examinations and consultations, where there was a difference between them and the offices of the private sector, which were similar to the government advisory offices, as well as the specialization of a consulting office. (Advisory Office of the Centre for Urban and Regional Higher Education Planning) in urban planning, which is not similar in operation at the University of Baghdad but in Iraq, as well as one of the research centers The Market Research and Consumer Protection Center is the only center at the University and in Iraq specializing in market research and studies and consumer protection.

Keywords: Market, Consumer, Laser, Urban, Heritage.

التحول من الجامعات التقليدية الى الجامعات البحثية والاستثمار في تدريب الطلاب وتطوير قدراتهم ودعم الاقتصاد الوطني

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الخلاصة

تم اجراء البحث في جامعة بغداد/ مجمع الجادرية في الفترة من شهر شباط الى شهر اب للعام 2021 وجمعت البيانات من 6 مكاتب استشارية فضلا عن 5 مراكز بحثية، تبين من خلال البحث ان الجامعة (جامعة بغداد/ مجمع الجادرية) هي تجمع بين الجامعة التقليدية والجامعة البحثية من خلال المكاتب الاستشارية المتوفرة فيها والمراكز البحثية التي واجبها الأساسي اعداد البحوث والدراسات وفق خطة سنوية معدة مسبقا وكلاهما تقدم خدماتها واستشاراتها للقطاعين العام والخاص، وكذلك المختبرات والعيادات التي تقدم خدماتها للطلاب والباحثين والمواطنين بأجور رمزية،

والبحوث والدراسات التي يقوم بها الباحثين لغرض الحصول على الترقية العلمية وتغيير اللقب العلمي وغيرها، فضلا عن الاشراف على بحوث طلبة الدراسات العليا والتي تكون بعضها حلول لمشاكل في القطاع العام والخاص، ومن خلال مصادر البحث تبين هنالك قصور واضح في عدم تعاون وزارات الدولة والدوائر التابعة لها والقطاع الخاص مع المكاتب الاستشارية ومراكز البحث العلمي داخل الجامعة / مجمع الجادرية رغم كونها معتمدة من قبل وزارة التعليم العالي والبحث العلمي والجهات ذات العلاقة، ايضا لوحظ هنالك ضعف من الناحية الاعلامية لغرض تعريف المواطن بالخدمات المقدمة من قبل المكاتب والمراكز اعلاه وكذلك من ناحية اجور الفحوصات والاستشارات حيث تبين وجود اختلاف بينها وبين المكاتب التابعة للقطاع الخاص التي تماثل في جهة معينة المكاتب الاستشارية الحكومية فضلا عن تخصص احد المكاتب الاستشارية (المكتب الاستشاري لمركز التخطيط الحضري والاقليمي للدراسات العليا) في التخطيط الحضري والذي ليس له مشابه في العمل في جامعة بغداد بل في العراق وكذلك مركز بحوث السوق وحماية المستهلك الذي يعد المؤسسة الاكاديمية الوحيدة على مستوى العراق يتخصص بإجراء البحوث في مجال السوق والمستهلك.

الكلمات المفتاحية: السوق، المستهلك، الليزر، الحضري، التراث.

INTRODUCTION

Mobility and notable development in some universities augur well for a golden period of revision and development in higher teaching. Indeed, the development and expansion of higher education and the launching of its planning projects have become remarkable over the past years. When we talk about universities, the educational process in various specialized fields emerges as a major task for these institutions to undertake in order to qualify their graduates with the knowledge and skills needed to work as specialists in these fields. There is no doubt that this task is a necessity of modern life. Human cognitive rehabilitation and the employment of qualified people are beneficial to society, progress and development. It must be said, however, that this educational process and its human cognitive training are not the only task of universities, but one that is no less important but complementary and interactive:

1- Associated with "basic" knowledge and theories.
2- Attachment to practical "applied" knowledge.
3- Attention and "advice" on responding to emergency knowledge issues.

Scientific research into basic knowledge contributes to the accumulation of human knowledge, from aside, and to future applied research, on the other side. Therefore, it has a human international dimension, on the one hand, and a planning dimension that looks to and prepares for the future, on the other hand. In universities, applied scientific research offers new knowledge that can be employed and utilized. It may give a new or renewed product, or it may devise a new or renewed service, so that product or service will achieve outstanding value, in the national or international market, leading to employment, profit, and development promotion and sustainability. Through the experience of knowledge generation through basic research and applied research, universities can respond to the demands of industrial and service knowledge institutions, provide them with the advice they need, solve their problems and increase their supply. In addition to the above, universities provide society with selected scientists and researchers, graduates of their academic research programs, who are able to work in various sectors of society and help in the success and excellence of these sectors. There is also no doubt that the flourishing of research in universities benefits the educational process itself, which can be research-oriented, becoming deeper and more influential.

Problem of research

The problem of research is whether only traditional universities are available at present or there are other definitions of Arab or global universities, and whether students can be trained in work outputs through their training workshops and individual research centers in their designations and disciplines. So the worldview is different where there is research, virtual,

investment and other universities, and yet traditional universities do the same tasks for these universities, but in other names.

Aim of the research

The aim of the research is to find out whether the University of Baghdad/Jadiriyah Complex is only a traditional university working on graduating students to the labor market, or whether it is a research university characterized by research, scientific studies and scientific research centers whose laboratories and facilities can be used in general.

Classification of institutions of higher education

According to the Carnegie classification in America there are four major varieties:

1. Universities providing masters, Preliminary studies.
2. Then Preliminary studies degree -giving universities and colleges, as well as other associate degrees below Preliminary studies.
3. Also, assistant degree -giving colleges are lower than Preliminary studies degrees, which also award a Preliminary studies degree at a limited percentage in some of their own programmers.

The classification distinguishes between two levels of research universities. The first Level universities are considered to focus extensively and extensively on scientific research and as a result offer 50 doctorates at least annually in areas of 15 or more in addition, of course, to outstanding Preliminary studies and master's degree programmers. The second level of research universities, in the Carnegie Classification, is considered to have an interest in scientific research; In other words, at least 10 PhD degrees are awarded annually, in areas of 3 or more, or 20 PhD degrees are awarded annually in at least one or more fields, in addition to Preliminary studies and master's programmers.

It is noted that the Carnegie Classification of Research Universities is linked to the PhD programmers and their annual multiple-field graduates. PhD research seeks to provide outstanding knowledge giving by students who have demonstrated their academic excellence, guided by academics who have acquired long-term research experience. PhD research often enjoys external support for students and professors as well as university laboratories. A more extensive definition of research universities, presented by a European academic and published by the Organization for Economic Cooperation and Development (OECD), identifies six main features of the research university. These include:

1. The University should carry out basic and applied research.
2. Teaching is based on scientific research.
3. Enjoy an integrated academic system.
4. Have a high percentage of graduate programmers of a research nature.
5. A high proportion of its income should come from external sources.
6. To enjoy an international dimension.

This definition shows that the University is concerned not only with applied research with direct benefits, but also with basic research that contributes to increasing human knowledge. Universities are proud to receive some of the Nobel Science Awards that prove their worth in basic research; It is also proud of the association of its research with private companies and its success in providing viable research that will benefit them in providing new products and services. The definition highlights the fact that the University has a high reputation and research profile that leads to external support, which represents a high proportion of its income. The definition emphasizes the need for graduate programmers of a research nature in the Carnegie Classification. The definition also focuses on the issue of the

interaction between scientific research and the educational process, and on the need for teaching in research universities to be based on the research method and renewed research knowledge. The definition does not forget the subject of management, as it indicates in this context the need for the research university to have an integrated academic system. The definition speaks of the need for an international dimension of the research university. This dimension is reflected in the university environment in terms of the presence of students and professors from different parts of the world, cooperation, external expansion and partnership agreements with universities and knowledge institutions around the world. It should be noted here, as an example, that in previous years Stanford American University had established a branch in China. Many other global universities seek to expand or partner with other universities around the world. like in the Germany (TU-Darmstadt) university. With reference to the above, we would like to ask, finally, where are our universities' research qualities? The world's cognitive rivalry, the responsiveness of universities in different countries to this competition and their entry, with unprecedented courage and determination, into the arena of scientific research and knowledge giving, also invite us to respond. We want to develop scientific research in our universities and, indeed, seek to have genuine national research universities that are globally competitive. We want university research groups at all levels, at the Arab and Islamic levels, and even worldwide, in order to have a knowledgeable place in the world, to achieve development and to promote its sustainability **(Economic Journal, 2009)**.

Traditional universities

Traditional universities vary in size, messages, courses, disciplines, selection criteria, experience and background of students and faculty, and the nature of their locations **(Hanna, 1998),** but there are general characteristics of traditional universities and colleges including:

1. Number of students residing in the vicinity of the university.
2. Its presence in a recognized geographical area known for the provision of educational services, from which the University relies on the attraction of students; That area may be a community, a prefecture, a state, or a state in the case of a few distinct institutions.
3. Full-time teaching staff, to organize curricula and postgraduate programmers, to teach face-to-face, to engage in university duties, and often to participate in social services and in the management of the institution.
4. Central library.
5. A central area for servicing buildings and plants.
6. A financially unprofitable institution.
7. Organizational effectiveness assessment strategies are based on the measurement of inputs, such as support, library contents, facilities, student faculty ratios, faculty competence and student proficiency.
8. In traditional universities, students maintain the gripes to classrooms on campus, where full-time faculty members teach. Although many major and famous traditional universities attract students from around the world, the university itself is not universal because students are committed to actually attending the university campus throughout the academic year, where the university campus is located on land in a specific and well-known geographical area in the midst of a local culture with its own features. On the other hand, the World University, to which the definition of a traditional university may apply, is a university supported by several Governments, and is thus governed by official figures representing the Governments of States, many of which are established by regional or international societies, such as: United Nations University and Islamic Technical University. With regard to the assessment of the traditional university, attention is focused on teaching processes such as

institution message, support, curriculum, faculty experience, student science and administrative system. The idea in this view of the evaluation of traditional universities is that, taken as a whole, the elements used in the evaluation are indicators of organizational effectiveness, and an indirect criterion of student learning expectations, as opposed to the single criteria of student learning based on final tests that are common practice in many countries, particularly European States. The basic inputs and key characteristics of traditional universities emerged in the nineteenth century in industrialized countries, where the great importance of such composite indicators is that they determine the status of the degree awarded by the university and thus the value of the degree in the market. These inputs and assumptions relating to the evaluation of universities and the implications of practice and culture within universities **(Noam, 1998)**.

9. At the end of the ninth decade, however, many higher education associations and organizations drew attention to the dynamic economic, social and technical changes that had spread throughout the world.

It also referred to the promises and risks of new teaching techniques and the effects of their application on traditional universities. Many universities have started to use modern techniques in distance education, and most universities with active programs are actively seeking to expand it. There is also a great deal of speculation about the fate of traditional universities and whether they will change radically or whether their current image may be hollowing **(Bejinaru, 2017)**.

Research universities

They are defined as universities that devote a large part of their resources and material potential to scientific research from bachelor to doctorate, either private or government universities; These universities vary in size, resource nature and academic levels, but all share degrees with a research background, such as masters and doctorates. These universities are often attended by distinguished students with high marks in university entrance examinations. The term research university was given to universities focusing on scientific research activities, which was a category of universities according to the Carnegie Higher Education Classification. In 1994, the Carnegie American Foundation Classification defined the research university as having the following characteristics:

1. Offering a wide range of bachelor's degree programmers.
2. It shall have an obligation for post-graduate education up to the doctoral degree and grant (51) or more doctoral degrees each year.
3. Gives primary priority to scientific research.
4. Every year, it receives 41$ million and more in federal financial support.
5. Universities that met these criteria and requirements were distinguished in their 2000 report and called this category of universities "universities with research focus and doctoral degree" in order to avoid confusing universities that represent differences in quality **(Abdel-Maatti, 2015)**.
6. As before, universities in their form and institutional building based on the development of the human race have characterized this era. From the outset, universities have taken on a role of representation in teaching and preparing individuals for different fields of work. However, another university function began to emerge because of its attraction of competencies and minds, as well as other material and technical resources, a scientific research function that began to grow into a corresponding teaching function and came to the universities only from teaching and scientific research perspectives as non-mutually exclusive functions. This paved the way for the emergence of the so-called world-class

model of research universities, which combine teaching and scientific research and contribute actively to the development and development of societies **.**

7. The University of Research is also known as the University, all members of whose scientific body work in scientific research as a primary and permanent interest, not just as a means of obtaining academic centers and promotions **(Pelikan, 1992)**. Such universities mobilize the best scientific researchers, giving their students the opportunity to benefit from the expertise of these professors **(Andreatta, 2011)**. university studies in such universities are usually immersed in the Academy. The concept of a modern research university originated in Germany in the nineteenth century and reached the height of its development and success in the United States of America. "Integration of teaching with research, academic freedom, and consideration of the nature of scientific research as open-ended and infinite. American research universities have produced most of the global classifications of colleges and universities since the late twentieth century. **(Menand *et al.*, 2017)**

Scientific research was not historically a function of academic institutions until the beginning of the nineteenth century, when the University of Berlin began to adopt it as its most important requirement. The Government of Germany supported this university research model with a view to contributing to development efforts. Later on, there are patterns other than the traditional university called research universities that blend teaching and scientific research with a great focus on research, elite institutions that play academic and community roles through their intensive production of knowledge and their transformation into technology.

Research universities have developed their different models and types to meet the need of scientists and researchers in various fields, and to absorb all the outstanding talents and minds in research, innovation and development through a modern university and management system that captures global variables, while increasing the spirit of scientific competition between highly qualified competencies of faculty and research centers.

The importance of research universities is that, in the present era, they are linked to the knowledge economy at the global level, where they are based on maximizing their production of basic and applied scientific research. According to UNESCO indicators, research universities reap a high proportion of global finance and rely on highly qualified scientific cadres and outstanding research production. The University's research model is based on a range of inputs, such as good governance, talent attraction and concentration, abundant funding, and a range of outputs, namely, the quality of scientific research, the quality of graduates, and the transfer and settlement of technology. Scientific research is one of the most effective solutions to many of the problems of the times, so turning a number of universities into research universities is a crucial future option to keep pace with changes and developments **(Cole, 2009)**.

Virtual research universities

Virtual University is defined as an academic institution that aims to secure the highest levels of global university education for students from their places of residence via the Internet by creating an integrated online learning environment based on a highly developed network that offers a range of degrees from the world's most prestigious internationally recognized universities **(Abdel-Maatti, 2015)**. This means that the University is a virtual institution with classes, libraries, students, professors, educational content and groups, all of whom are real values that already exist through Internet communication. The class consisted of students spread between Arab and European countries, such as Egypt, Australia, Saudi Arabia, Jordan and others, and attended by professors in Britain and interacted with them by default. Let us

see that the philosophy of this type of education embraces the creation of a society composed of creative individuals who are seriously creating new possibilities for themselves and who continue to invent their communities, as well as creating educational networks to organize the functioning of educational institutions, support educational communication to create creativity and innovative training in problem-solving, promote the student's love of knowledge, and expand the educational process by taking into account individual differences among learners**(Abdel-Maatti, 2015)**.

Investment universities or profitability

For profit universities are private educational institutions run by profit-making organizations and companies. There are several types of investment universities, the main ones being:

1. Investment universities operate as any investment organization, receiving high fees from every student enrolled without scholarship opportunities, ensuring that they earn the most from the educational process, and providing the least education at the lowest cost.
2. Education Management Organizations (EMOs), an investment firm with public support to manage its operations, is the dominant type in the United States of America, and is growing steadily. These are organizations that operate very differently from private schools and that have a specific teaching function, since private schools are usually message-oriented while education management organizations are market-based.
3. Investment colleges or universities that are limited to distance education and receive the price according to the subject they offer, whether or not they lead to a degree; These include correspondence and e-learning universities. These are common in European countries.
4. Investment universities that sell academic degrees and do not require adherence to specific courses or prior qualifications for varying fees ranging in amount and depending on the degree sought; These universities are common in the United States of America, especially in theological education; Many only offer university degrees to foreigners. In theory, competitive market orientation provides schools with better teachers and management staff, leading to better and more efficient funded education, but the principle of financial profit from universities has been enforced **(Molnar *et al.*, 2004)**.

Controversial problem and suspicions about the quality of investment education. indeed, the employment of modern information technologies, together with the efficiency of the administrative system of private institutions, reduces the costs of higher education to such an extent that for-profit universities can compete with non-profit universities by providing the best services while seeking profit; The alternative is to provide a better education for the student as a consumer and the highest quality in his/her view. That is, investment education must provide less expensive or better education, or good education with little expense **(Andreatta, 2011)**. Investment education can be successful and, in fact, investment higher education institutions vary differently, whether private or public; Investment universities depend on their non-profit counterpart, whether entirely funded by student or student employer tuition, which is required to cover the university's operating costs and generate a return on investors; Investment universities also respond to the demands of the educational market, but differ from their traditional counterparts by serving a market for professionals.

Since investment universities are eager to achieve the highest possible profit, they focus on expanding programmers that attract as many students as possible or offering advanced qualification programmers in available and rewarding areas of employment. Therefore, investment universities offer market-driven programmers in the form of traditional curricula, offered in more than one location. Universities do not spend much on facilities and buildings,

offer neither sports programmers nor additional activities, yet compete with traditional universities that seek to attract older persons. Investment universities are steadily increasing in type and number; Demand is increasing as access to traditional universities narrows and employment is narrowed **(Sperling & Tucker, 1997)**.

Stereotype for University

Historical Science was won for knowledge enlightenment without institutional certification, functional goals, and economic insights, with some rare exceptions. Only those who wanted to get out of ignorance were willing to earn it and able to do so physically, mentally and, if necessary, physically. People were honored by science, even if a poor bearer had only the strength of his day, perhaps after selling whatever he had to spend on winning science that he could not be unaware of and reaping knowledge that he did not like to lose. Science was like prayer on every Muslim and every Muslim and like fast.

Over time, the acquisition of science has evolved from its secrecy and open travel, to its squadron and school rows, under the shadow of trees and roofs of mosques and councils of scholars. As its benefits spread and its astonishing consequences for the happiness of mankind, fears emerged about the sovereignty of science people over the world. And gradually the love of money and power overwhelmed the love of science in us while the love of science prevailed over the love of money and power in others. It is not evidence from well - written history that today's developed Western and Eastern world did not reach what it did through a political coup to gain power, but rather through an industrial coup to gain power with knowledge. Laboratories, communities and knowledge institutions have been formed to innovate new models of industrial instruments, and others to transform these innovations into product factories that spread to local and global markets. The pen we write with, the glasses we wear, the car we ride in, the phone we speak with, the printers that printed this article and many others are all through this surge in the innovative knowledge system. What will happen in the next boom in the coming years, as we read among the regional and global events of the educational system, such as universities in particular.

In the simplest conception of the mission of universities, it can be said that these institutions were created to indoctrinate the methods of collecting knowledge, collecting data and information and then analyzing it and developing it into new knowledge for the sake of mindfulness and community benefit. There are several classifications of these institutions, but here we will focus on the classification based on their output. In this classification, the university stereotype is divided into four patterns:

Mode 1: Purely cognitive universities and their output are qualified graduates in theoretical sciences.

Mode 2: Research universities and their output are qualified graduates and theoretical or applied research motivated by researchers.

Mode 3: Leading universities and their output are qualified graduates and market-driven research, product models, services and companies.

Mode 4: Industrial universities and their outputs are scientists, teachers, engineers, research, products, services and companies in the market.

The first three models have become very common throughout the world. But the fourth pattern requires a new innovative and investment boom at the level of Governments and States to prevail in the world as in previous ones. Controversially, some societies in the world have not advanced much in developing their knowledge system to influence the economic and social situation. On the other hand, she focused on financing, dominating thinkers and restricting their trajectory as the system's inputs, producing sterile systems and later debunking what they were doing to be effective in society. To cover up the failure, they welcomed so-called "international experts" from outside their country to decipher despite the abundance of thinkers and their material potential. The partnership between universities and the private sector allows for the quotation of advanced knowledge and technology from the more experienced to the less experienced, as well as for the resolution of intractable problems requiring cooperation and the exchange of ideas and experiences to solve them. The research partnership brings many benefits to both universities and the private sector, which can be described as follows **(Hassan, 2017)**:

A- Benefits for universities

1. To provide new sources of funding that will enable universities to develop their performance and improve their educational efficiency through the private sector's contribution to the financing of scientific research, equipment, construction, etc.
2. Enhancing the competitive position of universities and enabling them to keep pace with recent developments in various fields.
3. provide advanced infrastructure and technology to universities, enabling them to improve their educational environment.
4. Linking applied research with universities to the various problems faced by the private sector.
5. Integrate students into the labor market by engaging them in cooperative educational experiences and training them in private sector institutions to develop practical and applied skills.
6. Increase the capacity of universities to produce new and advanced technical knowledge, including in the development of society.

B- Benefits for private sector enterprises:

- Improving the efficiency and productivity of the private sector, providing it with qualified and trained human resources, outstanding scientific and technical knowledge and expertise.
- Access to technical and research advice for universities in addressing labor and production problems, and increase the financial and economic returns of private sector enterprises.
- Developing the capacity of private sector workers and providing them with practical skills and renewed knowledge to keep up with changes and developments in their field of work.
- Making use of the results of applied research, modern knowledge and advanced technology produced at universities.
- The creation of new products or new methods and methods of operation or the development of existing products.
- Reduce reliance on imported foreign technology and benefit from university experience.

PRACTICAL SIDE

The research was conducted at the University of Baghdad/ Al- Jadiriyah complex and the data was collected from 6 Consultative offices which were as follows:

1. Laser Graduate Institute

Clinics were established in 25/4/2011 and offer laser treatment-related tests in (skin, surgery, cosmetic, eye and dental diseases). The number of reviews was as high as in (Table 1). The Institute's official website and the staff of the University of Baghdad (professors and staff) identified these clinics by the citizen. Working in specialist clinics includes laser therapy and working in them during official working hours. In terms of pay for examinations, they are subsidized and low in terms of outpatient rates, ranging from (50 - 75) 1,000 dinars to the number of sessions for skin, surgery and cosmetics. In the case of dental clinics, work is limited to student research only, and eye clinics are determined by diagnosis by the specialist.

Table (1): The total number of reviews for the latest five years of research (medical clinics).

No.	Years	Total Number of Reviews
1	2017	713
2	2018	1242
3	2019	411
4	2020	56
5	2021	48 and more

2. Centre for Urban and Regional Postgraduate Planning

The consultative office was established in 1994 and the objectives of which include:

1. Putting scientific, technical and university expertise at the service of development plans.
2. To contribute to the development and maintenance of the practice in Iraq.
3. Provision of a high level of advice and specialized expertise in the areas of city planning, provincial structural planning, regional and national development, development and development studies in urban and regional planning in the human, physical and economic dimensions of State services and the private and mixed sector.
4. Provision of expertise to State services under contracts concluded between the parties.
5. To increase the expertise of teaching staff and professionals at the Centre in the professional and applied fields and to transfer this expertise to the entire educational process and scientific career at the Centre.
6. Exchange of experiences and coordination with similar advisory offices and relevant bodies within and outside Iraq in order to increase the standard and scientific expertise in the field of competence, reflecting such cooperation in achieving the objectives of the Office at the optimal level.
7. Preparation and implementation of educational training and development programs to meet the needs of those involved in the planning process in the area of continuing education.
8. City planning and modernization of the basic as well as structural design of the provinces.
9. Studies of urban development, economic feasibility and tourism development.
10. Preparation of sectorial designs for urban areas.

The most notable achievements of the consultative office as shown in (Table 2) include:

Table (2): Some of the achievements presented by the consultative office**.**

No.	Years	Achievements
1	1994	Reconstruction of Basra Governorate
2	1995	Preparation of the Dyala Governorate Structural Chart
3	1996	Field study in the preparation of a national park in the Wasit Governorate
4	1997	Study and evaluation of the basic plans for the cities of Ramadi/Najaf/Kut
5	2001	Preparation of economic feasibility studies for rehabilitation and development of the tourist islands of Al-Aras and Baghdad
6	2001	Economic feasibility studies for the Tourism Complex Development Project in al- Madian
7	2001	Comprehensive study of urban transport of the Ashraf city of Najaf
8	2001	Comprehensive study of the urban transport of the holy city of Karbala
9	2002	Contribution to the Ramadi Governorate redevelopment campaign
10	2002	Preparation of the GIS system for the Baghdad secretariat
11	2005	Building of the Geographic Information System (GIS) for kut Governorate
12	2008	Setting the base design for al- meshaheda
13	2010	Preparation of the strategy for the development of Tal Afar city
14	2010	Preparation of the strategy for the development of the cities of Al-Dajil and Al-dluaia
15	2010	Study of the tourism development of 10 governorates in Iraq
16	2011	Study of the tourism development of governorates Najaf, Karbala and Basra
17	2012	Modernization of urban and rural housing standards
18	2012	Modernization of basic city designs (hadetha, browana-al haklanya)

In addition, the latest statistics on the work of the Advisory Office for the last five years, from 2017 to the time of completion of the research, were: Anbar Governorate, Ministry of Environment, Ministry of Housing and Reconstruction, Ministry of Housing and Reconstruction/Directorate of General Urban Planning, Ministry of Culture and Information, Public Tourism Authority.

The extent to which the Institute's advisory office was known to society above was through: Sites attended by graduates of the Centre from the postgraduate campaign (diploma, master's degree, doctorate). Students admitted to the Institute from relevant bodies (all State ministries, private sector). Interest in projects and tenders by members of the Bureau. Official methods of advertising and promotion.

The cost of consulting fees and on-site disclosures depends on the cost of the project phases and the fees of consultants, as well as the fixed cost. Time is also an important factor since projects can extend for years depending on the project.

3. Al-Khwarizmi Engineering College

The Al-Khwarizmi Engineering College (Consultative Office) /University of Baghdad was established on 3 March 2004. The Office is overseen by an Advisory Body consisting of the Dean of the college of Al-Khwarizmi Engineering College (Head) and the membership of each of the five teaching members of the college, including the Director of the Office, representing their respective fields of under graduated, post graduated and doctorate, The objectives of the Office include:

1. Putting scientific, technical and university expertise at the service of development plans in engineering fields.
2. Provision of a high level of advice and specialized expertise in the fields of medical engineering sciences, information engineering and manufacturing process engineering. biochemical engineering, pure and applied mechatronic engineering.
3. Raise the level of the educational process by urging graduate students to research the vital areas that guide the Al-Khwarizmi Engineering College.

4. Exchange of experiences with stakeholders in advanced engineering in Iraq and neighboring countries.

The functions of the Office include: The Engineering Consultative Office of the Al-Khwarizmi Engineering College provides all advisory services, studies and research that deal with the disciplines in the departments of the College:

1. Consulting in the maintenance of plumbing workshops, thermal and surface handling and securing the necessary equipment and equipment.
2. Provision of communication and computer networking consultations.
3. Design and creation of web sites.
4. Design of database software and scientific and engineering programs.
5. Design and operation of chemical treatment and water purification plants.
6. Counseling in the operation and maintenance of medical equipment.
7. Design and development of automation and robot systems.
8. Design and implementation of automated and routine production routes.
9. Qualification of companies and services under ISO 9001:2000.
10. Economic feasibility study for industrial projects.
11. Provision of engineering studies and consultations on environmental pollution.
12. Design of bio-process industrial units, bioreactors, filters and sterilization.
13. Design of laboratory devices such as:

*Logic Trainer device.
*Digital Strain Meter device.
*Corrosion Measuring device.
*Microcomputer 8086 device.

As well as consulting on all laboratory tests that fall within the competence and work of each of the five departments of the College (life medicine, micatronix, manufacturing processes, information and biochemistry).

4. College of Agricultural Engineering Sciences

The Office was established in 1987 as the only specialized and governmental advisory office. There are non-specialized (private sector) private offices. The remuneration of examinations and consultations varied depending on the type of study, control or condition required. A commission was set up at the College to determine the remuneration of tests for samples (weak or heavy soil elements, proteins, enzymes, among others), The functions of the Office for the Public and Private Sectors include:

1. Preparation of economic and technical feasibility studies for agricultural projects assisted by investment decision makers.
2. Conduct financial and economic assessments of the productive enterprise to judge performance efficiency.
3. Economic policy-making (price, finance, productivity, planning.
4. Screening of feed safety and application of genetic technologies.
5. Conduct genetic and molecular engineering tests.
6. Conducting soil, water and plant analyses and assessing the various components.
7. Special courses on the operation and use of all laboratory devices.
8. Repair of machinery and agricultural equipment.
9. Selection of machines and equipment and installation of spray and drip irrigation systems.
10. Diagnosis and control of agricultural pests at different locations.

11. Counseling in beekeeping and pests.
12. Design and construction of cryogenic stores for horticultural products and management of atom imports.
13. Design and engineering of parks and green spaces.
14. Design and construction of plastic orchards and houses.
15. Combating the bush in orchards, fields, roadblocks and irrigation canals.
16. Establishment and analysis of food products and their viability.
17. Impartial checks are carried out to resolve disputes between the producer and the official authorities.
18. Leave and licenses with the State for dairy factories.
19. Implementation of visual and audio-visual counseling programs.
20. Soil survey and classification of agricultural projects.
21. Harvesting and management of groundwater and irrigation methods.
22. Design and construction of wind bumps.
23. Determination of the threshold of friction for land exposed to desertification.

5. College of Sciences

The Office of Scientific Advisory Services was formed in 1992 and its regulations are based on Instructions No. 43 of 1992 issued by the Ministry of Higher Education and Scientific Research under the Advisory Offices Act No. 64 of 1979, as well as Instructions No. 58 of 1993 issued by the Ministry of Higher Education and Scientific Research and the Act on Scientific and Advisory Services Offices in Higher and Scientific Institutions. The aim of the Scientific Advisory Office is to provide excellence and quality in the provision of scientific and advisory services to State institutions and the public and private sector. The Office derives its principles of work through the integrated knowledge of the working environment and its careful follow-up of labor market needs and advisory opportunities through the required competencies and the staff working with outstanding performance to provide the best services, including:

A- Consulting and project

The Scientific Advisory Office has carried out a great deal of advisory work in all scientific fields through its Scientific Advisory Cadet, which specializes in various basic sciences. It is well aware of the work of a large number of State departments, ministries, institutions, companies and private sectors. It is also available from laboratories in the scientific departments of the various disciplines of the Faculty of Science in carrying out all projects within the competence of the Office and in accordance with the required scientific specifications:

1. Advisory services for the management of the National Consolidated Card Project.
2. Implementation of supplementary tests of the rock door for geological and geochemical specifications.
3. Advisory study on the project to establish a production line for the manufacture of vehicle registration plates in an investment manner.
4. Advisory study on the maintenance of national project systems.
5. Provision of advisory services in the evaluation of the examination of the Soil Investigation Project for Al- kadimea holy.
6. Provision of scientific study and consultation in plant extraction.
7. Offer his advice to build computer software.

8. To provide advice for a detailed study of rainfall in Baghdad.
9. Contracting with the Ministry of Industry and Minerals/Industrial Research and Development Facility to conduct courses on nanotechnology and to oversee research.
10. Consulting on the draft electronic vehicle registration and identification system using RFID technology.
11. Study the effect of using plastic lactation bottles instead of glass bottles.
12. Provide a scientific consultation on the philosophy of using occupant technology to assess erosion.
13. Conducting an integrated seismic study of seismic tolerance value to calculate the value of seismic analysis (PGA).
14. Conducting a seismic study to calculate the value of seismic tolerance (PGA).
15. Study of the tonal environment of the Basra oil field rocks.
16. Conducting a seismic study in Ali algarrby.
17. Conducting a seismic endurance study of the Badra oil field infrastructure project, in which the impacts of earthquakes in the region may be determined by the degree of earthquakes in the light of global measurements.
18. Seismic study conducted by seismic study and calculation of seismic laboratories and the magnitude of the largest earthquake expected for the Harath/ Basra governorate.
19. Undertake a detailed study of the annual and monthly rainfall of the city of Baghdad and the overall rainfall rates.
20. Carrying out projects and studies on oil, mineral and water resources, as well as on soil and water tests and well drilling.
21. Treatment of oil well injection water and subsidized production.
22. The manufacture of systems for factories and environmental surveillance devices for State services and the private sector.
23. Project survey consultancy and audit services.
24. Mechanical, diagnostic, electrical and optical examinations of materials.
25. Implementation of projects and studies on oil, mineral and water resources, as well as soil and water tests and well drilling.
26. Conducting various laboratory tests and pollution degrees in scientific departments (geoscience, chemistry, life sciences, biotechnology, physics sciences, biological research unit for hot zone).
27. Design and implementation of specialized software to improve digital images and to separate the parts of digital images, depending on existing profiles, as well as to distinguish elected digital images.
28. Implementation of oil systems studies projects and exploration of oil and gas security and subsurface presence.
29. Organization and implementation of specialized training courses for State actors and the private sector in scientific, industrial, life and computer subjects.
30. Monitoring and addressing environmental problems such as desertification, dust storms, water movement and widespread life on the surface of the Earth by means of remote sensing.
31. Contract with the University of Liverpool on the (Iraq Health Lung Project).

B- Research supervision

1. Supervision of research (improved efficiency of engine oil produced in the cycle filter using nanoscale additives).

2. Supervision of research (preparation and diagnosis of electrolytic polymers such as polybyrol and polyaniline).
3. Supervision of research (treatment of organic wastes and slaughterhouses and their conversion into fish feed).
4.Supervision of research (improvement of lubricants using nanometric titanium dioxide).
5. Supervision of research (Effect of the water extract of basttag gum (Bswellia sp.) on blood sugar).
6. Supervision of search (effect of parsley extract to discourage the efficacy of CYTOMEGALOVIRUS (CMV) causing congenital deformities).
7. Supervision of research (evaluation of the inhibitory effectiveness of a mixture of water and alcoholic extracts of some plants on cases of diarrhea such as osteoporosis, dried and coffee).
8. Supervision of research (study of the biological efficiency of Iraqi pumpkin extract).
9. Supervision of research (effect of using lactation plastic bottles instead of glass bottles).
10. Supervision of research (potential impacts on bottled water quality from the use of repeated-use plastic packaging).
11. Supervision of research (study of the mechanical and physical properties of the material producing the re-manufacture of PET bottles).
12. Supervision of research (improvement of physiological and mechanical properties of PE, PP used in packaging and packaging using environmentally friendly complications).
13. Supervision of research (preparation of lightweight installed brick).
14. Supervision of research (preparation of a nanoelectric copper oxide as antigen for improvement oils).
15. Supervision of research (thermal disposition of the welding alloy free of the fluorinated lead element from its minutes using the DTA device).
16. Supervision of research (preparation of calcose sugar by enzymatic analysis of starch).
17. Supervision of research (study of biological agents of phenols isolated from a plant source (as disinfectant)).
18. Supervision of research (study of various biological agents of filamentous extract as an insecticide).
19. Supervision of research (removal of heavy elements in contaminated water using agricultural residues).
20. Supervision of research (study of various biological agents of Antirrhinum majus throat extract).

C- Tests

1. Conduct physical and chemical tests to assess and classify water quality with analyses of water and sediment samples of the spectral atomic absorber or other chemical available for some heavy metal elements.
2. Conducting mechanical screenings in tensioning, construction and trauma tests.
3. Conducting various laboratory tests in the scientific departments (Department of Earth Science, Department of Chemistry, Department of Physics and Department of Life Sciences).
4. Conducting Mechanical, diagnostic, electrical and optical examinations of materials.

D- Training

We meet the specialized training needs of many institutions through the design and implementation of a number of training activities. In presenting our training activities, we

believe that the concept of advisory training based on the end of activity is to present practical scientific insights into the problems facing the institution in the subjects and areas relevant to the training activity.

1. Pathological analysis courses.
2. analysis courses of Eliza device.
3. Courses on PCR technology
4. The importance of plant extracts for environmental safety.
5. Basic trainee training (TOT).
6. Chemical safety and security.
7. Effect of plant extracts on bacteria.
8. in addition to many courses in all scientific side.

E- laboratories service in college

There are service laboratories ready to conduct studies and examinations for the State services of their ministries, institutions and private sector companies, including:

1. Central Laboratory for Biologics and Chemistry.
2. Geological Workshop.
3. Iraqi-German Laboratory.
4. Laboratory Service of Chemistry Department.
5. Geological Workshop.
6. Laboratory of Geochemistry and Organic Materials.
7. Element Analysis Laboratory and X-Ray.
8. Laser Lab.
9. Central Environmental Laboratory
10. Physics Materials Laboratory
11. Thin Film Lab.

6- College of Engineering

The Engineering Consulting Office of the Faculty of Engineering/University of Baghdad was established at the Jadiriyah complex in 1980, in accordance with the regulations and laws of the Ministry of Higher Education and Scientific Research. The Office carries out inspections of certain construction materials (concrete cubes, rough rubble (gravel), soft rubble (sand), iron rods, cement, brick and cashew) and various wages depending on the type of examination. In accordance with Decree No. 7 of 1997, examinations are carried out by the Government and the private sector. Research has revealed that there are no external offices returning to the private sector that do work similar to that of the advisory office above.

RESEARCH CENTRES

1. Centre for Educational and Psychological Research

Following in-depth scientific studies of the proposal to establish a center for educational and psychological research, beginning in 1964, and in response to the needs of the times and the needs, issues and problems of society. United Nations Educational, Scientific and Cultural Organization (UNESCO) and its direct support and contribution from the United Nations Development Fund. The Centre became a reality with the approval of the University of Baghdad on 29 June 1967 in response to the report of those committees and their call for the establishment of a center for educational and psychological research. At the beginning of its establishment, the Centre was linked administratively to the Centre for Higher Studies and

Scientific Research and subsequently to the Faculty of Education. In January 1970, the Board of Directors of the Development Project approved a two-and-a-half-year project for this purpose, after which UNESCO will begin providing assistance for the operation of the Centre in accordance with the Plan of Action signed in December 1970, Like other centers of this ancient university, which is the mother of all Iraqi universities, it has a high scientific status and has a great reputation and honor among ancient Arab universities, universities of the countries of the region, and sober world universities. In 2004, a ministerial order was issued to merge the Centre for Educational and Psychological Research with the Centre for Psychological Research. (Parasitic) Founded in 1986 in a new formation comprising both centers as The Centre for Educational and Psychological Research (CESR) initiated the process of integration in mid-2006. Its members participated in all scientific activities, including conferences, seminars, courses, workshops, panel discussions and lectures, as well as carrying out their research obligations within the annual scientific plans of the new Centre until the separation of the two centers on 22/5/2012, which separated the Centre for Educational and Psychological Research from the Centre. The Centre for Psychological Research, as one of the most prestigious scientific and research centers at the University of Baghdad, is now in the center of the Ministry of Higher Education and Scientific Research.

2. Centre for the Revival of Arab Scientific Heritage

The University of Baghdad, as the mother of the universities of Iraq and the oldest of them in promoting, guiding and developing heritage studies, established in 1977 a specialized scientific center to highlight the bright aspects of our national heritage. The Centre for the Revival of Arab Scientific Heritage is one of the basic elements of the creation and originality of the nation's civilization and highlights its constructive contributions to the advancement of human civilization, particularly those related to scientific and applied aspects of it. The Centre followed the example of Arab scientists, who realized that evolution and progress continue on a generational basis and that time is not stopped or made by change. The Centre has made good strides towards achieving its noble goals. It is now taking steps to expand its scientific activity and to deepen the production of scientific studies, catalogues and heritage texts and to stimulate links between researchers and the establishment of seminars and specialized courses. The Centre was established as a result of, inter alia, the broadcasting of Arab scientific heritage through the investigation and dissemination of scientific manuscripts and letters related to various scientific activities and the work of translating the mothers of ancient books and references to be provided to researchers and those interested in heritage matters. The other objective is to consolidate the cultural and physical revival of heritage in the country. To communicate with scientific centers, museums, universities and libraries interested in Arab heritage, coordinate work with them, benefit from their expertise and Arab manuscripts and books that are relevant to the revival of Arab scientific heritage, to invite and benefit from the expertise of scholars in the field of Arab heritage, to set up and participate in national and regional Arab conferences and conferences in order to link Arab heritage to contemporary reality and to uncover scientific innovations with which scientists have contributed.

3. Natural History Research Center and Museum

The museum was founded on the 2nd of May 1946 and was chosen today to commemorate the birth of
King Faisal 2nd of Iraq. It was opened by the Crown Prince in addition to the former Prime Minister of Iraq and a number of ministers in the Bab al-Muzam area next to the Children's Protection Hospital.

1. Scientific research in life and geological sciences.
2. Collection, classification, conservation and maintenance of animal, plant and geological aggregates.
3. Take care of the showrooms and improve them.
4. Attention to educational and educational programmers.

the scientific departments of the Centre are:

1. Vertebrate department.
2. Insect and Invertebrate Department.
3. Plant and Environment Department.
4. Fish department.
5. Library department.

And the main work of the Centre is:

1. The manufacture of cowardice models for Iraqi fruits and vegetables.
2. The work of the statues quoted their photographs taken from the original.
3. Painted colorful paintings representing extinct animals in their natural environment.
4. Preparation of maps for various biological topics.

And exhibits at the center included: (Mammals, Birds, Reptile, Amphibians, Fish, Invertebrates).

And the Plant exhibits include:

1. It was made in the museum in a nature-mimicking art of 25 species of tiger and 75 species of various fruits.
2. Iraqi crops have preserved 160 small varieties.
3. The museum was also provided with a few models of plant diseases, some dried branches of fruit trees, some tobacco and sugar cane, as well as some cowardice models of plant organs showing their microscopic combinations such as roots, legs and leaves.

And the Oil exhibits include:

1. Model form of obesity for the oil fields in Kirkuk.
2. Different scenery and layout than the oilfields. Various stones extracted in oil operations. Oil refining model.
3. A structured schematic model of the uses of oil in everyday life.
4. Some photographs of company installations in Khangin.
5. Model car designed to provide aircraft with aviation gasoline.

and finally a few stones were collected and imported either through the work of the Iraqi Oil Company or through the importation of 424 rocks and minerals from outside Iraq. Finally, the Department of Evolution, which has 12 mid-term sculptures of extinct human species, also developed the face from the lower apes to the human. The Section also contained a horseshoe-foot evolution painting, as well as a relative tree painting, representing 24 skulls of humans and great apes, as well as different panels and scenes.

4. Centre for Strategic and International Studies

The Centre for Strategic and International Studies is a scientific center of the University of Baghdad that specializes in strategic and international studies relevant to the various States of the world, their systems, issues, policies and strategic and international relations. It seeks to provide, organize and facilitate information thereon with a view to developing and upgrading scientific research in order to provide adequate and accurate information to researchers, policy makers and decision makers in our country and other countries, contributing to the service of research. The Centre was founded on 9/10/1983 as the Institute for Asian and African Studies

and its purpose was to fully identify the countries of Asia and Africa by studying the political, economic, social, historical and geographical affairs of the two continents. The Centre expanded its functions and became known as the Centre for Third World Studies on 19/3/1987. It studied the political affairs and international relations of the three continents, Asia-Africa-Latin America. Since then, it has been associated with the Faculty of Political Science/University of Baghdad. The Centre's interest was further expanded, to be named in 1990 as the Centre for International Studies on Political Affairs and International Relations of the Whole Continent of the World and continued to be associated with the Faculty of Political Science/University of Baghdad until 4/1996 to be directly associated with the Presidency of the University of Baghdad. The Centre became known as the Centre for Strategic and International Studies in 12/6/2013 after the Centre for International Studies and the Centre for Palestinian Studies were merged into one centre. The Centre for Palestinian Studies, which was merged with the Centre for International Studies, was founded in 1967. He is directly attached to the presidency of the University of Baghdad. It was responsible for studying the question of Palestine and its affairs, keeping up with it and promoting its various aspects, as well as the Arab/Israeli conflict and its regional and international contents and levels. The Centre was then associated with the Faculty of Political Science at the University of Baghdad in 1986. In 3/2002 it became an independent center under the Presidency of the University of Baghdad

5. National Centre for Population and Demographic Studies:

The National Centre for Population and Demographic Studies/University of Baghdad was established on 18 June 2019 and data on the newly formed Centre are not available.

All the above centers operate under Act No. 1 of 1995 on the system of scientific research centers in the Ministry of Higher Education and Scientific Research.

In addition, the Advisory Office of the Higher Institute of Accounting and Financial Studies was established at the University of Baghdad in the Ministry of Higher Education and Scientific Research under article 1 of the Institute's Founding Act No. 33 of 1999 and the services provided by the Advisory Office:

1. accounting, financial, legal, administrative, statistical and economic consultations.
2. Audit and oversight.
3. Development courses in the preparation of common accounting system balance sheets.
4. Courses in financial analysis.
5. Courses in accounting and oversight standards.
6. Accounting error correction Courses for previous years.
7. Microsoft Word Courses.
8. Courses shift from item balance to program balance and performance.
9. Internist skills development courses.
10. Inventory adjustment cycles and error processing under the common accounting system.
11. Economic and technical feasibility studies.
12. Various banking Courses.
13. Insurance courses.
14. Courses in tax accounting.
15. Courses in bank compliance and anti-money laundering.
16. Courses in Islamic banks.

Finally, the Consultative Office for Electronic Information Systems and Computers provides the following services:

1. Establishment of specialized programming courses.

2. English language courses.
3. Computer Efficiency Testing Program for Advanced Students and Processing of Examination Centers of Iraqi Universities with a copy of the test.
4. English Language Proficiency Testing Program for Graduate Students and Processing Examination Centers of Iraqi Universities with a copy of the Electronic Test.
5. English Language and Computer Proficiency Courses for students of the Board in the field of medical specialties.
6. Establishment of English and computer proficiency courses for graduate applicants.
7. The Arabic Language Proficiency Test Program for applicants for postgraduate studies and the processing of examination centers of Iraqi universities with a copy of the electronic test.
8. Program for the management of Iraqi Athletics Centre players.
9. Providing software solutions to the post-graduate application site.
10. College e - testing program.
11. Examination of messages and quizzes using the Academic Impersonation Detection Program (Turentin).

The number of Consultative offices at Baghdad University was 16:

1. Foreign Languages and Translation Consultative Office/ college of Languages.
2. Engineering Consulting Office/College of Engineering.
3. Scientific Consultative Office/ College of Science.
4. Engineering Consultative Office/ College of Algorithmic Engineering.
5. Veterinary Consultative Office/College of Veterinary Medicine.
6. Planning Consultative Office/Urban and Regional Planning Centre.
7. Information Systems and Electronic Computers Advisory Office/Electronic Calculator Centre.
8. Consultative Office/ College of Agricultural Engineering Sciences.
9. Consultative Office/ College of Arts.
10. Consultative Office/Canadian Medical College.
11. Consultative Office/Ibn Rashid College of Education for the Humanities.
12. Consultative Office/College of Education for Pure Science/Ibn Al-Haytham College of Fine Arts.
13. Consultative Office/College of Fine Arts.
14. Consultative Office/College of Management and Economics.
15. Consultative Office/Graduate Laser Institute.
16. Consultative Office/Graduate Institute of Accounting and Finance Studies.

Discussion

The above research sources and tables show that there is a clear lack of cooperation between the Ministries of State, their departments and the private sector with the Consultative offices within the University/Jadiriyah Complex, although accredited by the Ministry of Higher Education and Scientific Research and the relevant bodies. There was also a lack of information for the purpose of informing citizens about the services provided by the above-mentioned consultative offices, as well as about the remuneration of examinations and consultations, as they were found to be different from those in the private sector, which are similar to government consultative offices.

Through research, it has been noted that consulting offices, laboratories, clinics and others end up at the end of the University's formal career. This is not true, as the time factor is

important for graduate students, private applicants and others, as well as for some clinics that work or are intended for students only. The above research and findings show that the center for Urban and Regional Post-Graduate Planning, which we refer to as its consultative office, is only at the University of Baghdad, but at all Iraqi universities that specializes in urban planning and does not have a similar office in the private sector. The Market Research and Consumer Protection Center is the only center in this discipline at the University of Baghdad and Iraqi universities. There is also a specialized training workshop for first-wheel students from all engineering colleges in the field of blacksmith, carpentry, sewing and welding, which can be used after formal attendance to provide for the requirements of the private sector and all state services.

Recommendations

1. Direct the Ministries of State and their respective departments to cooperate and request the various consultations of the Government Consultative offices as specialized in their field of work other than the private sector offices. For example, the Advisory Office/Centre for Urban and Regional Planning for Post-Graduate Studies is the only office in Baghdad and even Iraq that specializes in urban planning.
2. Continuing efforts to support research centers in all State and private universities and colleges, particularly those unique in specialization and work, like Market Research and Consumer Protection Center.
3. Expand the establishment of consultative offices in universities and colleges and include as many Iraqi minds and degrees as possible.
4. Provide support in all its forms to Consultative offices and facilitate laws and instructions that facilitate the conduct of their work.
5. Expand information (visual, audio and readable) for the purpose of informing citizens of the services provided by consultative offices, research centers, laboratories and clinics.
6. Study the possibility of providing an evening staff to work in the above offices in a manner that is not inconsistent with formal attendance and to facilitate review by citizens, graduate students and the private sector.
7. The need to adopt the idea of a productive university through practical and practical program, as it plays a role in increasing revenue to finance development plans. This is conducive to a higher level of organizational effectiveness.

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