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# Spending on Education And Its Impact on Poverty Alleviation in Iraq For The Period (2004 – 2021)

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**Abstract:**
        The research aimed to find out the role of spending on education in alleviating poverty in Iraq for the period (2021_2004) and developing appropriate solutions to alleviate poverty, as well as the research sought to measure the role of spending on education in Iraq during the selected period of (2021_2004), based on the premise that although the percentage of current spending of public spending is large, the percentage of spending on education is small, so its contribution was weak in alleviating poverty in Iraq,  As the spending on education in Iraq during the research period was affected by many shocks and critical and difficult conditions, the most important of which is the fluctuation of oil prices and the long wars against terrorism, as well as the Corona virus, all of this had an impact on oil prices and therefore public expenditures in Iraq are primarily related to oil prices because they are the first financier of public spending in Iraq, and the result is that what is directed to spending on education is little and did not contribute significantly to poverty alleviation in Iraq , Where the analytical method and the standard method were used in data analysis.

**Paper type**: Research paper
**Keywords:** Educational Spending ,  Social Poverty, Education , Poverty Alleviation.

## 1.Introduction:

The world is witnessing increasing and high levels of poverty, where per capita consumption rates or per capita income fall below internationally defined poverty levels or lines, where economic growth policies can conflict with income redistribution policies and distribution equity, and therefore other policies are required to alleviate the severity and level of poverty, and that one of these policies is spending on education, which the government resorts to in spending on educational services that aim to develop human resources in order to restore balance. What is required between human capital and physical capital, and in order for physical capital to be able to produce, it must be accompanied by the development and preparation of human resources capable of using physical capital, As through spending on education, the state reduces and addresses poverty, especially through spending on the establishment and development of schools and universities and working to develop technologically advanced factors in order to raise the level of education and interest in it because it is considered a major axis for educating the individual and society, and therefore the individual when learning can secure his basic needs, as well as spending on education is a key factor in development, growth, combating poverty and achieving a certain level of well-being,  It appears from the above the importance of studying educational spending in Iraq as one of the important and effective elements in reducing one of the most important and serious problems, which is the increasing poverty rates in Iraq due to the deterioration experienced by the Iraqi economy during the past years of wars, high unemployment rates and low purchasing power of incomes due to high inflation rates.

## 1.1 Literature Review:

There are several studies that dealt with the topics of poverty and education, the most prominent of these studies :

Awan et al (2011) diagnosed the impact of education on reducing poverty in Pakistan. Poverty constitutes a stumbling block in the way of achieving economic development. Realizing the essence of the Millennium development Goals and the (Education for All) programme, education has been disseminated as the primary weapon against the spread of poverty. therefore, it is important to research the impact of different levels of education on poverty in Pakistan, where this study evaluates the impact of different levels of education , experience, and gender of working individuals (employers, self-employed, wage workers, and unpaid family workers) as determinants of poverty , the data for this task come from the Integrated Household Economic survey for the years 1998-1999 and 2001-2002, and a logistic regression model was estimated based on these data, with the probability of the individual being poor as the dependent variable and the group of educational levels, experience, and gender as explanatory variables. It was found that experience and educational attainment they are negatively related to poverty rates in both years, and as we move to higher levels of education, the chances of a person not being poor increase , in addition, being a male provides you with the advantage of maintaining a position above the poverty level .

Abd Elqadir et al (2015) analyzed Poverty and education in Iraq "Reality and Challenges" the aim of the research is to identify the impact of poverty on the educational level through analyzing the reality of education in Iraq , it also aims to describe the future vision of poverty, and explain the factors that led to the impoverishment of the Iraqi individual and their impact on net school enrollment rates, which in turn caused the deterioration of the educational process, which reflected negatively on Iraqi society , the research relies on the descriptive analytical method, supported by statistical tables, in addition to formulations and conclusions based on a specific theory , the most important finding of the research is that there is a relationship between poverty and education, as high rates of poverty lead to lower levels of education, and the most important recommendation is to build an educational strategy capable of reducing poverty and thus raise and mature the development of the educational system .

Hammadi (2015) defined Poverty policies in Iraq and the developed national strategy of the world's martyrs at the end of the century paid attention to social and economic issues , among these phenomena is the phenomenon of poverty and its impact on society, and the leadership of local organizations affiliated with official institutions such as the United Nations, the World Bank , and organizations affiliated with effective organizations , the phenomenon of poverty has emerged with a number of solutions to provide advice and advice , and technical support for development programs that all focus on the phenomenon of poverty in the world , the abundance of this phenomenon combines in Iraq , a sample of which represents social , economic and political factors, economic blockade and backwardness at some times , a number of conclusions and recommendations emerged from this study, as the most important conclusion is that the most important causes of poverty are low economic growth and income rates, economic blockade and wars. the effects of poverty depend on the size of this phenomenon, and despite the diversity of trends in treating poverty, the real causes remain without an answer, the most important recommendation is to increase and expand social spending such as social networks, education, and establish government institutions that take care of the poor through financial support and loans, registering the poor in support records, and reducing poverty.

Liu and Jialu (2019) revealed the impact of public education spending on poverty in China , over the past four decades, more than 740 million people have been lifted out of poverty in China , the cinese government has set the goal of eliminating extreme poverty and removing all poor provinces from the poverty list by 2020, and in this context , this paper attempts to investigate the impact of government spending on education on poverty in China during 1997-2017, where poverty was measured by beneficiaries of social assistance programs, such as the minimum living guarantee system, five guarantee and support systems for needy families , the independent variable is (government appropriations for education), which includes the general budget fund for education, taxes and fees collected by governments at all levels that are used for education purposes, accreditation of institutions for schools managed by institutions, and income from institutions managed by schools. and social services that are used for the purposes of education and other national appropriations for education , government spending on education is significantly negatively related to the headcount ratio. private investment in education also contributes to poverty reduction and appears to be a possible way to improve the quality of education , rural household net income is negatively related to the poverty rate, while urban residents have two conflicting results, which Raises an interesting topic for study.

Sophie (2020) identified the role of economic and social policies to reduce poverty in Algeria , the phenomenon of poverty is one of the most frequently discussed issues in the political, economic and social arena in various countries of the world, and it is also one of the oldest dilemmas that societies suffer, through social and economic development frameworks. Algeria, like the third world countries, since its independence, the problem of poverty in it has remained on the list of socio-economic problems that has tried to treat or mitigate, by adopting multi-level policies but it is still in conflict with this problem, According the public authorities took the necessary measures to regulate the economic and social aspects, and with the beginning of the third millennium, Algeria began to pay great attention to social development and economic development. And therefore this article represents an attempt to identify the most important policies and methods adopted by Algeria In the fight against poverty and the extent of its effectiveness in reducing the effects of poverty.

Selikan and Gumus (2020) measured the impact of social spending on reducing poverty in Turkey, the research aimed to experimentally estimate the short- and long-term impact of each element of social spending on poverty , the study assumed that in the short term the relationship between social spending and poverty is negative, but the relationship turns positive in the long term , the study found that in the long run, social spending appears to fuel or reinforce poverty rather than alleviating it, and this effect can be described as a (social spending trap) , with the increasing demand for social spending, many people rely on social spending programs instead of working from work , in order to make a living , the study recommended the need to develop policies to increase educational spending and invest in human capital formation in Turkey.

Mustafa (2020) revealed the relationship between poverty and economic growth by applying to the Egyptian case during the period (2000-2018) , Poverty is a major obstacle to achieving sustainable development and raising economic growth rates, and therefore all countries seek to adopt policies aimed at eradicating poverty and improving the standard of living of citizens, hence the study examines three problems They are:

* Despite the increase in investments directed to the governorates of Upper Egypt, the internal gap still exists between them and other governorates.
* Although the national economy grew at high rates, this was not commensurate with the poverty rates in society.
* Increased state and nonprofit spending on social protection projects and improved the income of the poor, but it was not enough to eradicate poverty.
* The methodology used in the study was in the methodologies of deduction and analysis, and the research deals with five sections, the first of which is exposed to the frame of reference for poverty studies, and the second to the problem of poverty in Egypt in terms of size and dimensions, while the third section deals with the analysis of the phenomenon of poverty, its development and determinants in Egypt during the period under study, and the fourth section deals with the analysis and evaluation of policies and procedures applied to confront the problem of poverty in Egypt, and the presentation of the father in the fifth section of the most important conclusions and recommendations, and one of the important results of the study is that high inflation rates during This one the period is due to the implementation of a necessary set of economic reforms and the low level of education is the most associated factor in the risk of poverty in Egypt, and the study concluded with a number of recommendations, including the need to focus on a pattern of inclusive growth that ensures the creation of more and better jobs.

Amiri (2020) examined the impact of spending on health and education on alleviating poverty in Nigeria , the importance of government spending in promoting growth and development in every sector of the economy cannot be overstated , the research aims to ascertain the impact of public expenditures on health and education to alleviate poverty in Nigeria , this study used Ordinary least squares statistical method obtained from the Statistical Bulletin of the Central Bank of Nigeria and the World Development Index , during the period 1988-2018, the Johansen cointegration result indicates four cointegration equations at the level of 0.05 , the result shows that there is a long-run relationship between government spending on Health, education and poverty alleviation in Nigeria , it was also shown that spending on health and education has a positive relationship on the dependent variable (poverty alleviation), and therefore increasing government spending on health and education translates into an increase in poverty alleviation , in order to alleviate poverty in Nigeria, the government must increase spending on health and education .

Al-Azzawi et al. (2021) defined the extent of the poverty crisis and strategies to address it through the development of support for the period 2015-2017 , the study aimed to clarify the conceptual framework of poverty and find out the most important real reasons that contributed to its high rates in Iraq, and the study assumed that the adoption of a national strategy to alleviate poverty in Iraq and achieve its goals effectively would achieve development and development of Iraqi society and then reduce poverty and its effects.

The study found that poverty is one of the economic situations in which a person lacks sufficient income to obtain the main necessities of life such as education, health, housing, food and other needs necessary to secure a decent standard of life and depend on the effects of poverty whenever the size of this phenomenon rises such as deviation, begging, crime and others, and the study has recommended coordination between economic and social policies and emphasis on diversifying sources of economic growth and sustainability and setting priorities that contribute to generating job opportunities and income for individuals and empowering them To obtain economic and social rights to overcome the problem of poverty and mitigate its effects on society and the state.

Xiaowen et al (2023) diagnosed the impact of investment in education on poverty alleviation in the region , Dynamic Constraints, and Marginal Benefits: a case Study of Yunnan's Poor Counties , the research studied the impact of investment in education on alleviating regional poverty in poor Yunnan provinces, especially the dynamic constraints and marginal benefits of education inputs. This research examines thirty poor counties in Yunnan Province from 2007-2020 as a research subject , the fixed double-effect model and the systematic GMM model were used, a quantitative regression model was used to study the impact of investment in education on alleviating regional poverty at static and dynamic levels , the results showed that investment in education has a positive impact on alleviating poverty at both the static and dynamic levels at the same time , in light of the different levels of poverty, the effect of investment in education on alleviating poverty appears legally, and the marginal effect decreases , as for the current situation of the poor counties in Yunnan Province, the effect of investment in education on alleviating poverty is increasing at a decreasing rate, as the subject of the research has achieved the goal of getting rid of extreme poverty .

The research problem focused on the fact that spending on education is characterized by a defect in financial management and organization because it does not keep pace with social development , economic and technological developments due to the security and political turmoil in recent years, and thus the rates of educational problems increased and thus the rates of poverty increased , What is the nature of poverty in Iraq and has spending on education affected poverty alleviation in Iraq ?
The research aims to know the role of spending on education in alleviating poverty in Iraq and developing appropriate solutions for it .

## 2.Material and Methods:
### 2.1 Hypothesis of the Research:
Although the proportion of current spending in public spending is large, what is directed to spending on education is small, and therefore its contribution to alleviating poverty was small.
### 2.2 Theoretical and Analytical Framework of Poverty:
### 2.2.1 The Concept of Poverty and its Effects:
Some have said that poverty means need and is against wealth and was named so to express the interruption of tricks and the inability of the poor person to secure the minimum standard of living (Ibn Manzur , 2016).

and some defined poverty as a specific level of income or expenditure necessary to reach the minimum basics necessary for living ( Michael , 1993).

And some economists explained poverty as a state of material deprivation, the most important manifestations of which are reflected in the low consumption of food in quantity and quality, low housing status, health status, educational level, deprivation of ownership of durable goods and other material assets, and loss of reserve (guarantee) to face difficult situations such as disability, disease and disasters. Natural  (Al-Fares, 2001) .

There are also those who said that poverty is deprivation at its most severe, where basic needs for subsistence can only be obtained rarely, and this does not exceed the minimum limit for survival (Wahb, 1996).

### 2.2.2 Types of Poverty:

Poverty has types, including income poverty, which is the state of not obtaining an income that secures the human being with food necessary only to survive, as this type of poverty agrees with the subsistence limit in Islamic thought, and the poverty of capabilities, which is the inability of individuals to possess the human skills and capabilities necessary to ensure the entitlement to human well-being in a particular social entity, whether it is an individual, family or local community (Hassan, 2013).

### 2.2.3 Forms of Poverty :

Poverty forms, including poverty endowment occurs as a result of loss or sudden crisis and is often temporary and these events that cause the occurrence of poverty endowment are acute health problems, divorce and natural disasters, and poverty inherited urges when families whose members are born through two generations and they are in poverty as these families that live in this form of poverty do not have the ability to move outside the conditions of their lives and they do not have the tools of this movement,  And absolute poverty in the sense of the scarcity of necessary needs such as food and water, as these families in this form live their lives day by day, and relative poverty refers to this form of poverty to the economic situation of individuals so that their incomes are not sufficient for the requirements of the average standard of living in society, And civil poverty This form is found in large cities with a population of at least 50,000 people, individuals deal with this form with complex and complex intercourse of chronic acute pressures, where violence and crowding include noise, as they depend on city services and they are inadequate and often inadequate, and rural poverty This form is found in areas with a population of at least 50,000 people and depend on one breadwinner, where individuals suffer from deprivation in social services and care. People with special needs and low level of education, as programs that encourage the transition from dependence on subsidies to exploitation and work represent problems in remote rural areas, where job opportunities are less and poverty in the countryside is greater than in cities, where rural poverty ranges from 15-20% while in cities 10-15% ( Jensen, 2015 ) .

### 2.2.4 Dimensions of Poverty:

Poverty dimensions, including materialism are the things that we consider lack of poverty, and one's awareness of his situation where one feels that he is poor when there is a shortage of those materials or all as they say (the king who did not want the king) in the sense that a person does not feel the loss of the thing only when he knows and realizes it and that the human being will not feel the lack of what he owns only when he sees a lot when others and in light of what we live from propaganda and media became the poor aware of their poverty,  And how do others see the poor, where the poor person's perception of his condition varies according to the vision of others for him, as this realization entails another reaction towards the poor from providing help or charity or not interfering at all (Hassanein, 2013).

### 2.2.5 Poverty Limits :

Poverty limits, including psychological limits Some thinkers consider that poverty has a subjective dimension (psychologically) and that the sense of poverty is an element of the constituent elements of the situation of poverty has focused (Clément Coulson) in the twenties and thirties of the last century that the eras of progress are the eras that saw the most number of people dissatisfied with their destiny, and noted (René Lenoir) direct aid easier and least expensive to unify these linkages, but the obstacle in this methodology is that the correlation between poverty and some elements may be Mostly incomplete in the sense that some of the needy poor may not be counted, while there are non-poor people who benefit, the best way to implement targeted programs linking the payment of subsidies and the completion of a specific work, as is the case in public programs for use in rural areas, and also there is a way to sell products financially, where the poor are the most in their consumption, where we call these programs (self-targeted programs), And the limits of social poverty measurement on these limits raises problems without providing solutions to them as the workers resort to the most expensive

techniques of dimensional analysis techniques, for example (Rush model) used by Dix in order to reach censuses and descriptions of the poor, the measurement of poverty changes with each thinker, accurate analysis leads away and leads to the detection of the poor and to the science of poverty and the insightful distinction between the poor fake and real, And cash limits Every person whose income is insufficient for the lowest standard of living is considered poor, insufficient income for a long time leads to inadequate education, insufficient rehabilitation, incomplete school life and affects the way of life, i.e. deprivation in the field of nutrition, health and housing (Milan, 1995).

## 2.2.6 Poverty lines:

Poverty lines where the concept of poverty line represents the minimum level of living of the individual and in the light of which is the distinction or guidance between the poor and non-poor, and calculated based on income or consumption and distinguishes the economist (Rafalion) between two types of poverty lines on the basis that the poverty line is the monetary cost of an individual in a certain place and time to reach the level of well-being, and poverty lines as follows absolute poverty line: It refers to a certain absolute criterion for the minimum human protests in the sense of the case in which the individual's income is less than a limit that is set, whether by the government or government organizations, and within the absolute poverty area two levels are a higher level of poverty called the upper poverty line and it is called (ordinary absolute poverty), which is estimated by government organizations between $ 2 as a maximum and $ 1 as a minimum, where those who exceed this line are considered rich, but the minimum poverty line is called (extreme poverty) is the case in which The per capita income is less than $ 1 per day, meaning that he does not have the necessary income to obtain his needs of food only, let alone his need for other commodities such as clothing, housing, education and health (Lahileh, 2010).

And the relative poverty line: It means the situation in which the per capita income is less than a certain percentage of the average income in the country, and from it is a comparison between the different groups of society in terms of the standard of living and that this measure varies from one country to another, as it depends on determining it on the estimate and is a measure of inequality more than it is a measure of poverty, which is more significant in developed countries because it determines the percentage of poverty and does not measure the percentage of deprivation experienced by this category of basic needs Therefore, the Oxford Initiative for Human Development and Poverty (OPHI) was launched and used globally in the International Human Development Report since 2010 that included new indicators in addition to the income poverty index, where each of these indicators measures the state of sanctities that each individual lives or suffers from, so if the individual is deprived of 33% of his basic needs that he identified for five dimensions (nutrition and health, Education, standard of living, basic services, employment) this individual is poor because the limit of 33% provides 67% of basic needs (Ali, 2002).

## 2.2.7 Poverty Classifications :

And that poverty classifications as the poor are not one category, some of them are poor and close to the rich, and some of them are poor and close to destruction, and some of them were born and raised poor, as well as die while poor, and some of them can be eliminated and some of them can n't be eliminated, as well as some of them can be tolerated and let time treat it while some of them cannot be tolerated .

And here are some classifications of poverty:

Poverty of shocks: the occurrence of an unexpected impact such as rising prices directly or sudden decline in income, where shocks occur due to the turmoil that occur due to the instability of the level of economic activity, and the most prominent of these shocks is the oil shock of 1973 and the resulting inflation of the fuel import bill when countries that do not produce oil, as well as the global financial crisis that hit the global economy in 2008, where it led to the loss of about 25 million workers in Europe and Asia their jobs and joining the poor (AlHusari , 2007 ) .

Seasonal poverty: a type that spreads in certain seasons and disappears at the end of these seasons, as the rural population is more vulnerable to this type of poverty who have poor by 95% of the total poor in the world, as the rural poor suffer three seasons because the crop has one season, which is the season of harvesting the crop, where they are fondled by hope in this season (Atwi, 2004).

Permanent poverty: This type of poverty lasts throughout the seasons of the year and that the poor of cities are more vulnerable to it and that their percentage is small according to the estimate of international organizations and that their percentage is less than 5%, but their situation is worse than the rural poor because the rural poor have a certain season in which they produce and reduce poverty, and in general, the situation of the urban poor is not the same in all societies, as Islamic societies have occasions where they care about the poor with religious motivation, and these occasions are the month of Ramadan To double the wage in it from the rest of the months, as it is concluded with zakat al-fitr, which is paid to the poor of the affluent individuals and paid at dawn on the blessed Eid al-Fitr, and the concentration of the rich and the presence of zakat in the cities has a role in alleviating poverty for the poor city dwellers (Ali, 2005).

The poor class is characterized by several characteristics, including the decline in the level of income and the spread of diseases, the decline in the level of education and the spread of illiteracy, the difficulty of obtaining jobs, the high rate of child mortality, the low standard of housing and living in general, and the difficulty in obtaining public utility services in some cases such as potable water, sanitation and electricity .

## 2.2.8 Poverty Classifications :

The poor are classified into several categories, including the poor stable This type of poor is characterized by stability at the family level more than at the regional level and are interested in educating their children and have a high status among those around them, and the poor tense This category is characterized by stability at the regional level, but they suffer from turmoil and family problems due to the behavior of some family members, for example, drug addiction, and the poor successful This class has the ability to face its problems to a high degree, but they suffer from economic problems, but it remains struggling To face these problems for the stability of the family with a great focus on the learning of children and increases this category when unemployment rates rise, and the poor unstable this category suffers from family and economic instability and this type is found among immigrants to the city as well as the urban poor of ethnic and religious minorities and those born in poor families from eternity and people with disabilities who have lost their statu (Sultania, 2008 ).
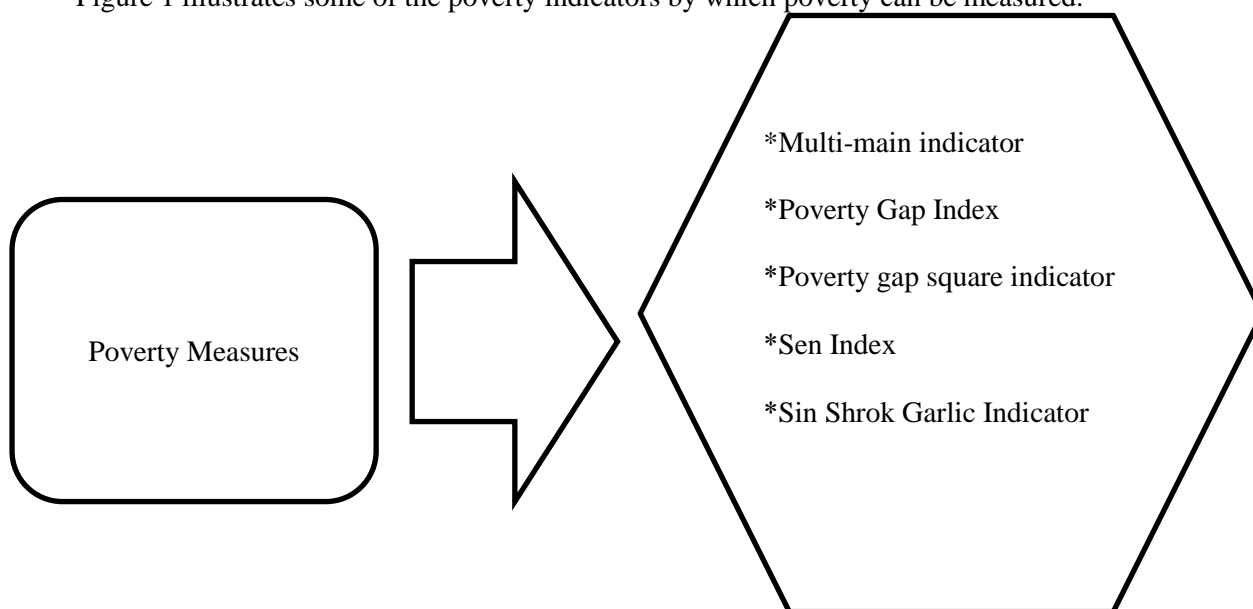
## 2.2.9 Economic and Social Impacts of Poverty :

That poverty has effects, including social effects represented by illiteracy, ignorance and backwardness because poverty greatly affects education, the poor does not pay attention to education, as his priorities are limited to meeting his needs of food, drink, clothing and treatment, which makes education for him a secondary matter;  And the increase in the mortality rate, as all experts linked most diseases to poverty and finally the death of many, due to the lack of services, health care, as well as basic services of potable water, and the provision of appropriate housing, and the large number of diseases, most of which are due to malnutrition and thus human death or exhaustion and the lack of good medicine and the main cause of malnutrition is due to poverty (Sardar, 2015).

Including economic effects represented by the spread of corruption significantly, which led to the weakness of the economic movement of the country, where corruption is one of the causes of poverty, but poverty leads to the development of corruption, and a lack of return for individuals and a low level of economic activity for them and thus a decrease in government income and thus the deterioration of the standard of living for individuals, and the spread of unemployment, so the decrease in financial resources in societies leads to a low rate of investment and this explains the weakness of employment opportunities as the spread of poverty makes the poor do research About sources of income in order to meet their basic needs, which makes some poor people resort to illegal ways to work, including the parallel market and prohibited roads (AlAzim, 1995).

Figure 1 illustrates some of the poverty indicators by which poverty can be measured.



**Figure 1:** Main Measures of Poverty
Source: Statistical (2015) , Economic and Social Research and Training Center for Islamic Countries, Poverty Measurement in OIC Member Countries, Libya , p 16.

**Table 1 :** shows that the largest percentage of deprivation is in the infrastructure in Iraq in 2007 because the volume of current spending is large in this period and vice versa for investment spending because the government in this period is working to improve the living conditions of the population by opening the door for appointments and raising salaries and wages for employees.

| Proof (degree of disadvantaged | Family Economic Status | Protection and social safety | Housing | Infrastructure | Health | Education | Basic need |
|---|---|---|---|---|---|---|---|
| 27.9 | 32.1 | 32.6 | 28.7 | 52.8 | 26.8 | 27.9 | Rate % |

**Table 1:** Percentage of Deprivation of Basic Needs in Iraq for the Year 2007
Source: Ministry of Planning (2010) , Department of Studies and Research, Alaa Eddin Jaafar, Population and the degree of disadvantaged in the governorates, Iraq, p 4.

**Table 2 :** shows that the number of poor individuals read extreme for the period (2005-2011) decreased from (12667239) individuals in 2005 to (5569443) individuals in 2011 with an average annual growth rate of (-52.8%) and a compound growth rate of (-33.7%), and that the rate of extreme poverty is what affects the number of people who are in extreme poverty, where the compound growth rate of the rate of extreme poverty (-39.2%) and the high rate of extreme poverty increases the number of people who suffer from extreme poverty and vice versa if the rate of extreme poverty decreases.

**Table 2 :** Poverty Index in Iraq for the Years (2005, 2007, 2011)

| Absolute poverty% | Annual Growth Rate% | The number of individuals who are absolutely poor | Extreme poverty % | Annual Growth Rate% | Number of individuals extremely poor | Years |
|---|---|---|---|---|---|---|
| 22.87 | --- | 6403527 | 45.25 | --- | 12667239 | 2005 |
| 44.3 | 105.3 | 13149126 | 15.3 | -64.1 | 4541346 | 2007 |
| 63.01 | 59.7 | 21001233 | 16.71 | 22.6 | 5569443 | 2011 |
| | 135.2 | | | -52.83 | | Average Annual Growth Rate% |
| 66.0 | | 81.1 | -39.2 | | -33.7 | Total compound Growth rate% |

Source: Ministry of Planning (2005), Central Bureau of Statistics, Survey of Living Conditions in Iraq, Baghdad , p296 .
Growth rates calculated by the researcher.

## 2.3 Spending on Education:

By ensuring education, social policy contributes to the formation of human capital, which supports social capital by promoting social cohesion, resolving conflicts and achieving stability, as education is not an important dimension of the individual's well-being only, but an important entrance to enable the individual to have full capabilities and participation in society and also a major driver of income and that individuals who lack education or basic writing and reading skills are more vulnerable to a higher risk of ill health and employment other than Governments that devote time and money to investing in education are like any other investment because governments believe that spending on education will provide better education to society.

Contributing to raising the rate of economic growth faster, as the government invests in education at all levels in order to equal opportunities and reduce income inequality ( DESA , 2013 ) .

Primary education is free in most countries of the world, as the state provides it because it believes that its benefits are not only due to the individual, but to society as a whole, because all members of society who can read and write will participate in economic and social life (Subbotina and Sheram , 2000 ) .

As well as investing in secondary education because it gives young people skills that enable them to improve the chances of finding new jobs and expand and enable the basic skills acquired from primary education in a way that deepens public education and adds technical and vocational skills to it ( UNESCO , 2012 ) .

Spending on higher education is an effective tool to reduce income inequality, as profits are often distributed depending on the educational levels of the population, as countries with high levels of higher education among the population are accompanied by higher levels of development and a more equitable distribution of income, and good quality education benefits individuals and plays a key role in changing the future prospects of countries, strengthening nations and developing dynamic economies with global competitiveness.

High-quality and broad-based education is one of the most effective tools in achieving sustainable economic development, enhancing local productivity, innovation, eradicating poverty and reducing income inequality .

As higher education, when it is free, it benefits the children of the middle class because the owners of this class allow their children to pursue their scientific studies for a longer period, as their families do not depend on them in terms of family income, in countries where primary education depends on the private sector and university education is free, the middle class residing in cities benefits more than the children of the poor classes or rural residents, Many studies indicate that higher education is accounted for only a small percentage of young people, which creates a large wage gap and increases income inequality, and there is a relationship between household incomes and the quality of education, as low-quality education negatively affects the scientific results and the high dropout rate among children living in poverty and thus faltering their access to a higher level of education and increasing poverty and income inequality (Ospina , 2010 ) .

The strategy adopted by the Iraqi government to provide education at the global level by 2015 revolves around halving illiteracy rates for the poor, reducing gender disparity by 98% and 50% in middle education for the poor ( Arab Organization for Agricultural Development , 2010 ) .

Through the national strategy followed by Iraq and in cooperation with the Ministry of Education and the Ministry of Higher Education and Scientific Research to improve the educational level of followers of modern curricula, it has been building (2324) school during the period (2009_2006) and for all stages with the restoration of (1595) school for the same period and the opening of special education classes for people with special needs (816) school, has been the development of educational patterns known as (non-formal education) through (Iraq National Report on the State of Human Development , 2008 ) .

The pattern of adolescents schools, which is intended for the enrollment of students from the age group (15-10) years and the duration of the study in it is four years and at the end of this stage the student gets the primary certificate and this type is little prevalent in Iraq according to the statistics of the Ministry of Education, as the number of students (6689) in (2006_2005) The number of schools reached (69) school,  It reached (80) schools in (2009-2008) (National Millennium Development Goal Analytical Report, 2010: 6).

The pattern of evening schools, which targets school dropouts, which is similar to the morning regular dropout schools in terms of curriculum and the number of school years, and this type is limited and not commensurate with the phenomenon as the number of students enrolled in the primary stage (1386) students and the secondary stage (56336) students The number of schools amounted to (15) primary schools and (206) secondary schools .

And the accelerated education pattern, which is a non-formal education that includes the young group aged (18_12) years of dropouts and aims to pressure The educational curriculum to three years for the primary stage and that the number of students enrolled in it amounted to (9633) students and the share of female students was (3513) students and the number of schools in urban (123) schools and in rural (21) schools .

Science is one of the main and important pillars of any country and that the renewal of the educational system plays a role in its prosperity and success, which is reflected on society with good and as a result requires the establishment of an educational system away from indoctrination and information quantity and following correct policies while meeting the need of the times and considering all educational curricula, teaching methods and others (AlAbadi , 2006) .

**2.3.1 Analysis of Public Expenditure in Iraq for the Period (2004-2021):**

It is noted from Table 3 that the volume of spending on education is in an ascending pattern for the period (2004-2021), where it developed from (1883941) million dinars to (12880056) million dinars, achieving a compound growth rate (12%) and an average annual growth rate of (13.5%) and the average percentage of spending on education from public expenditure during the research period was (11%).

**Table 3 :** Public Expenditure, Education Expenditure and Literacy rate in Iraq (2004-2021) .

| Annual Growth Rate% | Literacy rate% | %of public expenditure | Annual Growth Rate% | Expenditure on education (million dinars) | Public expenditure (million dinars) | Years |
|---|---|---|---|---|---|---|
| --- | 65 | 6.0 | --- | 1883941 | 31521427 | 2004 |
| 4.6 | 68 | 6.3 | 3.7 | 1953702 | 30831141 | 2005 |
| 2.9 | 70 | 7.2 | 39.1 | 2717724 | 37494459 | 2006 |
| 10.0 | 77 | 8.9 | 28.3 | 3487103 | 39308348 | 2007 |
| -5.2 | 73 | 8.6 | 66.3 | 5800164 | 67277196 | 2008 |
| 0.0 | 73 | 11.1 | 6.8 | 6192404 | 55589721 | 2009 |
| 8.2 | 79 | 10.9 | 23.8 | 7665608 | 70134201 | 2010 |
| -7.6 | 73 | 12.7 | 30.2 | 9982586 | 78757666 | 2011 |
| 5.5 | 77 | 8.9 | -6.1 | 9372838 | 105139575 | 2012 |
| -5.2 | 73 | 8.8 | 12.4 | 10538632 | 119127556 | 2013 |
| 12.3 | 82 | 8.5 | 1.4 | 10684142 | 125321074 | 2014 |
| 1.2 | 83 | 12.2 | -6.6 | 9977837 | 81525365 | 2015 |
| 1.2 | 84 | 16.0 | 7.6 | 10734106 | 67067433 | 2016 |
| 2.4 | 86 | 15.1 | 6.5 | 11427884 | 75490115 | 2017 |
| 2.3 | 88 | 16.0 | 13.5 | 12976042 | 80873188 | 2018 |
| 1.1 | 89 | 12.3 | 5.5 | 13690616 | 111723523 | 2019 |
| 0.0 | 89 | 14.9 | -17.0 | 11361619 | 76082442 | 2020 |
| 1.1 | 90 | 12.5 | 13.4 | 12880056 | 102849659 | 2021 |
| 2.1 | | 11.0 | 13.5 | | | Average annual growth for duration (2004_2021) |
| | 1.9 | | | 12.0 | 7.2 | Compound growth rate of duration (2004_2021) |

Table 3 shows the value of spending on education at the beginning of the period (1883941) million dinars in 2004 developed to (12880056) million dinars at the end of the period, achieving a compound growth rate (12%), an average growth rate of (13.5%) and an average percentage contribution from public expenditure (11%) This development in spending on education is due to the significant expansion in public spending, and that the literacy rate in Iraq witnessed a development during the period (2004-2021), where its percentage increased from (65%) in 2004 to (90%) in 2021 Achieving a compound growth rate (1.9%) and an average growth rate (2.1%) and increasing the number of literate learners is largely due to the technological, economic and social development after the previous regime.
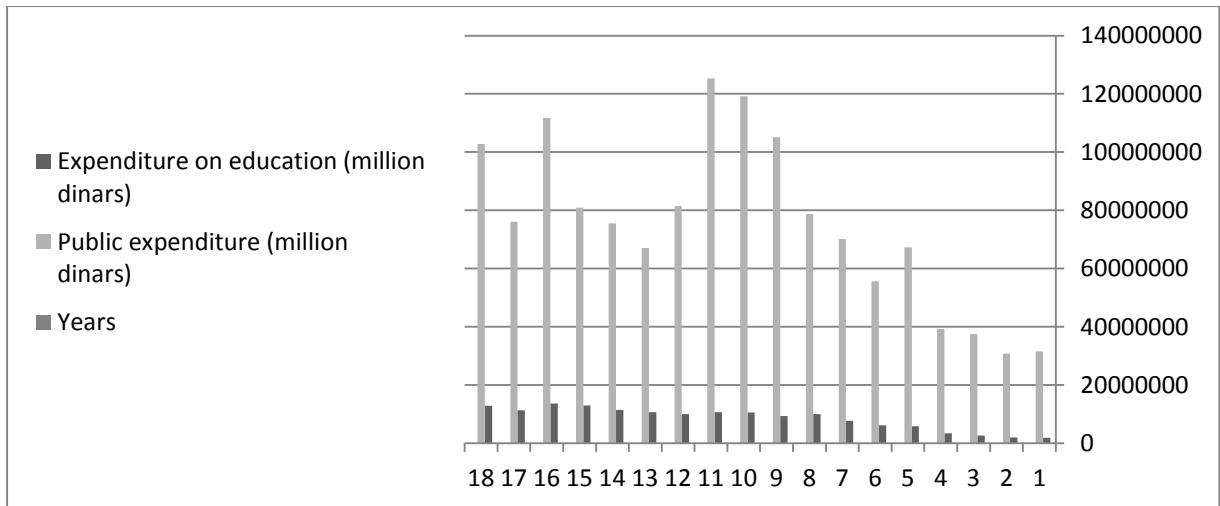
**Figure 2 :** Government spending and education spending for the period (2004-2021) .

It was found that the proportion of spending on education increases with the increase in the amount of public spending , meaning there is no real desire (necessary) in order to raise the level of education, so the government considers if it sees that spending is large, it will increase its value on education and on the contrary, there is no continuation at the same pace in order to continue to develop, and the reasons may be due to the political and security conditions that the country is going through from time to time.

**2.4 Econometric Analysis of the Relationship between Education Spending and Poverty:**
**2.4.1 View ARDL Results:**

**Table 4 :** ARDL Results

| Prob.* | t-Statistic | Std. Error | Coefficient | Variable |
|---|---|---|---|---|
| | | | | |
| | | | | |
| 0.0000 | 36.54018 | 0.069424 | 2.536770 | X1(-1) |
| 0.0000 | -18.26767 | 0.130263 | -2.379608 | X1(-2) |
| 0.0000 | 12.26929 | 0.067920 | 0.833332 | X1(-3) |
| 0.0044 | -2.961427 | 19996.75 | -59218.91 | Y1 |
| 0.0020 | 3.235725 | 47274.59 | 152967.6 | Y1(-1) |
| 0.0058 | -2.858022 | 48077.52 | -137406.6 | Y1(-2) |
| 0.0311 | 2.206541 | 20677.07 | 45624.81 | Y1(-3) |
| 0.9172 | -0.104353 | 57553.25 | -6005.851 | C |
| | | | | |
| | | | | |
| 2201491. | Mean dependent var | | 0.999392 | R-squared |
| 916504.1 | S.D. dependent var | | 0.999322 | Adjusted R-squared |
| 23.10660 | Akaike info criterion | | 23861.82 | S.E. of regression |
| 23.36563 | Schwarz criterion | | 3.47E+10 | Sum squared resid |
| 23.20936 | Hannan-Quinn criter. | | -789.1777 | Log likelihood |
| 1.777357 | Durbin-Watson stat | | 14322.15 | F-statistic |
| | | | 0.000000 | Prob(F-statistic) |
| | | | | |

**Table 4 :** Prepared by the researcher based on a program (Eviews12) .

It shows that the ARDL model automatically determines the optimal number of degrees of time lag for the two variables (X1)(Y1) if the degree of time lag for the dependent variable Y1 reaches three degrees of time while the independent variable X1 had a time deceleration degree also has three time degrees **, On the other hand, the statistical results showed that the independent variable X1 was interpreted that the value of the weighted adjusted coefficient R-squared was about (0.99%) in the change in the dependent variable Y1 is caused by the change in the independent variable, and (0.1%) is due to random error, while the calculated F value is statistically significant because the p value was less than 5% reaching (0.00000) which explains the significance of the model as a whole from a statistical standpoint , D-W stats also indicated that its value reached (1.777357) , therefore it is clear that the model is free from the problem of spurious regression.

**2.4.2 Bounds Test:**

In order to verify the existence of cointegration between the independent variable, expenditure on education (X1) and the dependent variable, literacy rate (Y1), a parametric test is required, where the decision is made that there is cointegration between these two variables by comparing the calculated value of (F) with the value of the two upper terms I. (1) and the minimum is I(0). If the calculated value of F is greater than the value of the upper limit here, the alternative hypothesis must be accepted , which states that there is co-integration and a long-term equilibrium relationship between the two variables, and the null hypothesis is rejected , on the contrary, if the calculated (F) value is less than the minimum value, the null hypothesis must be accepted, which states that there is no co-integration between the two variables, and then the alternative hypothesis must be rejected , table 5 below shows this.

**Table 5 :** Bounds Test Results

| I(1) | I(0) | Signif. | Value | Test Statistic |
|------|------|---------|-------|----------------|
|      |      |         |       |                |
|      |      |         |       |                |
| 3.51 | 3.02 | 10% | 4.976178 | F-statistic |
| 4.16 | 3.62 | 5% | 1 | k |
| 4.79 | 4.18 | 2.5% |  |  |
| 5.58 | 4.94 | 1% |  |  |
|      |      |         |       |                |

**Table 5 :** prepared by the researcher based on the Eviews 12 program

The results of the bounds test appear if it turns out that the calculated statistical value (F) of (4.976178) is higher than the value of the two limits (upper and lower), which are (4.16) and (3.62), respectively, at the 5% level. Therefore, the null hypothesis must be rejected and the alternative hypothesis must be accepted. Which stipulates the existence of cointegration and a long-run equilibrium relationship between the variables (X1) and (Y1).

**2.4.3 Tests of short-run estimated parameters and error correction factor :**

This test shows the estimated parameters over the long term exposure of the independent variable in addition to determining the short type , this test also shows the unconstrained range correction capability (UECM), which measures the model's backwards-to-range variance , between the independent variable (spending on education X1) and the dependent variable (literacy rate Y1) in the case of divergence and deviation in the short term, and one of the conditions for the error correction coefficient is to be negative and significant, If this condition is met, this indicates that the model is approaching the state of equilibrium in the long term, and vice versa, if this coefficient is not negative and non-significant or imbalance in one of its conditions, the model moves away from the state of equilibrium. Table 6 below illustrates this.

**Table 6 :** Results of short-term parameters and UECM coefficient

| Prob. | t-Statistic | Std. Error | Coefficient | Variable |
|---|---|---|---|---|
| | | | | |
| | | | | |
| 0.0000 | 24.06772 | 0.064247 | 1.546277 | D(X1(-1)) |
| 0.0000 | -13.30473 | 0.062634 | -0.833332 | D(X1(-2)) |
| 0.0029 | -3.102788 | 19085.71 | -59218.91 | D(Y1) |
| 0.0021 | 3.219267 | 28510.16 | 91781.83 | D(Y1(-1)) |
| 0.0267 | -2.270088 | 20098.25 | -45624.81 | D(Y1(-2)) |
| 0.0002 | -3.926575 | 0.002421 | -0.009507 | CointEq(-1)* |
| | | | | |

**Table 6:** Prepared by the researcher based on the program (Eviews12) .

It turns out that the estimated results for the parameters of the independent variable in the short run for each time deceleration D(X1), D(X1(-1)), D(X1(-2)), as the table shows the direct effect between spending on education X1 and the literacy rate Y1, that is, an increase of (X1) by 1 unit will lead to an increase (Y1) by (1.546277) for the time deceleration ((1D(X1)(-), and at a very significant level (0.0000), that is, at a value less than (5%). This direct effect, This is very logical and consistent with economic theory, as increasing public spending on the education sector in terms of building schools, intensifying education on students and raising the level of their performance will lead to a decrease in illiteracy rates and an increase in literacy.As for the second time slowdown at D(X1(-2)), the effect has become inverse between X1 and Y1, when increasing (X1) by 1 unit will lead to a decrease in (Y1) by (-0.833332), This is due to changes in public spending on the education sector and fluctuations in oil prices, especially the security and economic conditions that the country witnessed from the displacement of most areas of the provinces of Iraq, which led to a low level of literacy rate , it should be noted that the estimated relationship in the short term showed the unconstrained error correction coefficient (UECM), whose value was negative (-0.009507) and significant at a significant level (0.0002), thus confirming the existence of a short-term relationship, the balanced relationship between the two variables (X1) and ( Y1) is a long-run equilibrium relationship, which means that the error correction factor is shown as (-0.0095) for the short-run errors in (Y1) in the previous period (t-1) that can be corrected in the current period (T-1) in order to return to long-run equilibrium , the term in the event of any shock or change in the independent variable.

**2.4.4 Test long-term Estimated Parameters:**

This test demonstrates the estimation of long-run parameters to reveal the degree of influence of the independent variable on the dependent variable in addition to determining the type of relationship.

**Table 7 :** It shows the results of long-run parameter estimation .

| Prob. | t-Statistic | Std. Error | Coefficient | Variable |
|---|---|---|---|---|
| | | | | |
| | | | | |
| 0.4122 | 0.825717 | 250554.2 | 206887.0 | Y1 |
| 0.9119 | -0.111148 | 5683804. | -631742.7 | C |
| | | | | |
| | | | | |

**Table 7 :** prepared by the researcher based on the Eviews 12 program

Table 7 shows the results of the parameters of the independent variables in the long term, but although there is a direct relationship between the variables X1 and Y1, they are not statistically significant or significant due to the lack of significance of the Prob variables.

**2.4.5 Diagnostic Tests for Estimated Residues:**

In order to ensure the validity and accuracy of the results we obtained in the previous tests, we will conduct some diagnostic tests in order to prove this as follows:

**2.4.5.1 Serial Correlation LM Test:**

This test is used to ensure the extent to which the estimated model is free from the problem of autocorrelation of the residuals, as in Table 8.

**Table 8 :** LM Autocorrelation Problem Test Results

|        |                    |          |                |
| ------ | ------------------ | -------- | -------------- |
|        |                    |          |                |
| 0.4435 | Prob. F(2,59)      | 0.824446 | F-statistic    |
| 0.3914 | Prob. Chi-Square(2)| 1.875937 | Obs*R-squared  |
|        |                    |          |                |

**Table 8 :** prepared by the researcher based on the Eviews 12 program

The results of testing the autocorrelation problem appear if we notice that the probability value of (F-statistic) reached (0.4435), which is greater than 5%. This means that there is no autocorrelation problem. Here we must accept the null hypothesis, which states that there is no autocorrelation problem between the residuals. Randomization and rejection of the alternative hypothesis.

**2.4.5.2 Heteroskedasticity Test:**

This test is used to ensure that the estimated model is free of error variance problem, as in Table 9.

**Table 9 :** Shows the results of testing the variance difference problem for (ARCH).

|        |                     |          |                |
| ------ | ------------------- | -------- | -------------- |
|        |                     |          |                |
| 0.1826 | Prob. F(1,66)       | 1.814533 | F-statistic    |
| 0.1774 | Prob. Chi-Square(1) | 1.819496 | Obs*R-squared  |
|        |                     |          |                |
|        |                     |          |                |

**Table 9 :** prepared by the researcher based on the Eviews 12 program

The test results for the difference-of-variance problem for (ARCH) appear if we notice that the probability value of (F-statistic) reached (0.1826), which is greater than 5% , this means that the model is free of the problem of difference-in-variance, and thus accepting the null hypothesis which states that there is no difference problem. Covariance between random residuals and rejection of the alternative hypothesis.

**2.4.5.3 Normal Distribution Problem Test:**

This test is used to ensure that the estimated model is free from the problem of normal distribution of residuals. As in Figure 3.
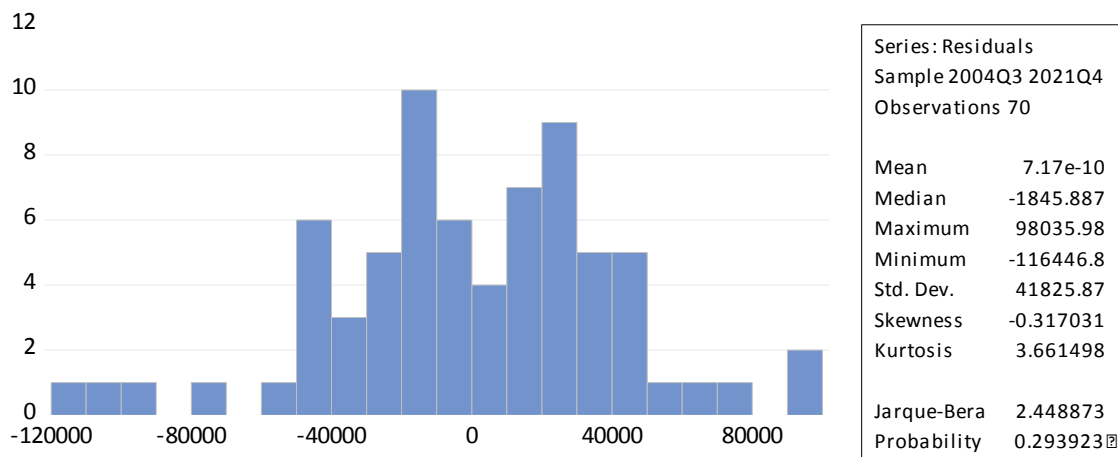
| Series: Residuals | |
| --- | --- |
| Sample 2004Q3 2021Q4 | |
| Observations 70 | |
| | |
| Mean | 7.17e-10 |
| Median | -1845.887 |
| Maximum | 98035.98 |
| Minimum | -116446.8 |
| Std. Dev. | 41825.87 |
| Skewness | -0.317031 |
| Kurtosis | 3.661498 |
| | |
| Jarque-Bera | 2.448873 |
| Probability | 0.293923 |

**Figure 3 :** Normal distribution problem test results

**Figure 3 :** Prepared by the researcher based on the Eviews 12 program

The results of the test for the normal distribution problem (Jarque-Bera) appear if we notice that the probability value reached (0.293923), which is greater than 5% , this means that there is no problem in the normal distribution, and therefore accepting the null hypothesis, which states that there is no problem in the normal distribution, and rejecting the hypothesis. The alternative states that there is a problem of normal distribution .

**2.4.5.3 Model Structural Stability Test ( ARDL):**

This test is used to confirm the structural stability of the ARDL model by using the cumulative residual test and accordingly the structural stability of the model parameters is achieved if the blue (zigzag) line in the CUSUM graph falls within the critical red dotted boundaries at the level (5%). Conversely, the structural stability of the model will not be achieved if that line lies outside critical limits. Figure 4 illustrates this.
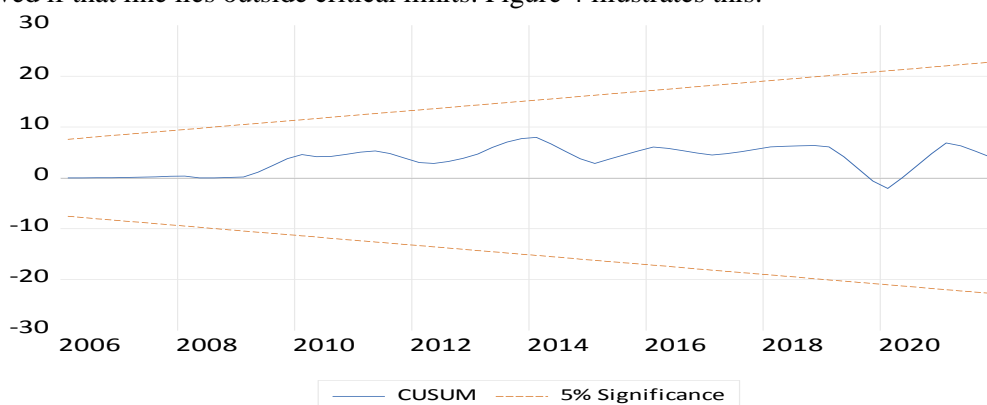


**Figure 4 :** CUSUM structural stability test results.

**Figure 4 :** Prepared by the researcher based on the program (Eviews12).

The results of the structural stability test for (CUSUM) appear if we notice that the blue (zigzag) line falls within the critical limits that are in red , this indicates that the estimated parameters of the model are stable, and therefore this test enhances the accuracy of the results of the ARDL model.

**3. Discussion of Results:**

In order to raise the educational level in Iraq and overcome the above-mentioned challenges in a way that contributes to alleviating poverty, because education is considered the basic foundation in building a conscious society, and this will contribute to the development of individuals, especially alleviating poverty, as the government is following advanced educational strategies, here we review the most important conclusions reached by the research:

**1.** The phenomenon of poverty is multidimensional and multi-faceted, which is not easy to define an accurate concept of, and this is what we found in the concept of the phenomenon of poverty, so this phenomenon remains complex due to the large number of forms and methods of measurement.

**2.** Poverty is a social and economic phenomenon that is not without a society that results in a defect in societal organization that can only be corrected through appropriate government measures that represent the basic content of a package of general economic policies.

**3.** The development of poverty and its transition from a mere phenomenon that societies can coexist with to a socio-economic problem with manifold dimensions that has accompanied a clear development in the fields of poverty measurement and evaluation by finding the necessary methodologies to build various economic and social indicators by adapting all sources of databases, whether quantitative or qualitative statistical surveys, national records or international sources, Poverty is one of the economic conditions in which the individual lacks sufficient income to obtain the basic necessities of life such as food, housing, education, health and other necessary needs to secure a decent standard of life.

**4.** The government tried through several policies and programs aimed at alleviating poverty and reducing its effects on society through spending on education, but did not reach the level through which poverty can be addressed, and the fact that these spending is provided to all classes of society, regardless of whether they are poor or non-poor.

**5.** The educational and scientific process in Iraq suffers from challenges and problems that require intervention and institutional and societal effort to confront them.

**6.** The existence of a relationship between poverty and education, where poverty is widespread, manifestations of illiteracy and dropout of school spread.

**7.** The existence of a disparity in the level of educational service delivery in Iraq and the spread of illiteracy.

**8.** The relationship between poverty and education has negative effects resulting from poverty and the deterioration of economic performance in Iraq.

**9.** The short-run independent variable estimation results for estimating the education spending function showed the direct effect between education spending and the literacy rate. , and this is very logical and consistent with economic theory, as increasing public spending on the education sector in terms of building schools and intensifying education for students and raising the level of their performance will lead to a decrease in the rate of illiteracy rates and raise the literacy rate, as the compound growth rate of spending on education for the period (2021_ 2004) increased by (7.2%) and thus the literacy rate increased, meaning the illiteracy rate decreased from (65%) in 2004 to (90%) in 2021.The second result is that the impact has become reversed and this is due to changes in public spending on the education sector and fluctuations in oil prices, especially the security and economic conditions that the country witnessed from the displacement of most areas of the provinces of Iraq, which led to a low level of literacy rate.

**4.Conclusion:**

Poverty is an economic and social phenomenon that is not devoid of society, resulting in a defect in the societal organization can only be evaluated through appropriate government measures and these measures represent the basic content of a package of general economic policies, and there are multiple differences that involved the concept of poverty and these differences are derived from the multiplicity of views that dealt with it in the past and present, and despite that, most of them revolve around (relative deprivation) suffered by a certain group of society without others, As the link between education and poverty in order to alleviate it in this case is called poverty (multidimensional poverty) and it is not easy to define an accurate concept of it, so it remains a complex phenomenon for the large number of forms and methods of measurement, as Iraq suffers from weakness in building and developing the educational service in society and this leads to an increase in poverty, a clear national strategy must be followed in order to advance the educational process, And not to look at the fluctuation in the rates of public spending and link educational spending to it, but must make spending on education has a clear picture and continuity in order to raise its contribution to poverty alleviation.

**Authors Declaration:**
Conflicts of Interest: None
-We Hereby Confirm That All The Figures and Tables In The Manuscript Are Mine and Ours. Besides, The Figures and Images, Which are Not Mine, Have Been Permitted Republication and Attached to The Manuscript.
- Ethical Clearance: The Research Was Approved By The Local Ethical Committee in The University.

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# أثر الانفاق على التعليم في التخفيف من الفقر في العراق

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**مستخلص البحث:**

هدف البحث هو معرفة دور الانفاق على التعليم في تخفيف الفقر في العراق للمدة (2004_2021) و وضع الحلول المناسبة للتخفيف من الفقر , فضلاً عن سعت البحث في قياس دور الانفاق على التعليم في العراق خلال المدة المختارة من (2004_2021) , أنطلاقاً من فرضية مفادها أنه على الرغم من أن نسبة الانفاق الجاري من الانفاق العام كبيرة ألا أن نسبة الانفاق على التعليم قليلة لذا كان أسهامه ضعيف في التخفيف من الفقر في العراق , حيث ان الانفاق على التعليم في العراق خلال مدة البحث تأثر بالعديد من الصدمات والظروف الحرجة والصعبة وأهمها تذبذب الاسعار النفطية والحروب الطويلة ضد الارهاب وكذلك فايروس كورونا كل هذا كان له أثر وبالتالي فأن النفقات العامة في العراق ترتبط بالدرجة الاولى بالاسعار النفطية لانها الممول الاول للانفاق العام في العراق , والنتيجة يكون ما يوجه للانفاق على التعليم قليل ولم يسهم بشكل بارز في تخفيف الفقر في العراق , حيث تم أستخدام الاسلوب التحليلي والاسلوب القياسي في تحليل البيانات .

**نوع البحث:** ورقة بحثية .

**المصطلحات الرئيسة للبحث:** تخفيف الفقر , الانفاق التعليمي , الفقر , فقر التعليم , الفقر الاجتماعي , التعليم .

**البحث مستل من رسالة ماجستير*