



## Spatial Planning for a Developed Vocational Training System in the Kurdistan Region With Special Focus on Duhok Governorate

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### ABSTRACT

The principal purpose of the study is to explore and conduct a study into the Kurdistan Vocational Training system. The research has taken Duhok as a case study to explore the nature and extent of the vocational training provided by the Ministry of Labor and Social Affairs (MOLSA).

The researcher used a triangularization methodology to conduct that study. The method implied a Content analysis and also used the Qualitative interview tool. The study's quantitative part consisted of a structured questionnaire. The findings of the survey were analyzed by entering data into the Statistical Package for Social Sciences (SPSS) program in a multivariable analysis. The findings of this research were taken from both a literature review and exploring the practical field work while studying the current status of Duhok Vocational Training Centre. Though the Iraqi Labor Law contains a general description on labor and vocational training, the Vocational Training Centre system is administered and directed centrally. This centralization has had a negative impact on outcome and achievements. It was also discovered that a very important department was lacking in the administration, namely a curriculum department. It was found that the Duhok Vocational Training Center (VTC) building does not adhere to the international standards of a modern training center and was not fit for purpose with regard to the learning environment. The training courses provided by the Duhok VTC were only to cover the very basic needs in the market. The equipment provided and the use of technology at the training center was not supplied in keeping with the current market demands. There is a serious need for

developing the educational system in a way to encourage vocational training and develop skills. It was discovered that here was no coordination between the Ministry of Education and MOLSA. There was no real coordination between the Ministry of Education, MOLSA and the local market. It was shown from the statistical data that the VTC beneficiaries were mainly females. There was a huge market demand on certain courses. Moreover, there were other important matters which appeared to have no clear cut plan for the VTC on a National level and on Regional level. There was no comprehensive vision for MOLSA to reorganize the whole vocational training system (legally, administratively, technically and financially) to determine the priority of this sector and its role in the socio-economic development of the region.

## **INTRODUCTION**

**E**xploring the methodology of this research is firstly discussed in this chapter. The process of conducting the research will be explained in detail. This is followed by a discussion to the research problem. Furthermore, the research considers the questions that are supposed to be answered which concern the main aim of this research hypothesis. The significance of this study is to clarify the reasons and motivations behind writing this thesis. Finally, the limits of this study are going to be explained within the time and place frame of the research.

### **1.1 Problem of the Study**

*"The Problem statement for this research is Vocational training and vocational education in Iraq and Kurdistan is a fundamental issue. However, the issue remains without any specific plan, especially for vocational training. The field of vocational training and vocational education should be a part of the overall planning strategy of the nation."*

Paying attention to the development of human capital in the developing nations is a reflection of the plans for the economic growth in these nations. The intention is that this research can

answer some issues in studying the current status of VTCs in Duhok and KRG awareness to its role in the development plans of the Region.

Vocational education is organized under the Ministry of Education. Vocational Training is organized under the Ministry of Labor and Social Affairs (MOLSA) but it is not accredited, while vocational education is well systemized and well-constructed for a long time in Iraq and in Kurdistan. However, the same old structural system and the same old technology is still being used in the vocational schools provided at the time of their foundation. After completing the secondary vocational school the graduate will be awarded with a diploma certificate by the Ministry of Education. The certificate is accredited by the government for employment and for continuing their studies.

On the other hand Vocational Training is provided by the Ministry of Labor and Social Affairs (MOLSA). MOLSA training aims to qualify the unemployed young people with the skills needed to enable them enter the labor market. Nevertheless, the MOLSA training is not accredited in the same way as Vocational Education. The MOLSA certificate provides information on the person's CV assisting the unemployed person in getting a job. Therefore, MOLSA training provides the trainee with the practical skills needed to perform a job. In other words, it qualifies the person to enter the labor market. The questions raised are the follows:

- Is MOLSA training certificate credible in the Iraqi labor market?
- What kinds of relations does MOLSA training have with the vocational education system?
- What do the trainees gain?
- What are the curricula used for in VTCs?
- What kind of training do they have?
- Who are VTC teachers or trainers?
- Where are they placed?
- Does MOLSA VTC benefit society?
- What is the plan of MOLSA VTCs in relation to the strategic plan of the country?

The relation that MOLSA has with the Ministry of Education is still theoretical and not transparent. It is in its very beginning as recently the realization of the comprehensive relationship between education, vocational education and vocational training centers came to appear. However, it is not believed to be applicable yet.

The VTCs are supposed to train the young unemployed to gain skills in certain fields such as computers, sewing, English language, carpentry etc. However, no valid test on the quality of training to test the level of the skills people gained from their training has been agreed on.

When measuring the benefit of MOLSA VTCs to the society, it is believed that there is a very small percentage of the population benefiting from the VTCs in comparison to the substantial budget MOLSA is spending on its highly constructed buildings, highly paid salaries and other expenses, the benefits of which will be minimal.

There is no clear cut plan for MOLSA in the strategic plan of the country. Each year the VTCs wait for their share in the strategic budget of KRG to be released after 5-6 months of the year and find that they are only receiving less than a half of the estimated budget they have had asked for. In other words, the finance of the VTCs reflects the place and the importance of the VTC in the overall budget of KRG and the Central government. Therefore, the received budget determines the plan of the VTCs for that year. The plan is usually constructed after receiving the VTCs share of budget from MOLSA (MOLSA VTC directorate, 2014).

### **1.3 Objectives of the Study:**

1-The main objectives of this research are to explore the nature and extent of the vocational training provided by MOLSA, in Duhok.

2-To identify the number and range of the courses are provided by VTC, the number of participants, and their gender. Analysing the issues concerning the organization and management of VTC workshops; assessment of skill/training needs; obstacles for VTCs in providing VT are also part of this research.

3-To clarify the role of the main VTC partner, in particular the Ministry of Education and the long run impact of the educational process on the VTS.To discuss the historical background of vocational schools in Iraq and its impact on the vocational training system.

## **1.4 Research Hypotheses and Questions**

### **1.4.1 Research Hypotheses**

The study tests the following two hypotheses:

#### **Hypothesis 1**

Vocational Training has become a fundamental issue of the vocational, professional, cultural, economic and social growth of Kurdistan region, particularly Duhok governorate. Thus, careful and scientific spatial planning is significant and urgent to be designed.

#### **Hypothesis 2**

By producing a plan for the Vocational Training System, consideration must be given to the contemporary trends in vocational training. The Duhok Governorate needs to redesign its existing old Vocational Training System.

### **1.4.2 Research Questions**

This study seeks to find answers to the following questions:

**Q1.** What is the existing overall Vocational Training System in Duhok and how can the system guarantee the development of vocational training in the area? What is the existing infrastructure?

**Q2.** What is the most appropriate system which the Duhok Governorate may apply in the development of its Vocational Training System?

**Q3.** What are the socio-cultural factors which should be taken into consideration in developing a new modern Vocational Training System in Duhok?

**Q4.** How could a suggested new Vocational Training System contribute to the growth of Duhok Governorate and its population?

### **1.5 Data Collection and Procedure:**

The data was collected in cooperation and coordination with Duhok Vocational Training Center. The data contained the number and kinds of courses during the past seven years from 2007 to 2014. It also contained the beneficiaries' number, gender and their distribution on the courses. All the data was put into excel program so it can be viewed and analyzed easily in a scientific manner.

In addition, a survey was carried out with the trainees and the trainers. Samples from both sides were chosen randomly. After the distribution of the questionnaire, the forms were then collected to produce the variables interned into the SPSS program to be analyzed. And finally interviews were completed with the experts, stick-holders and policy makers for the VTCs.

### **1.6 Methodology**

This research deals with the process of the triangularization principle both in method and analysis. It means all three following research techniques are utilized:

- **Content analysis:** Analysis of all statistical data, documents from Vocational Training Centers (VTCs) Directorates and other relevant departments. Related literature review (international examples - Korean example and German example) for vocational training.
- **Qualitative interview:** Interviews with individuala concerned (directors, trainers, trainees and decision makers, head of sociological department)
- **Quantitative analysis:** A field survey by distributing questionnaire and analyzing these data by using SPSS. Here also a GIS program will be used to determine the exact locations for Duhok VTCs.

For the qualitative analysis part, the aim is to interview up to 20 people who are either high-ranking authorities in the field or the professionals and the academicians who are well informed and knowledgeable about VTC systems in Kurdistan.

As for the quantitative part, there would be a structured questionnaire randomly distributed between existing and past students as well as lower level administrative workers and teachers in the field. The findings of such survey are analyzed by entering in the SPSS (Statistical Package for Social Sciences) program in a multivariable analysis. It is planned to use a sample of 100 people in this survey mostly chosen in a simple random model (Systematic Random Sampling).

### **1.7 Limits of the Study**

This study is limited to exploring the current status of Vocational Training Center in Duhok province, which is administered by MOLSA.

It covers the time period from 2007 to 2014. The chosen literature tried to cover the educational, vocational education and vocational training subjects for the period the vocational training is supposed to be a part of a lifelong learning process.

The data has been taken from Duhok VTC directorate. The sample of the survey has been chosen from the trainers and the trainees of Duhok VTC. The interviews were conducted with experts, stake holders, academic staff or people having information about the VTC in Duhok and in Erbil.

The data analyzed and gathered by using excel and SPSS program. The GIS program is used for spatial identification of the place. For the spatial identification it will be Duhok VTC in Duhok province.

### **1.8 Significance of the Study:**

The significance of this study arose from the people's demand for the VTCs and was the reason for doing this research. The Researcher believes that Duhok's population is in dire need of Vocational Training Courses. Although in the past seven years the VTCs had only 992 direct beneficiaries from the Vocational Training Courses, the VTC training courses are in high demand in Duhok. The demands were on the three main training courses (computer, tailoring, and English language). However, the demand on other practical courses such as PVC, Carpentry, Car Mechanics and Welding were not as high.



The researcher, who has been a VTC Trainer in Duhok for a period of 5 years. She has the knowledge and realization for the functioning and developing the sector. The researcher was also working as a coordinator between the international organizations, the government and the university. As a result the Researcher has an in depth understanding of the VTC system in Duhok and its work.

To this end, the Researcher had the opportunity to review all the available literature on the work of NGOs and the VTCs. The interrelations between the education, vocational education and the vocational training centers were realized. The Researcher was encouraged by the extra efforts of the administration to make these centers function well for the benefit of the society and economizing the region was the initial motivation for doing this research.

The VTC was supposed to provide support to the unemployed while its efforts were very précised and not planned well to play its designed role in the socio-economic development of the region. The number of unemployed people continued to increase. The targeted beneficiaries were always a subject of disagreement.

The Kurdistan economy is booming, the number of rural population was decreasing and the number of higher education graduates was increasing. The big demand for the medium cadre or mid-level workers started to appear noticeably in diverse sectors in this new developing economy. However, all these mentioned factors did not encourage the policy makers, and specially the planning structures, to make a clear cut comprehensive plan for activating these Vocational Training Centers by creating bridges with the relevant sectors of education. All these factors motivated the Researcher to produce this research on VTCs in Duhok and the Kurdistan Region.

The research is highly significant to the VTCs. This is because they contribute to the national objectives of economic development and social equity. For VTCs institutions, these outcomes may include production of a skilled work force resulting in the enhanced economic competitiveness, an informed population, improved social equity and cohesiveness and cultural enhancement.

It is generally agreed that participation in TVET conveys substantial private benefits to individuals through higher lifetime incomes, better employment prospects and enhanced job satisfaction. However, vocational participation also conveys substantial private benefits to employers, as well as the public benefits to society as a whole.

It is significant to carefully plan this sector for two reasons:

- a. Without a carefully planned system and public financing, investment in education and training is likely to be insufficient. This is because there will be an insufficient number of people who have invested in the creation of TVET institutions and insufficient number of people willing to pay for skills training.
- b. The benefit from a well-designed plan for the TVET will not be restricted on the trained person or the employer. It will also be of vast benefit to the whole community; the whole society in general will be able to gain benefit from the education and training courses, particularly in the case where the non-economic benefits are involved, which include improvements in social equity and cohesiveness.

## **Chapter 2**

### **Techniques of Survey (sample, questionnaire and interviews)**

#### **2.1 Introduction:**

This chapter explores techniques of the surveys conducted for this research. It presents the samples, questionnaires and interviews conducted together with the tools used and tests its validity. Duhok Governorate where the survey is conducted is studied with its unique demography.

#### **2.2 Duhok Governorate:**

Duhok governorate lies in the far north-west of Iraq and forms the western part of Kurdistan Region. It has a strategic location where the three parts of Kurdistan, Syria, Turkey and Iraq meet.



Dohuk is 470 Kilometers away from the capital Baghdad. It is located to the east of Greenwich Meantime Line and to the south of the Tropical line. It is located 585 Meters above sea level.

Dohuk lies in the midst of hills, valleys and mountains. It is somewhat in the shape of irregular rectangle, the 43 East Longitude passes through the city centre and divides the governorate in half. The governorate itself lies in Northern Temperature Zone between the East Longitude of 43 10' E and 44 10' E and the North Latitudes of 36 40' N and 37 20' N. The population including districts of Aqrah and Shiekhan is estimated to be about 1.233.855 dispersed over 1,179 towns and villages.( according to the recent statistics provided by the directorate of Census in Duhok).

The majority of Dohuk people are Kurds, but there are several minorities living in Dohuk like Assyrians, Chaldeans, Arabs and Armenians. They have their own special cultural centers. Islamic religion is the religion of Dohuk city people. There are also Christians and Yazidis and before 1948 Jews were also living there. Duhok city may be regarded as the symbol of multi religions and multi ethnic people. Many different cultures are living together in harmony for the prosperity of the city (General Directorate of Tourism, Duhok).

### **2.3 Duhok Demography:**

The population served by Duhok's Vocational Training Center (VTC) is estimated at 973,118. Duhok city has the highest population density in the governorate. The population of Duhok has grown and changed significantly over the last 50 years. The estimate population in for Duhok in 2003 was 782,489. The Increase in life expectancy and lower fertility rates caused that sharp increase in population.

Also after 2003 and due to the secure situation in the area and the confused situation in the rest of Iraq there was a major internal migration. This internal migration after 2003 led to ethnic diversity in Duhok society. The war in Syria also had led many Syrians to be refugees in Duhok. All these migrated people were the cause for this demographic change which also led to economic and social changes. As a result the situation has had a direct

impact on the Vocational Education and Training Center (VETC) in terms of employee flexibility, occupational pathways, recognition of qualifications, and up-skilling.

In Duhok governorate there are 2 VTCs one in Duhok and the other found in Zakho. However, the new VTC in Zakho is still financially linked to the Duhok centre VTC. It is therefore regarded as having one functional VTC in Duhok only. The staff of Duhok VTC consists of administration and employees. The current existing number of trainees is thirty.

#### **2.4 The Research Sample:**

The sample of this research was made of:

- 75 beneficiaries of the VTC training courses. The beneficiaries who participated in this study were aged between 15-50 years old from the Duhok VTC, representing 8% of the total number of trainees 992 beneficiaries during the past seven years of opening the VTC.

The study aimed to explore the vocational training trends. Hence the need to employ a sampling method that would ensure a proper representation of the larger population of trained people. The parameters that were considered for the selection of the study sample were Duhok VTC trainees who are, or have been, part of the process of training.

The reason behind the selection of this group of trainees is to find out the trainees' opinions about Vocational Training trends and its relevancy to the socio-economic development of the people in Duhok governorate. The trainees were chosen from different cultural backgrounds who participated in training courses at VTC Duhok.

- The Trainers sample consisted of 19 VTC Trainers who were selected and participated in the questionnaire. The Trainer participants who were selected for the study were responsible for different training courses each.
- The sample also included in-depth interviews with VTC 16 persons: Managers who had good experience in managing VTC. Also some interviews were held with the people who are directing this subject officially. In addition to people who were experienced in VTC trends, some of them were academic, scientific, and technical.

Furthermore, interviews were also made with the Duhok VTC Management team Mr. Zozik Ahmad and Mrs. Bayan. They are the two responsible and VTC stake holders for the training process. The in-depth interviews were conducted with each of the Minister of Education, Dr. Asmat Mohammad Khild; The General Director of VTC, laboring and social insurance, Dr. ArifHeto; the Deputy Director General of training Mr. Nazmi; and the Director of Labor and Social Insurance, Mr. NawzatTalat.

The in-depth interviews were also conducted with a number of university experts including: DrOdet, Dean of the Faculty of Education; DrChachan, Head of the Department of Basic Education; DrFereydonRahmani, Head of the Sociological Department; MrYousifAbdulah, Head of Vocational Education Department in the Ministry of Education; and MrFaroqNabi, the Vocational Education Supervisor.

### **2.5 Questionnaire Instrument:**

This research adopted a survey questionnaire, tables, charts, content analysis, interviews, and observation techniques to achieve its aim. Interviews were carried out with trainees and all related stake holders who were associated with the training process. For that purpose separate interview questions were prepared.

The questionnaire employed a scale of five response options: strongly disagree, disagree, neutral, agree and strongly agree. The questionnaire aimed at finding out what trainers and trainees thought of VTC services including: the VTC location, the VTC training accessibility for those outside the center of Duhok city, employment status of the trainee graduates and to find out the percentage of those who benefitted from the training course for employment, the training program and quality of trainers, the facilities, equipment's used and the learning environment, the technology used in the VTC, the curricula used by VTC, training and local labor market needs, the social and cultural barriers, the female participation, whether the females graduates after training are easily able to join market, if the certificate is demanded in the market, the importance of certificate to the socio-economic well-being, if the training program takes into consideration the culture of the area and the socio-cultural understanding between Vocational Training and Education partners.

To this end, this questionnaire is used to touch on the important elements affecting the function of the VTC and to draw critical comments and suggestions on the basis of these personal views and evaluation.

The questionnaire designed by the researcher for trainees is divided into 2 parts: the first part which consists of 7 items used to collect the necessary demographic information on responders' age, gender, education, employment, and income and family members. The second part consists of 16 items used to obtain information from the respondents regarding their opinion on the above mentioned points. The third part of the questionnaire was designed by the researcher to obtain further suggestions to improve VTC efficiency and to analyze the social barriers affecting the system.

### **2.6 Validity:**

When finalizing the content, the interviews and the questionnaire, were subjected to an assessment by the researcher's supervisor and two other experts in statistics. They have agreed that the items are in line with the aim and the questions of the study.

### **2.7 Administration and Analysis of Questionnaire:**

The questionnaire was administrated and collected by the researcher after an interval of 10 days, with the help and support of Duhok VTC administration staff and colleagues. Data was collected during the VTC working hours, which were from 08:00am- 04:30pm. The training was presented in two shifts morning and evening. Once the questionnaire was printed and distributed, the researcher began to explain the purpose of collecting the information through the questionnaire for the trainees.

Explanation and guidance were provided to the trainees on how to fill in the questionnaire forms in a proper way. It was discovered that it was the first time they experienced filling in questionnaire forms. It was the first time for both the trainers and the trainees to experience a questionnaire regarding the VTC. The researcher explained the process and assured them that all information will be treated in confidence. A total of 23 forms were distributed among the trainers in Duhok VTC. Out of these, 19 forms were returned, representing 83% of the total.

Regarding the questionnaire forms for the trainees, almost all of the trainees on the existing training courses participated in filling the questionnaires. The total number of the trainees who participated in the survey questionnaire was 75. The trainees were very cooperative and liked their training and believed in the important role of VTC training in developing the region. Out of all the trainees who participated, 65 forms were returned, representing 87% of the trainees. As part of the field study the researcher conducted a close observation to the internal conditions of all the VTC workshops, the computer laboratory and the KAB training class.

### **2.8 Data analysis:**

A descriptive method was used to analyze the data. This was done by using tables and diagrams to make the interpretation easier. The collected data was analyzed by coding the information to describe the type of data and finding the mean and percentage, standard deviation for each scale item.

In addition, the use of a composition of variables in a factor analysis added new variables to the criteria. Responses in the questionnaire items were weighted to a five point scale of strongly disagree, disagree, neutral, agree, and strongly agree.

## **Chapter 3**

### **Questionnaire Analysis & Results**

#### **3.1 Introduction:**

Considering the outcome of the questionnaires concerning the status of Duhok Vocational Training Centre (VTC) is discussed in this chapter. The first part offers the outcomes of the interviews conducted with the related policy makers, stake holders and experts in the VTC field. It also demonstrates the Trainers and trainees attitudes towards VTC program components too.

The Statistical Package for Social Sciences (SPSS) computer software has been used for analyzing the data and presenting its findings.

### **3.2 The Interviews:**

The interviews were conducted with 16 personnel who were involved directly and indirectly in leading the field of vocational training. The answers provided for the questionnaire represents the findings of this field of study.

#### **3.2.1 Interview Questions:**

The questions raised in this research interview were as follows:

- How do you see the past and the present trends of vocational training in Iraq and in Kurdistan?
- How do you view the Vocational Training in terms of culture, economy and social changes? Do you think the current Vocational Training has been affected by social growth, cultural changes and economic development in Kurdistan and Duhok?
- What is in your opinion the most appropriate model of planning for vocational training that is both scientifically and carefully designed?
- In your opinion, what are the problems, issues and barriers of the Vocational Training system?
- Do you think the current Vocational Training System (VTS) meets the society needs?
- In your opinion does the Vocational Training System affect the society in a positive or a negative way?
- Do you think we are able to improve on the current Vocational Training System and how? Would privatizing the VTS be a reasonable solution in your opinion?

#### **3.2.2 Interview Responses:**

The responses presented from the questionnaire with regard to the Vocational Training interviewees were summarized as follows:

- The Vocational training system in Iraq, which is a part of the Ministry of Labor and Social Affairs (MOLSA) including the building and program, is old and has not been

updated. The Vocational Training Center building in Erbil is old and was founded and built as part of the Iraqi Vocational Training System, but the Vocational Training Center in Duhok is recently built. Though Kurdistan has its own regional Ministry of Labor and Social Affairs since 1992, there has been no change to the Vocational Training Center (VTC) and the systems remain unchanged.

- It was discovered that only 6 of the 16 people who were interviewed had knowledge of the vocational training center provision and its mission. The remaining interviewees did not have any awareness of the existence of the VTC.
- The vocational training in terms of culture requires attention. The people in Kurdistan do not have the culture of training and they do not appreciate the benefits of good training. In most cases the VTC Trainers are not fully qualified. The other cultural problem is the relation between the poor people and the low esteemed people with the Vocational Training. People living in Iraq mostly consider the people who learn a vocation as starting working as a medium cadre of low social class. This is because it was discovered that only the low class people seemed to send their children to the vocational schools since their introduction. The economic and social changes have affected the Vocational Training, however, only to a limited degree.
- The cultural and economic changes have only affected a few vocation courses in the VTC. Those vocations concerned are mainly computer, English language and sewing. The other vocations are still affected by the old culture of the area. The people of Duhok prefer Computer, English language and tailoring because they regard them as a white collar job.
- Most of the young men prefer to be employees whether in the governmental or in the private sector. On the other hand, women prefer working from home rather than being employed outside their homes. This is because of the nonexistence of any facilities for the children to be cared for while the mothers are working, in addition to other cultural and economic factors. The social underestimation of the medium cadre is another major obstacle with the lack of desire to enter the other vocational

courses. Also, the booming economy in Kurdistan did not work on preparing the suitable medium cadre, yet exported it.

- The most appropriate model of planning for the vocational education is the real coordination, cooperation and partnership between the real players in the Vocational Training and the vocational education system. The main participants are the Ministry of Education and Ministry of Labor and Social Affairs (MOLSA). This is because by their cooperation, coordination and partnership they shape the main policy for the Vocational Training (VT) and the Vocational Education (VE).
- There is a strong need to review and repeal the legislation concerning the labor law and the relevant regulations. Mass Media is another significant element that plays an important role in encouraging people towards learning vocation and practicing it. The training must proceed in harmony with the market needs. There needs to be a strong consideration from the Government to support the Vocational Training field financially and morally. A real social security system is also important to encourage the Vocational Training field.
- There are various different problems this sector endures. Firstly, the social problem related to the culture of the area which underestimates the workers and the medium cadre people. This problem is a historical one. Secondly, the economic problems which affect the participation of the people in the relevant courses. Thirdly, a very important issue which concerns the old system and the old legislation involved. This has a negative effect on the quality of the training provided to the people and creates barriers for the trainees who are keen to attend; examples are the age and employment of the trainees. And finally, the absence of a real governmental support to upgrade the Vocational Training policy.
- Most of the interviewees expressed the view that that Vocational Training System is not developed in accordance to the modern economical needs and is not in coherence with the social changes.

- The Vocational Training System does not yet appear to have a major effect on society. This is because during the past seven years there were only 929 beneficiaries and a very small percentage of those were Syrian refugees. Nevertheless, one can also confirm from the existing participants that the Vocational Training did have a limited positive effect on society.
- The majority of the interviewees stated that there was room for improvements on the Vocational training System by following a long term plan to guide a suitable process which helps to overcome the current problems in order to create a sustainable vocational training system. Privatization can be found to be a fast and accurate solution for the current vocational education process. Furthermore, suitable legislation is also required as a first stage towards the privatization of the public Vocational Training Centers.

### **3.3 Trainers' Survey (Part One)**

The questionnaire distributed among the trainers aimed at collecting information on the current status of the vocational training system.

#### **3.3.1 Analysis of Demographic Variables:**

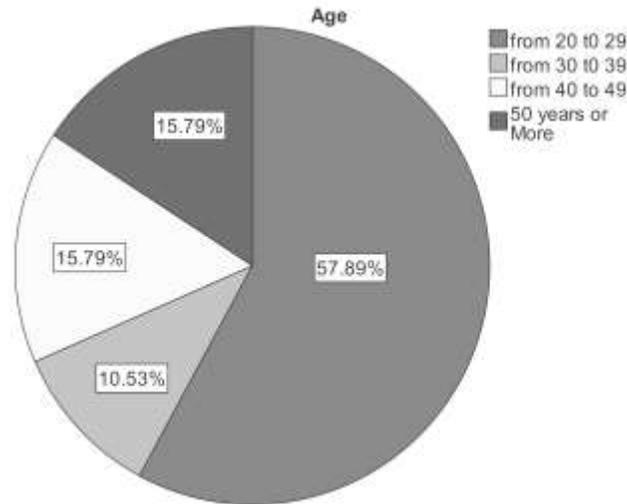
The first section of the questionnaire is designed to obtain the necessary personal information of each of the trainer concerning their age, gender, income, and education. The demographic characteristics of the VTC trainers were portrayed through collecting the data and analyzing as follows:

- **Age:** Table (3-1) demonstrated the majority of the trainers were young in the age group of (20-29) representing 57.9 % of the total, followed by trainers who were in the age group of (40-49) representing 15.8 % of the total. The trainers in the age group of (50 and more) represented 15.8 % of the total number of interviewees,

whilst the ones in the age group of (30-39) represented only 10.5% of the total number of interviewees. Please see figure 3-1.

**Table 3-1 Age of trainers source ( the researcher)**

		Frequency	Percent	Cumulative Percent
Valid	from 20 to 29	11	57.9	57.9
	from 30 to 39	2	10.5	68.4
	from 40 to 49	3	15.8	84.2
	50 years or More	3	15.8	100.0
	Total	19	100.0	

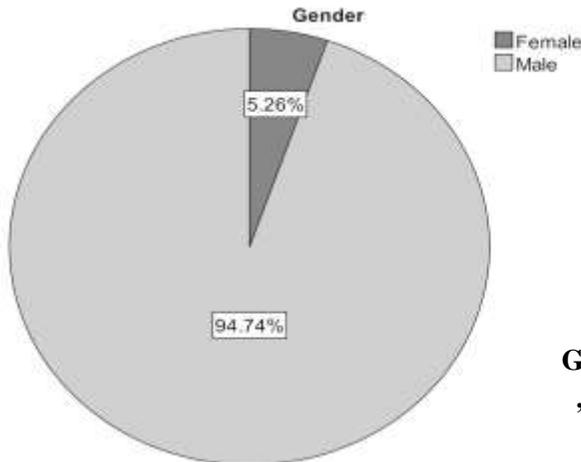


**Figure 3-1 Trainers Age source(the researcher using SPSS)**

- **Gender:** The data mentioned in table (3-2) illustrates the group of males which seem to represent the majority of the sample which is 94.7 % of the grand total of the sample whilst the percentage of females is 5.3 % of the sample , (Please see also figure 6-2 ).

**Table 3-2 Gender ratio , source ( the researcher)**

	Frequency	Percent	Cumulative Percent
Valid Female	1	5.3	5.3
Male	18	94.7	100.0
Total	19	100.0	



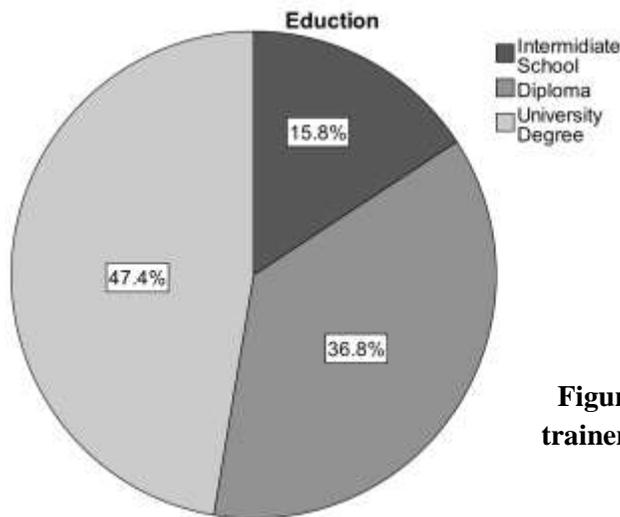
**Figure 3-2**

**Gender distribution of trainers ,source (the researcher using SPSS)**

**3- Education:** The data declared in table (3-3 ) indicates the proportion of the trainers with a vocational high school degree represents the majority of the sample which is 47.4% of the grand total of the sample whilst those who have a vocational diploma represents 36.8 % of the total. Finally, trainers who have a university degree only represent 15.8 % of the total, (Please see figure 3-3).

**Table 3-3 Trainers Education , source ( the researcher)**

	Frequency	Percent	Cumulative Percent
Valid Vocational high school	9	47.4	52.6
Diploma	7	36.8	15.8
University Degree	3	15.8	100.0
Total	19	100.0	



**Figure3-3: Education degree of trainers source ( the researcher by SPSS)**

The results below indicate the scale of items in the second questionnaire through analyzing the relevant data. The questionnaire consisted of (12) scale item covering the following:

- To identify if the graduate trainees have received prior training or worked in the same field they have been trained in.
- The appropriate facilities and equipment are adequate for the trainees to learn and practice.
- The correspondence of the facilities and equipment to the latest development.
- The curriculum is fitting with the new state of technology are up-to-date.
- The training is in accordance to the demands and the needs of the market.
- The social and cultural barriers that prevent people from joining the VTC program.
- The broad acceptance of female participants to the VTC programs.
- The ability of all female graduates to join the market after the training
- There is a market demand for the Vocational Training Centre (VTC) certificate.
- The importance of the VTC certificate for the trainees in securing a job in the local labor market.
- The suitability of the training program to the culture of the area.
- The socio-cultural understanding between the partners in the in the Vocational Training and the Education process.

### **3.4 Trainees' Survey (Part Two)**

The questionnaire was distributed among the trainees by aiming to collect the data with regard to the current status of VTS carried out in their VTC. The data was coded and entered to the SPSS program to be analyzed to facilitate in establishing the trainees opinions towards the VTC current status services.

#### **3.4.1 Analysis for Demographic Variables:**

The questionnaire consisted of 2 parts (demographic questions and scientific questions). The demographic questions included seven questions, age, gender, marital status, income, education, employment, and family size.

Whilst the scientific questions included nineteen items, containing the following:

- The suitability and the accessibility of the VTC location.
- The ability to use the VTC training outside, by using it to serve the people and work.
- The trainees' opinion towards the previous trainees whether they have been working in the same field of their training.
- Whether the trainers are spending the required time to cater for the training needs.
- Whether there are sufficient facilities and equipment to practice and learn?
- The correspondence of the technologies.
- Equipment and facilities to the latest developments.
- The curriculum fit with the new state of technology and is up to date.
- The training is conducted in accordance to the demands and needs of the local labor market.
- Identifying the social and cultural barriers that prevent people from joining the VTC program.
- How easy and welcoming are the training programs for the ease participation of the females into the VTC?
- If female graduates can easily join the labor market after the training
- If certificates provided from the VTC are demanded by the market recently.

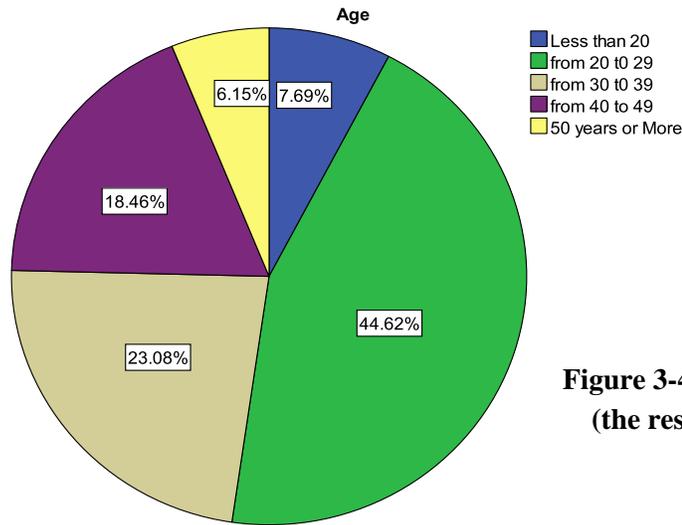
- The certificate's importance to the trainees' socio-economic well-being.
- If the training program is in keeping with the culture of the area.
- If there was found to be an understanding between the partners in the Vocational Training and Education process.

By analyzing the data, which is achieved by finding out the frequencies, percentages, mean assessment, cross tabulation, and standard deviation for each scale item. Scale items are detailed as follows:

**Table 3-4 Trainees Age source ( the researcher using SPSS)**

Valid	Frequency	Percent	Cumulative Percent
Less than 20	5	7.7	7.7
from 20 to 29	29	44.6	52.3
from 30 to 39	15	23.1	75.4
from 40 to 49	12	18.5	93.8
50 years or More	4	6.2	100.0
Total	65	100.0	

**1-Age:** The data provided in Table (1) demonstrates the majority of the trainees were in the age group of (20-29) representing 44.6% of the total followed by trainees who were in the age group (30-39) representing 23.1% of the total. Trainees who were in the age group of (40-49) representing 18% of the total. The age group of trainees who were 20 and less is representing 7.7 % of the total, and finally the age of 50 or more is representing 6.2% of the total, (See figure 3-4 ).

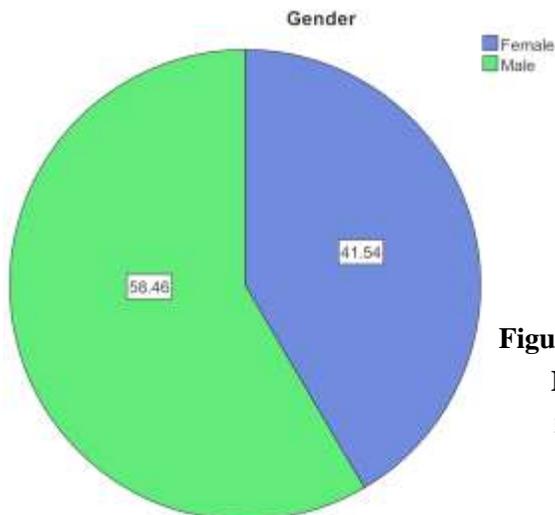


**Figure 3-4 Trainees Age source (the researcher using SPSS)**

**Table 3-5 Gender Distribution of Interviewee Gender source ( the researcher using SPSS)**

		Frequency	Percent	Cumulative Percent
Valid	Female	27	41.5	41.5
	Male	38	58.5	100.0
	Total	65	100.0	

**2- Gender distribution:** The data included in Table (2) illustrates the proportion of the male groups. This represents the majority of the sample which is 58.5% of the total of the sample; whilst, the percentage of the females is 41.5 % of the sample, (see figure 3.5).



**Figure 3.5 Gender Distribution of Interviewee source (the researcher using SPSS)**

**3-Marital Status:** The data indicated in table 3 further illustrates that the majority of the sample were married equaling to 60%; whilst the percentage of single members were 36.0%. Finally, the lowest group represents the divorcees indicating 3.1% from the total – the divorced were found to be females. (see table 3.6)

**Table 3-6 Trainees Marital Status source (researcher using SPSS)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	24	36.9	36.9	36.9
	Married	39	60.0	60.0	96.9
	Divorced	2	3.1	3.1	100.0
	Total	65	100.0	100.0	

**4-The Income in Iraqi Dinars:** The data in (Table 4) demonstrated that the majority of the trainees were having no regular income, which represents 41.5 of the total. This was followed by trainees who received an income of (300,000 to 499,000 IQD) representing 23.1 of the total with the same percentage of 23.1 for those who received an income from (500,000-999,000 IQD ). This is further followed by trainees receive income less than 300,000 IQD with a percentage of 9.2 %. Finally, approaching the lowest percentage of those who receive (one million and more) representing 3.1 % of the total, (see table 6-19).

**Table 3-7 Trainees Income in Iraqi Dinar , source (the researcher using SPSS)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Regular Income	27	41.5	41.5	41.5
Less than 300,000 IQD	6	9.2	9.2	50.8
300,000 to 499,000 IQD	15	23.1	23.1	73.8
500,000 to 999,000 IQD	15	23.1	23.1	96.9
One Million or More	2	3.1	3.1	100.0
Total	65	100.0	100.0	

**5- Education:** The data in table 5 also demonstrates that the majority of the trainees had completed primary education. representing 24.6 of the total with an equal percentage of university degree and that represents about half of the percent. The second percentage belongs to diploma, representing 23.1 of the total. This is further followed by the intermediate school graduate with a percentage of 13.8 of the total. The trainees with no education were representing 10.8 of the total. Finally, the lowest percentage belongs to the high school graduates which also represent 3.1 of the total (see table 3-8 ).

**Table 3-8 Trainees Education , source (the researcher using SPSS)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid No Education	7	10.8	10.8	10.8
Primary Education	16	24.6	24.6	35.4
Intermediate School	9	13.8	13.8	49.2
High School	2	3.1	3.1	52.3
Diploma	15	23.1	23.1	75.4
University Degree	16	24.6	24.6	100.0
Total	65	100.0	100.0	

**6- Employment:** The data mentioned in the table 6 indicated that the majority of trainees were governmental employees representing 47.7 % of the total followed by unemployed representing 36.9 % of the total. Moreover, the private employees were representing 7.7%

of the total. This was followed by the self-employed trainees which also represented 6.2 % of the total. Finally, the teachers had represented 1.5 % of the total, (see Table 3-9).

**Table 3-9 Trainees Employment , source (the researcher using SPSS)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Unemployed	24	36.9	36.9	36.9
	Self-employed	4	6.2	6.2	43.1
	Private Employee	5	7.7	7.7	50.8
	Governmental Employee	31	47.7	47.7	98.5
	Teacher	1	1.5	1.5	100.0
	Total	65	100.0	100.0	

**7- Family Size:** The data in the table below shows that the majority of the trainees family size between 6-9, representing 47.7 % of the total. Then comes the families between 2-5 representing 30.8 % of the total. Finally, comes the families who have 10 and more representing 21.5 of the total, (see Table 3-10 ).

**Table 3-10 Family Size , source (the researcher using SPSS)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2-5	20	30.8	30.8	30.8
	6-9	31	47.7	47.7	78.5
	Ten and more	14	21.5	21.5	100.0
	Total	65	100.0	100.0	

### **3.4.2 Analysis for the Scientific Questions:**

The results given below describe the scale items in the second section of the questionnaire through analyzing the relevant data. The questionnaire consisted of sixteen scale items covering the following: the accessibility and suitability of the VTC location, the trainees believe that the previous trainees were working now in the same field that they were originally trained, whether the trainers spend the required time to cover the training needs; the facilities and equipment in the VTC are appropriate and enough to practice and learn, the facilities and technologies correspond to the latest development, the curriculum fit with the new technology and is up-to-date, the training is according to the market demands. There are various social and cultural barriers that prevent people from joining the VTC, female participation is found to be easy and they are mostly welcomed to the VTC, all VTC programs are accessible to the female participants freely. Furthermore, the female graduates are easily able to join the labor market after training, the VTC certificate is quite likely to be demanded by the market currently, the importance of the certificate to the socio-economic well-being, the training program is in accordance to the culture of the area and, finally, there is a socio-cultural understanding between the partners in VT & E process.

In addition, there are three final questions included in the questionnaire to test the reliability of the answers. The questions are as follows: Can you please identify three important socio-cultural barriers within the VTC programs? Mark the following problems or barriers according to your priorities: the responses are as follows:

- 1- Kindergartens are not available and do not fit with the needs of the trainees.
- 2- the mixing of genders.
- 3- husbands disagreement.
- 4- age issues.
- 5- Improper transportation, and the final question concerning anything extra to mention that is related to the topic, please explain below?

To summarize the data using the SPSS program is completed by discovering the frequencies, percentage, mean assessment, and standard deviation for each scale item. A scale item is divided as follows:

**Statistics**

The VTC location is suitable and accessible

N	Valid	65
	Missing	0
Mean		3.4308
Std. Deviation		.96775

**Factor Analysis**

As a statistical technique, the use of factor analysis helps to provide a better understanding with the interrelationship between different scientific questions. Factor loading demonstrates that from all 8 variables at the following Component Matrix (Table 3-11) actually 4 variables are strongly interrelated and could be combined into a new factor of Facilitation factor. This new factor includes VTC time spending (0.695), facility and equipment suitability (0.801), modernity of technologies (0.802) and curriculum fit-ability (0.744). The findings of the factor analysis further indicates that these four elements could be considered to stand alone as one factor and assigned to a new scale which establishes a frequency of 7 to 17 as it could be notified in the Table 3-12 .

**Table 3-11 Component Matrix , source (the researcher using SPSS)**

	Component	
	1	2
The VTC location is suitable and accessible	-.416-	.345
VTC training can be used outside the center	.314	.759
VTC trainees are now working in the same field	.338	-.705-
Trainers spend required time to cover training needs	.695	.057
Facilities and equipments are enough to practice and learn	.801	.195
Technologies and facilities correspond to modern technology	.802	.024
Curricula fit to new technology and are up-to-dated	.744	-.223-
Training responds market needs	.498	.191

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

**Table 3-12 Facilitation Factor , source (the researcher using SPSS)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7.00	2	3.1	3.1	3.1
	9.00	2	3.1	3.1	6.2
	10.00	3	4.6	4.6	10.8
	11.00	1	1.5	1.5	12.3
	12.00	9	13.8	13.8	26.2
	14.00	3	4.6	4.6	30.8
	15.00	5	7.7	7.7	38.5
	16.00	38	58.5	58.5	96.9
	17.00	2	3.1	3.1	100.0
	Total	65	100.0	100.0	

If the final indexes are categorized into new agreement classifications, it could therefore allow to achieve a better understanding of the facilitation levels as follow: more than 6 percent believe that Facilitation are low and 20 percent have had neutral believes while a very high percentage (73.4) have agreed to have a higher facilitation, (see Table 3-13).

**Table 3-13 Facilitation Categories , source (the researcher using SPSS)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low or no agreement	4	6.2	6.2	6.2
	Neutral	13	20.0	20.0	26.2
	high agreement	48	73.8	73.8	100.0
	Total	65	100.0	100.0	

## **Chapter 4**

### **Findings, Conclusions, Suggestions and Recommendations**

Summarizing the research finding is considered in detail in this chapter, followed by conclusions and recommendations for future researches are also declared.

#### **4.1 Findings**

The findings of this research were taken from both literature review and exploring the practical field work when studying the current status of Duhok Vocational Training Centre (VTC). The findings are as follows:

- Though the Iraqi Labor Law contains a general description on labor and vocational training, it is not scientifically related and is found not to be in cooperation and coordination with the other related sectors at the Ministry of Education and the Ministry of Higher Education. Furthermore, no amendments or updates have taken place with regard to the current status of the country. There has been no mechanism set for monitoring the implementation of the Iraqi Labor law and its regulations.
- The research further indicates that the Vocational Training Centre (VTC) system is administered and directed centrally by the Ministry of Labor and Social Affairs (MOLSA) and that centralization and routine work has had a negative impact on slowing down the outcome and achievements. It was also discovered that a very important department was absent in the administration which is the curriculum department.
- The building designed for the Duhok Vocational Training Center (VTC) does not adhere to the international standards of a modern training center and was not suitable with regard to the learning environment. It was further expanded that the workshops

were not insulated in addition to the health and safety factors which was not found to have been considered when building the center.

- The training courses provided by the Duhok VTC were only to cover the very basic needs in the market.
  
- The built environment for students in most courses was found to be sufficient in space but not on a scientific criterion. The air conditioning was made available in all seasons. The ventilation, hygiene and space were found to be in a good condition. However, the most important matter to be considered was there was neither insulation nor separation between the workshops and the main building or the workshops themselves. In addition, further issues were found involving poor lighting and ventilation and no safety factors in the workshops.
  
- The equipment provided and the use of technology at the training center was not supplied according to the current market demands. This is because it only covers the very basic needs or does not cover the needs at all. Therefore, it is not in accordance with the modern technology.
  
- There is a serious need for developing the educational system in a way to encourage the vocational training and developing skills. The reason behind the need is by creating such culture; the focus will be in the educational system from the kindergarten.
  
- There was no coordination between the Ministry of Education and MOLSA with regard to the curriculum. There was also no academic and scientific curriculum for most of the training courses. In fact, there was no curriculum department in MOLSA. On the other hand, there was no curriculum department with regard to the VTCs related to MOLSA in the Ministry of Education.

- The trainers in the VTC were divided into two groups. The first group was people qualified from the personal experience in the market. The other group was qualified academically. In most of the cases, the first group qualified in the market were found to be better performers compared to those qualified academically.
- There was no real coordination between the Ministry of Education, MOLSA and the local market. In many of the cases in the VTC they had received support from the vocational high school but the support was found to be from personal efforts and not officially provided. Further support was made available from the market to the VTCs, however, it was not officially provided.
- From the statistical data the VTC beneficiaries were mainly females. This is because all the tailoring courses beneficiaries were found to be females. Most computer courses, English courses and KAB courses beneficiaries were women. There is a huge market demand for certain courses examples are; computer course, English language training, tailoring. There is an urgent demand with huge numbers of young people (both males and females) who were seeking jobs. For the other courses the demand varies from one course to another.
- Another considerable problem was not mentioned which is found to have a massive effect on the VTC. The funding system was not mentioned as part of this study. The reason behind this was because of the lack of tangible documents and the complexity of the problem.
- Moreover, there were other important matters which appeared to have no clear cut plan for the VTC on a National level and on Regional level, as it is clearly appearing to be from a low fund specified for VTC.
- The work of the VTCs began after the certification of Iraq national budget. The certification comes mostly after at least 6 months. Overall, the political system appears to be affecting the plans in general.

- There was no comprehensive vision for MOLSA to reorganize the whole vocational training system (legally, administratively, technically and financially) to determine the priority of this sector and its role in the socio-economic development of the region.

#### **4.2 Conclusions:**

Depending on the analysis and methods used in this research, the following conclusions may be drawn:

The Vocational Training system in Iraq in general and in Kurdistan in particular has not existed in a vacuum, but has been shaped and influenced, through the country's history, by social, geographical, economic, cultural, religious and political factors.

The Iraqi government after 2003 and the Kurdistan Regional Government (KRG) are the inheritors of a Vocational Training (VT) system introduced to the country by the formal regimes. Since 1992 KRG as part of Iraq central government has simply expanded the existing VT system, however, with the rush to immediately work on developing and industrializing, there was no time to investigate critically the role and type of VT most suited to the country's socio-economic needs.

Through the previous political system after, the government continued to adopt the same previous policy of expansion and solving VT problems with quick solutions and paid no attention to examining the role of Vocational Education (VE) with the Vocational Training (VT).

It was only after 1992 that the government in Kurdistan began to review its institutions and to reconstruct the buildings after the previous regime. The educational system, the vocational education as part of and the vocational training centers were found to be of those institutions. However, the actual renewal only began after 2003. Nevertheless, until the current state there has been no specific study of the vocational training centers policy and planning.

Furthermore, the role of the vocational education has remained absent and is not clear in that planning process.

The VTC system needs a radical change and a complete remodeling in relation to selection of trainees, curriculum preparation, equipment, courses provided and training programs to meet the region socio-economic development requirements.

As the need for VTC graduates in Kurdistan Region continues to be a strong necessity . This is because of the booming economy. But the interest of trainees to enroll in this training will continue to meet very little demand. The problem then seems to be focused on how to persuade students to follow the VTC courses.

#### **4.3 Recommendations:**

In order to have a comprehensive vocational training system, and to answer the research questions mentioned on page5 of this study, the Educational System requires a radical change and a complete re-modeling as follows.

- There needs to be a planned training course calendar. The plan must be set in cooperation between the different stakeholders in the VTC and the General Directorate of education. The plan must also consider the tasks in accordance to the market needs. As an example, the plan must consist to reopen the English courses and to consider more emphasis on Computer and Tailoring courses.
- Well-skilled trainers from outside are recommended accompanying the local trainers in starting their work as a trainer. Those trainers need to be brought from countries well-known for Vocational Training and Education.
- Scientifically designed curriculum must be created in cooperation between the specialized sides in this field as the Ministry of Education and the Ministry of Higher Education.
- Appropriate technology "Cyber learning ", "E-learning", other software on learning and Simulation learning". All to make the trainees familiar with the training subject.

- Training the trainers: The VTCs usually needs to train the trainers to keep them in touch with the new training trends and the up to date technology. The training of the trainers needs to be part of the VTC training policy.
- A practical use of media to create the interest in the young people to enroll in VTC courses, and to reshape the vocational training culture within the population in KRG. This is because the VT cannot easily be understood without considering the individual choice through the social demand for various options.
- On the other hand, the expansion in VTC should be matched to the relationship between the VTC and the social mobility process and the labor market on the other.
- Finally, as an outcome of the statement concerning the contradictory relationship between vocational training ,vocational education and work with respect to the previous discussion, in Iraq in general and KRG in particular there has been an increased demand for technical skills at all levels. Thus KRG has to show interest in solving the shortage in the skilled people and especially in the medium cadre. Therefore, to make the VT effective, it should not only be an integral part of the overall educational system of the country but also actively practicing it.

#### **4.4 Suggestions for Future Researches:**

This research itself may well be a good reason for conducting further research on VTC. It may also encourage other researchers to address some other matters with relation to the vocational training in Duhok in particular and in KRG in general, such as:

- A socio-economic research is necessary on the VTC graduates.
- Research on the demanded curriculum for the VTC and the process of developing a suitable curriculum.
- Research on the training provided to the VTC trainers.
- Research on the VTC reform in KRG.
- Research on trainees attitude towards VTC

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### **پوخته:**

مهردما سهردگی ژ فئ فهکولینئ بجه ئینان و بکارئینان سیستمئ مهشق و راهینانا پیشهیی ل ههردما کوردستانئ.

دقی فهکولینئ دا پارزگهها دهوکی هاتیه وهرگرتن وهک نمونهیهک ژبو بجه ئینانا تهمام و راستی یا بهرنامئ راهینانا پیشهیی نهوا کو دهیته بهر ههفکرن ژلایئ وهزارهتا کار و کاروباری کومه لایهتی .

ژبو مهردما بجه ئینانا قیئ فهکولینئ، فهکولهی سیستمئ شلوفهکرنا زانستی یا سئ گوشهیی بکار ئینایه کو بریكا شروفهکرنا کا پشت بهست و دیسان بکار ئینانا سیستمئ چاف بیکهفتنت بهرهمدار .

بهشی بهرهمداریی فهکولینئ نهو بو فهکولین هاتبوو پشت بهستن ب سستههکی برسایاریین ئافاکهر . نهنجامیین قئ فهکولینئ هاتینه تافیکنر ب تومارکرنا نهنجاما دبهرنامئ شروفهکرنا ئامارییت زانستین

جفاکی ههروهسا ئه نجامین فه کولینیی هاتین وهرگرتن ژ ژيانا روژانه دگهل فه کولینه کا مهیدانی بو کاری راسته فینهیی سه نته ری راهینانین پیشهیی ل دهوکی.

هه ره وه کا به رجاف یاسایا کاری ل عراقی پیک دهیت ژ شروفه کرنه کا گشتی بو کار و راهینانین پیشهیی ژ بهرکو یاسایا سه نته ری راهینانین پیشهیی دیته بریقه برن ب شیوهیکی مه ره کی کو ئه فه دبیته فاکته ره کی سه ره کی نیگه تیف ل سه ره به ره هم و کاری سه نته ری راهینانین. ههروهسا ئافاهی بنگه هی راهینانین پیشهیی نه ییگونجایه دگهل پیقه ری نیف دهوله تییین نوی و پیشکه فتییین راهینانین پیشهیی و ههروهسا نه یی گونجایه دگهل سه قایی فی رکنی. خولین فی رکنی ئه وین دهینه دابینکن ژ لای سه نته ری راهینانین پیشهیی ل دهوکی بتنی به شه کی بچویک ژ پیدافیین سه ره کییین بازاریدا بین دکهت و ژ لای کارکنی دهر باز نابیت. ئامیر و که ره سه و ته کنولوجیا نوکه دهینه بکارئینان ل سه نته ری راهینانین پیشهیی نه دگونجای نه دگهل ته کنولوجیا نو که د بازاریدا. هه ره چهنده پی تییین گرنه هه نه ژ بو پیشقه برنا سیسته می فی رکنی و هاندانا راهینانین پیشهیی و پیشقه برنا به هره یان.

ههروهسا هاتیه ئاشکراکن کو هه ماههنگی دناقبه را وهزارهتا پهروه دی و وهزارهتا کار و کار وبارین جفاکی دانینه و ههروهسا دگهل بازارین نافخویی ژی. پی زانینین ئاماری هه نه کو پرانیا مفادارین سه نته ری راهینانین پیشهیی ژ ره گه زی می بون. ههروهسا داخازی ل سه ره هندهک جورین خولا هه بون و نه یین دی. زیده باری نه بونا پلانه کا ئاشکرا ل سه ره ئاستی سه نته ری راهینانان ل سه ره ئاستی نشیمنی و هه ری می. نه بونا دیتنه کا گشتگر ژ لای وهزارهتا کار و کاروبارین جفاکی ژ بو ری کخستنا سیسته می راهینانین پیشهیی ب شیوهیه کی به رفره و ژ هه می بو اران فه (یاسایی و کارگیری و دارایی و ته کنیکی) ژ بو ده ستنیشان کرنا فی کهرتی و رولی وی دپیش ئیخستنا بواری جفاکی و ئابوری ل هه ری می لهوما پیشینیارا دانانا پلانیت گشتی هاتیه کرن دا کو دیتنه کا گشتگر بدهته بابته تی.

### المستخلص

أن الهدف الرئيسي لهذه الدراسة هو كشف وتنظيم دراسة حول نظام التدريب المهني في كوردستان. وقد أخذ البحث دهوره كحاله دراسية لكشف طبيعة ومدى التدريب المهني المقدم من قبل وزارة العمل والشؤون الاجتماعية (molsa) واستخدم الباحث أسلوباً ثلاثياً لتنظيم الدراسة. وقد تضمن هذا الأسلوب تحليل

المحتوى وكذلك أداة المقابلة النوعية . وأن الجزء الكمي من الدراسة قد تناول أستاذانه بنيت حول الموضوع. وقد خرج المسح ببعض النتائج والتي تم تحليلها عن طريق spss ( الحزمة الاحصائية للعلوم الاجتماعية ) وتطبيق هذا البرنامج على تحليل المتغيرات المتعددة .

وأستمدت نتائج البحث من مراجعات الكتابات الخاصة بموضوع الدراسة وفيما يخص التدريب المهني في دهوك .. وعلى الرغم من أن قانون العمل العراقي يحتوي على وصف عام للعمل يداور ويوجه بشكل مركزي . أن لهذه المركزية تأثيراً سلبياً على نواتج العمل والانجازات المتحققة .

وقد كشفت الدراسة كذلك قسماً هاماً جداً والذي كان غائباً في الادارة والذي هو قسم السيرة الذاتية . وجد أن بناية مركز التدريب المهني في دهوك لا يلائم المقاييس الدولية لمركز تدريب حديث ولا يلائم بنية التعليم .

أن دورات التدريب تقدم من قبل مركز التدريب المهني وذلك فقط لتغطية حاجات أساسية في السوق . إن الاجهزة الموجودة والتكنولوجيا المستخدمة في المركز لم تجهز اي بموجب الطلبات الجارية في السوق . هناك حاجة ماسة لتطوير النظام التعليمي بطريقة تشجع على التدريب المهني وتطوير الخبرات .

وقد تبين عدم وجود التنسيق ما بين وزارة التربية و وزارة العمل والشؤون الاجتماعية كما وقد تبين أن غالبية المستفيدين هم من العنصر النسوي ، و من وقت هناك طلبات كثيرة في السوق على هذه الدورات .

كما ويبدو عدم وجود خطة دقيقة لمركز التدريب المهني وعلى المستويين الوطني والاقليمي ولا توجد رؤية لوزارة العمل والشؤون الاجتماعية لاعادة تنظيم مركز التدريب المهني لكل من النواحي ( القانونية والادارية والتكنيكية والمالية ) لتحديد أستيعاب هذا القطاع ودورة في التنمية الاجتماعية – الاقتصادية للأقليم.