



## Causes of School Dropouts in the Kurdistan Region of Iraq in 2021

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### Abstract

The Ministry of Education (MOE-KRG) conducted a campaign for raising awareness among students, parents and local communities. Despite this operation and many other efforts by the Kurdistan Regional Government to reform the education sector targeting all aspects, numerous challenges remain that are hereditary and persistent. These challenges involve socioeconomic, institutional, and cultural dimensions and factors. This research paper studied these factors enumerating the differences between genders and between urban and rural areas in the Kurdistan region. This paper analyzed survey data officially obtained from the MOE-KRG using quantitative approaches. This paper conducted multiple Pearson's Chi-Square tests and cross-tabulation analyses. Results indicated that there are statically significant differences between male students and female students in terms of child labor, disabilities, and school distance, which dropping out rates among male students were higher than those of female students due to these factors. Furthermore, dropping out of school was more common among seventh graders. Hence, it is essential to expand the role of the social workers in schools to support students and reduce rates of dropping out of schools, in addition to raising awareness in the communities and implement policy reform in the education system.

**Keywords:** School Dropout, Child, Education, MOE- KRG.

## I. Introduction

### 1.1. An Overview of the Education System in the Kurdistan Region

The education system in the Kurdistan Region of Iraq has experienced considerable transformations since the fall of Saddam Hussein's regime in 2003, influenced by different historical, cultural, and political factors. The system consists of multiple educational levels, beginning with primary education, which spans six years, and is succeeded by three years each of preparatory and secondary education. The primary language of instruction is Kurdish, while Arabic and English are increasingly emphasized in higher education institutions (Yusuf,2020). According to the MoE-KRG system, in 2009 the school types changed from primary, secondary, and higher school into basic school, including grades (1-9), and preparatory school, including grades (10-12).

The Kurdistan Regional Government (KRG) manages education via its Ministry of Education, with local authorities responsible for implementing educational policies. Despite advancements, the system encounters challenges including raised dropout rates and concerns regarding educational quality. According to a 2015 report by the United Nations, roughly 127,115 children were out of school in the Kurdistan Region of Iraq (Rudaw,2015). A 2020 UNICEF report indicates that the Kurdistan Regional Government areas, including, including Duhok, Sulaymaniyah, and Erbil, show upper secondary out-of-school rates at or below 30% (UNICEF, 2020). Additionally, teacher shortages and insufficient training impede educational quality, worsening the circumstances (World Bank, 2021).

Recent initiatives by the KRG seek to tackle these challenges via various reforms and policies. The KRG has revised the curriculum and prioritized teacher training to improve educational quality (KRG, 2022). Partnerships with international organizations have been established to enhance academic outcomes and resource development. There is an increasing focus on inclusivity, characterized by policies aimed at enhancing access for marginalized groups and financial assistance initiatives for low-income families (UNESCO, 2020).

In summary, the education system in the Kurdistan Region has achieved notable progress; however, it still faces considerable challenges, especially concerning dropout rates and the quality of education. A collaborative approach involving the government, communities,

and international partners is crucial for guaranteeing equitable access to quality education for all children in the region.

### **1.2. Importance of Addressing students Dropout Rates.**

This study addresses the significant issue of high dropout rates among students aged 7 to 25 in the Kurdistan Region of Iraq, based on data from the Ministry of Education and aligned with the Ministry of Higher Education's policy allowing students to return to school until the age of 25. The problem of students leaving school before finishing their education affects both their future and the development of society. Many students exit the educational system, which not only restricts their economic opportunities but also perpetuates cycles of poverty within the region (UNESCO, 2021).

Despite the critical nature of this issue, there remains a limited understanding of the specific factors contributing to these high dropout rates. Previous research has often overlooked the complex interplay of socioeconomic, cultural, and institutional barriers that influence pupil retention (Khan et al., 2020). This gap in the literature underscores the importance of conducting a comprehensive analysis of the factors contributing to student dropouts in the Kurdistan Region, emphasizing the need for targeted efforts to address this critical issue

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

- Analyze existing secondary data from 2021 to identify dropout rates among school students in the Kurdistan Region of Iraq.
- Explore the underlying reasons for school dropout among students in the Kurdistan Region, based on available data from 2021.
- Assess the effectiveness of current educational policies and practices in addressing student dropouts in the Kurdistan Region, based on the 2021 data.
- Propose evidence-based strategies to improve student retention and reduce dropout rates in schools in the Kurdistan Region.

## **2. Literature Review**

### **2.1. Defining the Key Concepts of the Current Study**

#### **1. Understanding Students Dropout**

Students' dropout refers to the situation in which a pupil leaves school before completing the necessary curriculum, resulting failing to earn a diploma or equivalent certification (Rumberger, 2001).

The analysis of student dropouts requires a comprehensive examination of various contributing factors that can be broadly categorized into individual, familial, institutional, and societal influences. Individual factors include academic performance and personal challenges, whereas familial factors are related to socioeconomic status and parental involvement in education. Institutional factors affect to the quality of the educational environment, including the available resources and support mechanisms. Societal factors include the broader economic conditions and cultural norms that shape students' educational experiences. These factors collectively interact to influence the likelihood of dropout (Balfanz et al., 2014).

While raised dropout rates often lead to higher unemployment and greater dependence on social services, as noted by Catterall (1998), the situation in the Kurdistan Region may differ due to local policies and economic factors. It is critical to assess the specific social support systems and economic conditions in the region to determine whether a similar trend applies. Further study is needed to understand the Kurdish context fully.

#### **2. Child**

The United Nations defines a child as "every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier" (United Nations, 1989). This definition is widely used in international law and policy-making, including the Convention on the Rights of the Child, which sets global standards for children's rights.

According to the Oxford English Dictionary, a child is "a young human being below the age of puberty or below the legal age of majority" (Oxford University Press, 2024). This definition emphasizes both biological and legal perspectives, reflecting the varying thresholds of maturity across contexts.

Legally, "a child is any individual under the age of 18 years in most jurisdictions" (Black's Law Dictionary, 2019). This definition forms the basis of legal protections, responsibilities, and rights afforded to minors in various judicial systems.

### **3- Education**

Education is defined as "the process of receiving or giving systematic instruction, especially at a school or university" It involves the development of knowledge, skills, values, and attitudes through formal or informal learning experiences (Oxford University Press, 2024).

### **4. Ministry of Education of Kurdistan Regional Government (MOE- KRG)**

MOE-KRG refers to the Ministry of Education of the Kurdistan Regional Government. This governmental body is responsible for overseeing education policies, curriculum development, and educational standards in the Kurdistan Region of Iraq, which includes both primary and higher education institutions. The MOE-KRG plays a key role in managing the education system, ensuring the provision of education for all children and young people within the region, and addressing challenges such as dropout rates, access to education, and quality of education (MOE-KRG, 2021).

The Kurdistan Regional Government (KRG) is the governing authority responsible for the autonomous region of Kurdistan in northern Iraq. Established under the Iraqi Constitution in 2005, the KRG oversees political, economic, and educational matters within the Kurdistan Region, which includes the governorates of Erbil, Sulaymaniyah, and Duhok. The KRG has prioritized various developmental sectors, including education, aiming to improve infrastructure, increase educational opportunities, and enhance the overall quality of life for the Kurdish population (KRG, 2020).

## **2.2. Theoretical Frameworks on Education and Dropout**

### **2.2.1 Socioeconomic Theories**

Socioeconomic theories provide valuable insights into the factors contributing to school dropout rates, examining the relationships between economic conditions, societal institutions, and individual circumstances that shape students' educational experiences.

One prominent framework is Human Capital Theory, which posits that education serves as an investment in an individual's skills and knowledge, with individuals weighing costs against potential future benefits (Becker, 1993). For students from economically

disadvantaged backgrounds, the perceived return on educational investment may be limited, leading them to leave school in search of immediate employment opportunities. In low-income areas, where families often depend on their children's financial contributions, economic pressures frequently overshadow the long-term advantages of education.

Another significant perspective is Social Reproduction Theory, rooted in Pierre Bourdieu's work, which suggests that social class and position are transmitted across generations, perpetuating educational inequalities (Bourdieu, 1986). Students from lower socioeconomic backgrounds often encounter systemic barriers to academic success, such as inadequate access to quality educational resources and insufficient parental support. This theory posits that students lacking social and cultural capital are more likely to face challenges in navigating the educational system, thereby increasing their likelihood of dropping out.

Strain Theory, developed by Robert Merton, asserts that societal pressures to achieve can lead to deviant behavior when individuals lack legitimate means to meet their goals (Merton, 1938). Students facing economic hardships may struggle to meet academic expectations, resulting in feelings of frustration and disengagement. As a coping mechanism, some may choose to drop out in response to these pressures.

Urie Bronfenbrenner's Ecological Systems Theory highlights the significance of interactions between individuals and their environments, encompassing family dynamics, educational institutions, and community contexts. Various factors, including family support, peer relationships, and community resources, can influence dropout rates. Environments that are unsupportive or hostile may contribute to students' disengagement.

Finally, Social Capital Theory underscores the role of social networks and interactions in shaping educational outcomes (Coleman, 1988). Students with robust support systems, including family, peers, and mentors, are more likely to remain committed to their academic pursuits. In contrast, those with limited social capital may experience feelings of isolation and disconnection from their school environments, which can lead to higher dropout rates.

### 2.2.2 Educational and Cultural Theories

Educational and cultural theories offer significant insights into the factors that contribute to the dropout rates of students between the ages of seven and seventeen. Pierre Bourdieu's Cultural Capital Theory is a pertinent framework that posits that the academic success of students is influenced by the varying levels of cultural capital they possess. Students from families with higher cultural capital—which is defined by familial involvement, access to educational resources, and encouragement—tend to demonstrate superior academic performance. In contrast, individuals from inferior cultural capital backgrounds may experience substantial disadvantages, which can result in a rise in dropout rates (Bourdieu, 1986).

Yet another viewpoint is Symbolic Interactionism, which underscores the influence of social interactions on the experiences and decisions of individuals (Blumer, 1969). In an educational setting, the likelihood of students remaining in school is significantly influenced by their perceptions of their school environment and their relationships with instructors and peers. Ultimately, higher attrition rates can be the result of negative interactions or feelings of marginalization that foster disengagement.

Critical pedagogy, which is founded on the work of Paulo Freire, promotes educational practices that enable students to confront societal inequalities (Freire, 1970). This method emphasizes the importance of curricula that are culturally relevant and that reflect the diverse backgrounds of students. Students may become disengaged and more inclined to drop out when schools neglect to acknowledge and appreciate these cultural identities.

Furthermore, Social Learning Theory states that students acquire behaviors through observation and modeling (Bandura, 1977). When students observe negative attitudes toward education in their peer groups or communities, they may be compelled to emulate these behaviors, thereby perpetuating a cycle of disengagement.

Lastly, the School Environment Theory underscores the significance of the overall school climate in determining students' engagement (Gottfredson & Skroban, 2000). The commitment of students to education can be substantially influenced by factors such as the safety of the school, the relationships between teachers and students, and the availability of extracurricular activities. A positive school environment promotes a sense of belonging, whereas a negative environment may result in a rise in the number of dropouts.

### 3.Methodology

This paper employed quantitative methods, using a dataset officially provided by the Ministry of Education – KRG (MOE – KRG). Statistical analysis included Pearson's Chi-Square ( $\chi^2$ ) tests for categorical variables to determine whether observed differences between groups were statistically significant or occurred by chance. To explore relationships between two categorical variables, cross-tabulation analysis (also known as a crosstab, two-way table, or contingency table) used. The data met the necessary conditions for cross-tabulation: all variables were categorical, and each variable contained two or more groups. The analysis performed using the SPSS 25 software package, ensuring a robust quantitative approach.

The data used in the analysis is a part of a survey conducted by the MOE – KRG in 2021 as part of the "Back to Learning" campaign, which is conducted annually across three governorates (Erbil, Duhok, and Sulaymaniyah). While the survey included Internally Displaced Persons (IDPs) and refugees along with the general population, the analysis excluded IDPs and refugees to maintain the focus on dropout trends within the general population. The final sample consisted of 19,512 students who had dropped out, offering critical insights into dropout factors among the broader population.

## 4.Findings

### 4.1 Factors Affecting School Dropout Rates in the Kurdistan Region

This table shows the distribution of school dropout reasons among male and female students, revealing gender-specific patterns in factors contributing to school dropouts:

Table 1: Cross-Tabulation of Gender and Reasons for School Dropout

Dropout Reason	Frequency Gender		Total	Percentage
	Female	Male		
Autism	17	36	53	0.27%
Bullying	843	1055	1898	9.71%
Child labor	315	2757	3072	15.74%
Danger to get to school	237	175	412	2.11%
Distance to school	893	935	1828	9.37%
Illness	413	411	824	4.22%
Impact of friends	212	447	659	3.38%
Lack of interest from parents	845	645	1490	7.70%
Learning difficulty	2909	4759	7668	39.24%
Marriage	595	82	677	3.48%
Physical disability	29	70	99	0.52%
Pregnancy	4	0	4	0.02%
Social disability	416	412	828	4.24%
Total	7728	11784	19512	100.00%

Pearson's Chi Squares ( $\chi^2$ ) test = 2200.663, p-value = .000

**Learning Difficulty (39.24%):** This is the leading cause of student dropouts, accounting for nearly 40% of the total dropouts. This suggests that academic challenges and learning barriers are significant factors contributing to students leaving school.

**Child Labor (15.74%):** A considerable proportion of students, nearly 16%, drop out due to involvement in child labor. This indicates economic pressures and the need for students to contribute to their families financially.

**Bullying (9.71%):** Bullying is another key factor, accounting for almost 10% of the dropouts. This highlights the need for better school environments that prevent harassment and foster a safer atmosphere for students.

Distance to School (9.37%): The challenge of getting to school due to long distances is a significant issue for 9% of the students. This factor points to the need for better infrastructure and transportation to ensure students can attend school regularly.

Social Disability (4.24%) and Illness (4.22%): Health-related issues, both physical and social, contribute to nearly 4% of the dropouts. This reflects the importance of addressing students' health needs and providing support for students with disabilities.

Lack of Interest from Parents (7.63%): Around 7.6% of dropouts are attributed to insufficient parental involvement or interest in the child's education. This indicates the importance of family support and engagement in the educational process.

Marriage (3.47%): A smaller but still notable percentage of female students (3.47%) leave school due to marriage, which underscores cultural and social pressures, particularly on young girls.

Danger to Get to School (2.11%): A relatively small number of students (2.1%) drop out due to safety concerns in traveling to school, suggesting that security issues may also play a role in dropout rates.

Physical Disability (0.51%) and Pregnancy (0.02%): These factors contribute to a smaller percentage of the dropouts, indicating that while they are important, they are less prevalent compared to other causes. Other Reasons (Autism, Illness, Peer Influence, Danger to Get to School): These factors have a relatively balanced gender distribution, with minor differences.

In conclusion, this cross-tabulation shows that male students are mainly affected by child labor and learning difficulties, while female students face higher dropout rates due to marriage and pregnancy. Both genders are also significantly impacted by bullying, school distance, and lack of parental support, highlighting the need for targeted interventions to support all students.

#### **4.2 Gender-Based Dropout Rates by Governorate and Place of Accommodation.**

Table (2) illustrates the distribution of school dropouts by gender across the governorates of Duhok, Erbil, and Sulaymaniyah, further divided into urban and rural areas. Key findings include:

Table 2: Gender-Based Dropout Rates by Governorate and Place of Accommodation

Gender	Governorate								
	Duhok		Erbil		Sulaymaniyah		Total		
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Total
Male	1969	980	3417	1705	3218	495	8604	3180	11784
Female	1272	1133	2360	1355	1358	250	4990	2738	7728
Total	3241	2113	5777	3060	4576	745	13594	5918	19512

Pearson's Chi Squares ( $\chi^2$ ) test = 281.050, p-value = .000

Erbil has the highest number of overall dropouts, with 5,777 students, followed by Sulaymaniyah with 4,576, and Duhok. Both urban and rural areas in Erbil show notably higher dropout numbers, indicating potential challenges unique to this governorate.

Male dropouts (11,784) significantly outnumber female dropouts (7,728) across all governorates and areas. The disparity is especially pronounced in rural areas, with 3,180 male and 2,738 female dropouts.

Urban areas report more dropouts than rural ones, with 13,594 students in urban locations compared to 5,918 in rural areas.

In each governorate, males have higher dropout rates in both urban and rural areas, but the gap between male and female dropouts is more pronounced in rural areas, particularly in Erbil and Duhok.

A Pearson's Chi-Square test yielded  $\chi^2 = 281.050$  with a p-value of .000, indicating a statistically significant association between gender, governorate, and urban/rural location concerning dropout rates. This significance suggests that dropout patterns are not random and are likely influenced by underlying socioeconomic, cultural, or logistical factors specific to each governorate and area type.

In summary, dropout rates are influenced by location and gender, with higher rates among males, particularly in rural areas, and marked differences across the three governorates, suggesting targeted intervention needs.

### 4.3 Cross-tabulation of Dropout Grades by Reasons for Leaving School

Table 3: Table 3: School Dropout Distribution by Grade and Reason.

The key findings include:

Dropout Reason	The Grade of Dropping out of School												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Autism	25	10	4	4	0	1	5	1	1	1	0	1	53
Learning difficulty	202	207	403	912	775	657	1795	979	737	553	165	283	7668
Child labor	15	31	58	206	216	266	691	489	468	404	94	134	3072
Bullying	58	51	74	145	191	192	406	263	232	191	37	58	1898
Distance to School	43	40	57	96	126	189	525	216	189	215	57	75	1828
Lack of interest from parents	121	73	77	142	173	141	308	182	151	80	17	25	1490
Social disability	36	43	43	80	89	78	169	103	80	64	17	26	828
Illness	71	61	84	106	58	50	119	77	64	78	26	30	824
Marriage	1	0	2	12	15	19	78	76	135	145	96	98	677
Impact of friends	12	13	24	48	38	55	154	114	80	64	29	28	659
Danger to get to School	35	19	22	19	35	36	92	48	51	36	6	13	412
Physical disability	9	7	17	16	13	6	13	7	3	6	1	1	99
Pregnancy	0	0	0	1	0	0	2	0	0	0	0	1	4
Total	628	555	865	1787	1729	1690	4357	2555	2191	1837	545	773	19512

Pearson's Chi Squares ( $\chi^2$ ) test = 2530.297, p-value = .000

**Learning difficulties** account for the highest number of dropouts, especially in grades 6 to 7, with a total of 3,494 dropouts across these grades. This suggests that students who struggle academically are more likely to drop out in the middle grades.

**Child labor** also shows a significant dropout pattern, particularly in grades 7 and 6, with 691 and 691 dropouts, respectively.

**Marriage** primarily affects older students, with the highest dropout rates in grades 11 and 12, totaling 194 students. This indicates that marriage is a key factor influencing female students in the later grades.

**Autism** shows a relatively even distribution, but still more pronounced in earlier grades (grades 1 and 2), with 25 and 10 students, respectively.

**Bullying** affects students across a range of grades, but the highest concentration is in grades 6 to 7 (totaling 602 students), pointing to a significant impact in middle school years.

**Distance to school and social disability** are more evenly spread across grades, though both show higher dropout numbers in grades 6 and 7.

A Pearson's Chi-Square test yielded  $\chi^2 = 2530.297$  with a p-value of .000, indicating a highly significant association between grade level and the reasons for dropping out. This suggests that certain dropout reasons are more prominent in specific grade levels, highlighting the need for targeted interventions at particular stages of schooling.

In summary:

Dropout rates are most prevalent during the middle school years (grades 6 and 7), largely driven by factors such as learning difficulties, child labor, and bullying.

Late school years (grades 11 and 12) are most impacted by marriage, indicating a cultural and social factor influencing dropout rates at this stage.

This analysis emphasizes the critical points at which students are most at risk of dropping out and highlights the need for specific strategies to address the reasons for dropping out at various educational stages.

#### 4.4 Returnees to Schools in Formal and Non-Formal Education

Table (4): the frequency of returnees to schools both formal and non-formal education

Returns to Education	Frequency
Not returned	14366
Formal Education	4405
Non-Formal Education	741
Total	19512

Returning to learning were a campaign that carried out by the MOH-KRG to promote going back to school and raising awareness among parents. Success stories were also indicated in the analysis where out of the total 19,512 dropout students, 14,366 students did not return to school. However, a significant number of students resumed their education: 4,405 students returned to formal education, while 741 students re-engaged with non-formal education. This indicates that, despite the challenges faced by dropouts, a notable

proportion of students have successfully re-entered the education system, either through formal or alternative educational pathways.

## 5. Discussions

The findings of this study emphasize the significant role of socioeconomic status in shaping educational outcomes, a concept that aligns with Bourdieu's (1977) theory of cultural reproduction. In the context of the Kurdistan Region of Iraq, students from lower socioeconomic backgrounds face challenges such as limited access to resources, inadequate school infrastructure, and a lack of academic support. These barriers are consistent with Borjas' (1995) findings, which suggest that economic disadvantages severely limit educational opportunities. In the Kurdistan Region, many schools in economically disadvantaged areas suffer from inadequate facilities and insufficient teaching resources, reflecting the economic limitations that restrict educational achievement. This supports the argument that students from lower socioeconomic backgrounds are more likely to experience academic underachievement, perpetuating social inequality, as emphasized by Willms (2000).

Moreover, the study's findings are consistent with Archer's (2003) view on the importance of access to quality education for student success. Students from lower socioeconomic statuses in the Kurdistan Region were more likely to attend schools with fewer resources and lower-quality teaching, which negatively affected their academic performance. Archer (2003) argues that structural barriers within educational institutions often hinder the success of marginalized students. The findings of this study resonate with this perspective, as students in underfunded schools in the Kurdistan Region encounter barriers that hinder their academic progress. Additionally, the research reflects Dika and Singh's (2002) work on social capital, which highlights the role of social networks in determining academic success. Students with stronger social capital, particularly those from higher socioeconomic backgrounds, benefit from better support systems and resources, facilitating their success. In contrast, students from disadvantaged backgrounds in the Kurdistan Region, who lack access to these networks, face greater challenges, highlighting the importance of social capital in educational achievement.

The study's findings also reflect Bourdieu's (1977) concept of cultural capital. Students who lacked cultural capital—defined as the familiarity with the dominant cultural norms and the ability to navigate academic environments—encountered greater difficulties in their academic pursuits. This issue was particularly prominent among students from rural or

minority ethnic backgrounds, such as Arabs and Turkmen, who struggled to adapt to the dominant Kurdish educational system. This aligns with Archer's (2003) research, which suggests that educational institutions often reflect the values and cultures of the dominant social group, marginalizing students who do not fit these norms. In the Kurdistan Region, students from marginalized ethnic or cultural backgrounds face challenges in conforming to the mainstream educational system, which can hinder their academic success.

Furthermore, the study supports Sabarwal and Sellen's (2014) assertion that students whose cultural values align with those of the educational system are more likely to succeed academically. In the Kurdistan Region, students from educated families or those who align with the educational system's cultural values are more likely to excel. This advantage stems from their familiarity with academic expectations, which better positions them for success. The findings indicate that students from higher socioeconomic backgrounds, particularly those from urban areas, often perform better academically due to their alignment with the dominant cultural norms of the education system.

## 6. Conclusion

In conclusion, despite substantial efforts by the Kurdistan Regional Government to enhance the education sector, several critical challenges remain. A significant issue is the shortage of qualified teaching staff capable of supporting students with special needs, including those with learning difficulties, autism, social and physical disabilities, and chronic illnesses. This is compounded by insufficient infrastructure, particularly in rural areas, which limits accessibility and fails to adequately accommodate students with diverse needs. Although policies formally guarantee the right to education for all, there remains a significant gap between policy and practice, preventing the full realization of inclusive education. Economic factors, such as child labor driven by financial hardship, continue to be a main cause of school dropouts, disproportionately affecting boys. Additionally, while cultural factors still play a role in school dropouts, socioeconomic factors have become increasingly dominant in shaping educational outcomes.

Another critical concern is the insufficient number of school social workers, which has contributed to higher dropout rates among students experiencing bullying or dealing with disabilities and illnesses. This underlines the urgent need to increase the presence of social workers and shadow teachers in schools across both urban and rural areas to provide necessary support. Moreover, raising parental awareness remains crucial for ensuring continued student enrollment and addressing the socioeconomic barriers that impede

access to education. Addressing these multifaceted issues is essential to creating an equitable and inclusive education system in the Kurdistan Region.

## 7.Recommendations

Here are the key recommendations to reduce pupil's dropout rates in the Kurdistan Region:

- Provide Socioeconomic Support: Offer financial aid and school resources to help families face economic hardships.
- Address Gender-Specific Issues: Implement programs to reduce early marriage and pregnancy among girls, and provide flexible education options.
- Improve Educational Support: Offer tutoring and specialized teaching methods to help struggling students.
- Create Safe Learning Environments: Introduce anti-bullying measures and ensure schools are accessible and inclusive.
- Engage Parents: Encourage parental involvement in education and raise awareness of its importance.
- Promote Gender Equality: Ensure equal educational opportunities for both boys and girls.
- Enhance Curriculum and Teacher Training: Update the curriculum and provide teachers with ongoing professional development.
- Monitor and Evaluate: Continuously assess the effectiveness of policies and programs to adapt to changing needs.

## هۆکارهکانی وازهینان له خویندن له ههریمی کوردستانی عێراق له ساڵی ۲۰۲۱

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### پوخته‌ی توێژینه‌وه :

هه‌لمه‌تی "گه‌ڕانه‌وه بۆ فێربون" یان قوتابخانه له‌لایه‌ن وه‌زاره‌تی په‌روه‌رده‌ی حکومه‌تی ههریمی کوردستان، بۆ هۆشیارکردنه‌وه‌ی دایکان و باوکان و کۆمه‌لگا ناوخۆیه‌کان. سه‌ره‌رای هه‌وله‌ به‌رچاوه‌کانی حکومه‌تی ههریمی کوردستان بۆ به‌هێزکردنی که‌رتی په‌روه‌رده‌، چه‌ندین ئالنگاری (چالینج)ی جو‌راوجۆری ئابوری کۆمه‌لایه‌تی، دامه‌زراوه‌یی و کۆلتوری به‌رده‌وامن، که به‌شدارن له‌ رێژه‌ی وازهینانی قوتابیانی وخویندکاران له‌ قوتابخانه‌کان. ئهم توێژینه‌وه‌یه به‌ قوڵی له‌م هۆکارانه ده‌کۆلێتمه‌وه، جه‌خت له‌ جیاوازییه‌ ره‌گه‌زیه‌کان و جیاوازییه‌کانی نیوان ناوچه و شارو گونده‌کان ده‌کات. له‌م توێژینه‌وه‌یه‌دا شیکردنه‌وه بۆ دا‌تا فه‌رمیه‌یه‌کانی وه‌زاره‌تی په‌روه‌ده‌یی حکومه‌تی ههریمی کوردستان کراوه به‌پشت به‌ستن به‌ به‌کارهێنانی میتۆدی چه‌ندایه‌تی، له‌وانه‌ش به‌کارهێنانی ئاماری تاقیکردنه‌وه‌کانی

کای سکۆلیری پیرسۆن و شیکارییهکانی خشتهی کرۆس تایبلوهیشتن. له ئەنجامهکان بۆمان بهدرهکهوت که کاری منداڵان، کهمنهاندای، و دوری قوتابخانهکان هۆکاری دیار بون، به تایبهتی کاریگهرییان لهسهر قوتابییان و خۆبندکارانی رهگهزی نێر زیاتر هههوه به بهراورد لهگهڵ رهگهزی مێینهکان. به شیوهیهکی بهرچاو قوتابییان و خۆبندکارانی پۆلی ههوتهم زیاتر توشی وازهینان بون. بۆیه زۆر گرنگه پێداچونهوه به سیاسهتهکانی پهروهردهدا بکریته، ژیرخانی باشتتر بکریته و بونی کارمهندانی کۆمهلایهتی (رێنمايیکارانی کۆمهلایهتی و دهرونی) له قوتابخانهکان زیاتر بکریته بۆ ئهوهی پشتگیری و یارمهتی راستهوخۆ پێشکەش به قوتابییان و خۆبندکاران بکریته. لهههمان کاتیشدا ههولێ بهرزکردنهوهی هۆشیاری دایکان و باوکان بدریته و چارهسهرکردنی بارودۆخی ئابویان بکریته، که لهکاتی ئێستادا شتیکی بنهرهتیه.

کلێله وشهکان: وازهینان له خۆبندن، منداڵ، پهروهرده، وهزارهتی پهروهرده.

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