

## **Impact of Education Planning on Economic Development in Iraq: A Forward-Looking Approach**

**Manahil Mustafa Abdulhameed**

Department of Economics, College of Administration and Economics, University of Baghdad, Iraq.

E-mail: manahil.mustafa@coadec.uobaghdad.edu.iq

**Saja Fadhil Jawad**

Department of Economics, College of Administration and Economics, University of Baghdad, Iraq.

Email: saja.f@coadec.uobaghdad.edu.iq

**Taameem Mohammed Saloom**

Department of Economics, College of Administration and Economics, University of Baghdad, Iraq.

Email: taameem.m@coadec.uobaghdad.edu.iq

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### **Abstract**

Education planning at different levels is a tool for human development and the rehabilitation of human forces to enter the labor market to improve their living and living conditions. However, it requires harmonizing the morgues of education and the labor market, as the labor market in Iraq suffers from an imbalance between the forces of supply and demand, which has led to its inability to absorb employment. The research is based on the hypothesis that the failure to adopt a correct mechanism for planning education in Iraq and the failure to harmonize the outputs of education to the labor market requirements has exacerbated the problem of unemployment, especially among graduates.

### **Keywords**

Education Planning, Workforce, Unemployment, Economic Development.

### **Introduction**

Education planning is one of the mechanisms required to allocate human resources to achieve employment and economic development objectives. All countries' interest in economic planning, including education planning, came after they realized that the way to

reach the best use of resources is through economic planning. Its presence has become necessary to overcome the emergency crises in the economy and achieve optimal employment of resources in both material and human aspects to achieve economic growth. Planning education, especially for the graduate group, plays a significant role in reducing unemployment first and taking advantage of these educated human energies to support development. Secondly, it requires harmonizing education outcomes of all kinds, especially university and labor market requirements, suiting the technological developments needed for this market. The problem with research is that the level of education in Iraq is declining due to past and current education policies and has not been able to play its part in raising the level of education in Iraq. Due to the strategic importance of education planning in solving the problem of unemployment, including graduate unemployment. The importance of research lies in the need to adopt the method of planning education to help decision-makers choose the curriculum in its mediation to determine the form and nature of this problem and the mechanisms required to overcome it and reduce it. The research aims to assess the role of planning and its importance in the development of education and to study and analyze its role and importance in economic development. The challenges facing education and find solutions to it while looking at the current reality of the labor market and the changes in it and the extent to which the quality of graduates is appropriate to the requirements of the market and the reasons why the graduate does not get a suitable job opportunity. The failure to adopt a proper mechanism for planning education in Iraq and the inability to harmonize education outcomes with the labor market requirements have exacerbated the problem of unemployment, particularly among graduates.

In light of the problem of the study and its objectives, the subject will be addressed through three investigations, namely, the first section, the theoretical aspect of educational planning. The second section is the planning of the education sector and the reality of education policies in Iraq. Finally, the third section focuses on the economic implications of planning the education sector and the mechanisms for advancing graduates of the university and vocational education in Iraq.

## **The Theoretical Aspect of Educational Planning**

### **The Concept of Educational Planning and its Justifications**

Educational planning is mainly aimed at using the latest scientific methods to achieve society's economic, social, and cultural development.

Educational planning can be defined from an economists' point of view as the scientific and rational approach aimed at achieving the economic objectives of the state. It includes limiting the available and possible human and material resources and guiding them. Thus, it is in a scientific way shown to meet the needs of society so that maximum economic development is achieved represented in increasing production or per capita national income or raising the standard of living in the shortest possible time and with the least economic and social cost" (Fahmy, 2004).

It can also be defined as "a scientific treatment to regulate the course of education for its movement towards the future, by developing a plan based on a set of studies of the educational system and related economic and social systems and includes a set of resolutions setting the objectives of education and appropriate ways to achieve it by making the optimal use of available resources, and then pursuing and evaluating that plan" (Rahma, 1992). Through the above definitions, the essential qualities of educational planning can be observed as follows:

1. Planning is a continuous and continuous work. It is characterized by continuity, not only related to the current situation but also to the desired conditions aimed at improving and progressing in the future and using scientific treatment methods to study the current reality and achieve the optimal use of resources.
2. Is a conscious, organized process to choose the best possible solutions to reach specific goals.
3. Works to control future development by predicting problems, providing solutions, and embodying educational policy in specific plans, times, and places.

Perhaps one of the most important reasons and justifications that invite us to arm ourselves with educational planning and confirm its necessity and need for it is the following:

### **1. Population Growth Factor**

Population growth is a critical factor in increasing the demand for education. It is known that there has been a rapid increase in the population, especially from the end of World War II, as the rapid increase in the proportion of newborns with the rapid decline in mortality so that the total population of educational age makes up a large part of the population (Fahmy, 2004).

Rational planning to cope with population growth becomes necessary, elementary education (Morsi, 1977).

## **2. Factor Change in Economic Composition**

The growth of industrial and service activities has increased the demand for educational services, as these activities require a skilled and highly trained workforce. All these factors and their facilities from a change in economic composition have increased the demand for educational services.

## **3. Considering Education as a Source of Economic Development**

This idea considers that education is continuous employment of capital and has a clear financial return because education reaches all society members. It will help increase production and optimal use of resources and significantly reduce waste, a significant factor in economic development (Hamada, 2011).

## **4. Growing Belief in Planning and its Importance**

Planning is a scientific tool worthy of modern man that fits the requirements of contemporary life. The most important points that led to interest and faith in planning are:

Planning is an ideal use of the mind to make rational decisions on education based on study and scientific research.

Planning is related to the element of time. Time is seen as a resource of available resources that should be invested. Therefore, planning is the best use of time.

Planning is linked to the implementation and follow-up process

Planning contributes to reducing the rates of waste and educational waste. Planning is a process that reduces the likelihood of error and repetition and achieves clarity in the methods of work and overcoming problems (Farhawi, 2009).

## **The Economic Objectives of Educational Planning and its Relationship to Economic Planning**

Educational planning within the scope of economic development aims to achieve goals that we can summarize as follows:

1. Meet the country's short- and long-term needs from a workforce with different functional levels.

2. Increase the ability of the individual to move the job so that the individual can change their work quickly depending on the conditions of production or changes in the economy.
3. Addressing unemployment among the educated and uneducated so that all available human resources are fully exploited.
4. Contribute to speeding up economic and industrial development by stimulating scientific and technological research and preparing people who can do it.

Coordinating the policy of spending on education between different types and levels of education and between the education sector and other economic sectors.

6- Formulating policies on the maximum possible exploitation of education allocations by following scientific methods to reduce the costs of education while maximizing production efficiency, expanding its base, and allowing it to as many members of society as possible (Badran, Mahfouz, 1996).

As for the relationship of educational planning to economic planning, scientific studies have shown that education is an investment of funds and employment for them and being a consumer service. In addition to the vast expenses spent on education, and many reasons led economists to consider education as an investment and productive employment of capital and its essential role in the development of the economic society, the most important of which are (Zaki, 2000):

Education is a means of raising the standard of living of the individual. Therefore, the higher the level of education per capita, the better the job, not to mention the material income desired from this job.

The economic consequences of scientific research increase the sophistication of society and pay off in the long run.

Many studies that have studied the economic growth of many countries have shown that education is a critical factor in economic development and significantly impacts physical capital.

The ability of education to provide the community with professional and qualified human resources equipped with experience to help the progress of the economic community.

## **Planning the Education Sector and the Reality of Education Policies in Iraq**

### **The Development of Educational Planning in Iraq and the Strategy of Education (2012-2022)**

#### **Phase I: The Effect of Educational Planning 1920-1958**

Iraq is one of two countries in the world that knew educational planning in the late first quarter of the 20th century. Exclusive and its reforms and the development of a quantitative and qualitative plan for education since 1922 and the high school of teachers was established, and developed curricula for middle and high school. In 1930 the system of princely primary schools was issued. The system of public examinations was issued and in 1956 pointed out Hind Resson, an education expert, said compulsory education could be applied within ten years (Upset, 1987, 274).

It is clear from the above that the Iraqi government has worked to expand the educational pyramid by developing primary and secondary education and achieving technical development and has not been used in a comprehensive planning method in economic and social development. Therefore educational planning has not emerged as an integrated method with comprehensive planning that did not exist in the first place.

#### **Phase II beyond 1958-2003**

Regarding this phase, I witnessed the first comprehensive planning work of the educational process and the development of the first project of a five-year academic plan for years (1965-1966) (1969-1970) based on some technical aspects and realistic studies of education and highlighting the idea of Comprehensive national planning and the importance of educational planning and the need to integrate it and link it to the development plan. Moreover, in 1970-1978, Iraq witnessed the signs of scientific-educational planning by issuing a decision to form a committee to look into educational matters. In this regard, the following decisions were issued (Ministry of Education, 1978):

1. Resolution 102 of 1974 on free education from kindergarten to higher education.
2. Resolution No. 135 of 1974 on civil education and the transformation of all schools and civil institutes into official institutions of the state
3. Resolution 118 of 1976 on the compulsory of primary education
4. Resolution 92 of 1978 on the National Compulsory Literacy Campaign.

In 1981, there were many achievements, including a review of curricula and textbooks. In 1992 the Ministry continued its efforts in educational planning, which adopted the development of a course and an orderly approach of work aimed at achieving

enlightenment and renewal following the requirements of reality and its developments and prospects for the future and its ambitions. 1995).

### **Post-2003**

After 2003, the educational leadership in the Ministry of Education began to grant broad powers, depending on the method of decentralization of the administration and a review of philosophy and educational policy. The reformulation of curricula and books, the establishment of many new schools, and the restoration and maintenance of the rest, in addition to providing educational supplies and increasing the salaries of faculty members.

- **The Strategy of Education and Higher Education in Iraq for the duration (2012-2022)**

Education was not far from the events that Iraq went through after 2003 from the deterioration of its situation and the decline of its conditions. Yet, despite this, there were attempts to improve its reality, including the preparation of a strategy for education and higher education and the initiation of an ambitious plan to restore wellness to this vital joint in Iraq under international quality standards.

The programs and projects adopted by the strategy can be summarized as follows (National Strategy for Education in Iraq, 2010)

1. Development of the legislative, legal, and administrative system, which includes 18 integrated projects, and its completion is expected to develop and improve organizational practices towards efficiency and effectiveness. It is estimated to cost about 50 billion dinars.
2. Construction, expansion, and rehabilitation of infrastructure and improvement of the school and university environment. This program includes 20 projects in building schools and universities and is estimated to cost 41,900 billion dinars by 2020.
3. Achieving efficient education for all (enrolment, equality, efficiency), and includes 36 projects in the field of enrolment, parity, and improvement of internal and external competencies and is estimated to cost about 4800 billion dinars.
4. Achieving quality and accreditation in education includes 59 projects in the field of quality, and the cost within this program is estimated at 202 billion dinars.
5. Financial resource development and management, comprising 14 projects and expected to diversify financial resources and expand reliance on self-financing.
6. Increase the capabilities and productions of scientific research under the requirements of sustainable development and include 19 projects and an estimated cost of about 235 billion dinars until 2020.

## The Reality of Education in Iraq

### • The Structural Description of the Education System in Iraq

According to the Iraqi Constitution of 1970, the state guarantees the right to free education at all primary, middle, secondary, and university levels. Therefore, primary education is compulsory, and the government is responsible for the development and supervision of educational policies and funding education, development, and implementation of educational programs. The Teachers' Institute and its duration of study (5) years after intermediate education.

University studies culminate in obtaining a bachelor's degree and last for four years except for the medical group. It takes 5-6 years, and Iraq's 2005 constitution is hardly much different from the previous one in terms of educational paragraphs, except that the general educational and teaching policy should be jointly formulated by federal and regional authorities, unlike the previous constitution, which was developing educational policy by the central government (Iraqi Constitution). 2005, Article 4,34).

### • Analysis of the Reality of Educational Education by School Stages after 2003

It is clear from table (1) that the enrolment rates in the primary, middle and middle levels, have seen a decrease from the rates in the primary stage. This decrease is the result of many students leaving the school seats and going to the labor market to support their families under the difficult circumstances they live in. Still, the stage of higher education was low compared to the previous stages and did not exceed 18%. The reason is due to the deterioration of the economic situation of the family as well as the phenomenon of early marriage, which prevents many students From completing their university studies.

**Table 1: Primary, middle and middle school enrolment rates in Iraq (2004-2017)**

The year	Primary school enrolment rate %	Middle school enrolment rate%	Middle school enrolment rate%
2004	86	40	16
2005	85	33	16
2006	85	36	18
2007	<b>87</b>	43	21
2008	91	36	17
2009	91	34	16
2010	92	36	19
2011	92	40	21
2012	92	45	21
2013	93	45	21.5
2014	94	47	22
2015	94	48	22
2016	93	50	24
2017	93	55.1	29.6



- The Republic of Iraq, Ministry of Planning, Central Bureau of Statistics and Information Technology Directorate of Social and Educational Statistics, Reports statistics for primary, middle, secondary education for many years.
- **Analysis of the Reality of Higher Education in Iraq after 2003**

**The Presentation of Iraqi University Education Institutions**

The state is interested in university education because it effectively impacts the development process. Universities are the primary environment for preparing specialized technical staff in all fields, the basis for each development process. Education is undoubtedly a key pillar in building state institutions, as it is one of the strongest tools to be used to reduce poverty and inequity. Moreover, it lays the foundation for sustainable economic growth (<http://data.albankaldawli.org/indicator>). In fact, after 2003, Iraq's education sector received its share of the conditions and conditions in the country. These problematic conditions have cast a shadow over all aspects of life in Iraq, and table 2 illustrates the quantitative developments of government universities and people. Technical and technology during the period (2003-2016) in higher education, as the data of the table, indicate the growth of the capacity of university education through the development of more universities. It increased from (17) public universities and (163) public colleges in 2003-2004 to (35) public universities and (369) public colleges in 2016- In 2017, the number of public universities increased by 22.8 percent for 2013 compared to 2012 (National Human Development Report, 2014).

**Table 2 Quantitative development of the total number of public and private universities and colleges and technical education in Iraq (2003-2016)**

Years	Number of public universities	Number of colleges	Number of community universities	number Community Colleges	Technical Education Authority		
					Technical universities	Technical Colleges	Technical Institutes
2003/2004	17	163	1	13	-	9	27
2004/2005	17	180	1	18	-	9	27
2006/2005	17	196	1	18	-	9	27
2007/2006	17	211	1	20	-	9	27
2008/2007	19	224	2	22	-	12	27
2009/2008	19	249	2	22	-	13	27
2010/2009	19	262	2	22	-	13	27
2011/2010	19	269	2	30	-	13	27
2012/2011	20	289	2	32	-	16	27
2013/2012	22	319	2	40	-	16	28
2014/2013	29	329	2	46	-	16	28
2015/2014*	35	358	4	49	4	17	28
2016/2015*	35	365	4	56	4	17	28
2016*/2017	35	369	5	63	4	17	28

**The Republic of Iraq, the Ministry of Higher Education and Scientific Research, the Department of Studies, Planning, and Follow-up, and the Department of Statistics and Informatics have had statistical reports for many years.**

As for the Technical Education Authority, there were no technical universities until 2014, as (4) technical universities were established (North, Central, Middle Euphrates Region, South). It is a negative indicator of the lack of interest in the disciplines of this university needed by the labor market, while technical colleges did not see any increase even before 2003. The number of (9) technical colleges remained until 2006, and (3) colleges were created to become (12) technical colleges in 2003-2007, after which (5) colleges were established in the following years to reach (17) colleges to 2016. While technical and technical institutes also did not achieve any increase and settled at the limits of (27) institutes (2003-2011). Then created only one institute to reach (28) institutes to 2016, and this trend supported the expansion path in the national colleges, which also increased from one university and (13) colleges to (5) universities and (63) colleges during the period (2003-2016).

- **The Demand Side for Educational Services**

This aspect illustrates the size of students' demand for educational services provided by educational institutions in the country, as there are essential indicators that vitally affect the quality of education, the most important of which relates to the status of teaching staff, where a range of factors negatively affect their abilities, including, weakness in the incentive system for teachers, lack of The possibilities available and poor curricula and others due to the significant increase in the number of enrollees and those who are in universities steadily, without this increase accompanied by the necessary support for the teaching staff, we note from the indicator of the development of the number of students and graduates the rise in the number of members of the educational team from (1) 6499 Teaching in 2003-2004 to (36,017) teaching in 2015-2016, but the percentage of faculty members was fluctuating The increase in the number of faculty members has not kept pace with the increase in the number of colleges and the number of students in each college, reaching 83 members per faculty in 2003/04 and starting to rise to In 2006-2007, it began to decline to 82 members in 2014-2015, due to the security conditions the country has experienced, such as the migration of efficient minds and other tricky circumstances.

Table (3) also shows the significant and precise development in the numbers of students where their number increased from (354922) students in 2003/04 to (516457) students in 2015/16. Still, it does not increase at the same rate in different disciplines. Still, it varies

according to the type of research and specialization. For example, most studies for students have distributed in humanities studies as the highest rate of 20.2% and in educational sciences reached 14.8%. In contrast, the specialization of trade, business administration, and public administration reached 12.9%. At the same time, it came 7.5% in information technology, calculator, life sciences, physical science, engineering, and others (National Human Development Report, 2014).

Despite the apparent increase in the number of students, the student growth rate declined. In 2004/05 it fell to -1.2% because of the decline in the number of students in colleges due to the war conditions and the change of government in the country, the ratio was negative, and the rate began to rise disproportionately and fluctuating between rising and decline, reaching the highest student growth rate (12.7%) in 2012/2013. This increase in student growth is due to higher university admission rates from year to year, increased numbers of universities and community colleges, even increased opening of evening university admissions for many specialties, and a decrease in the growth rate in 2007 and 2008 due to immigration and travel abroad due to difficult security conditions, and then declined to -8.8% in 2014 due to the difficult conditions and conditions that have passed through the Iraqi provinces.

The data also indicate the quantitative development in the number of graduates and the number of students per college where the number of graduates (74,586) in 2003/04, and increased until (111084) in 2015/16, as well as the number of graduates fluctuated due to the migration of some students and left some to study for work and meet their needs and families or to get jobs with lower degrees and others.

**Table 3 Development of teaching staff, students, and graduates in public universities and the Technical Education Authority (morning + evening) and postgraduate studies for the duration (2003-2016)**

Years	Number of public and technical colleges	Number of students present Primary + High	number Teaching people	number Primary + Higher Graduates	Graduate student growth rate	Count the teaching staff for each college.	Number of students per college
	1	2	3	4	5	6	7
2003/2004	199	348413	16499	74586	-	83	1750
2004/2005	216	331472	18384	70924	-0.04	85	1534
2006/2005	232	334983	22012	71565	0.01	95	1443
2007/2006	247	341539	28510	75745	0.01	115	1383
2008/2007	263	349975	29488	66942	2.4	112	1331
2009/2008	289	357145	31336	68458	2.0	108	1236
2010/2009	302	378322	33090	72237	5.9	109	1253
2011/2010	309	421987	34558	87655	11.5	112	1366
2012/2011	332	424525	35979	90849	0.60	108	1279
2013/2012	363	478518	37622	90384	12.7	104	1318
2014/2013	373	534754	38872	96123	11.7	104	1434
2015/2014	403	487625	32923	87709	-8.8	82	12010
2016/2015	410	516457	36017	111084	5.9	88	12510
2016/2017	410	502041	36050	101396	-0.08	88	1224

- **The Republic of Iraq, Ministry of Higher Education and Scientific Research, Department of Studies, Planning, and Follow-up, Department of Statistics and Informatics.**

As for the community colleges, the promising channel for junior high school graduates who have not been lucky enough to be admitted to public universities because of the rate requirement or for those whose specialties are not accepted by public universities or whose admission is limited to a modest percentage (graduates of vocational preparatory) or because of the age requirement and the year of graduation from junior high, their number increased by (6.5%) for 2013 compared to 2012, as indicated by table (4) the following:

**Table 4 Development of the number of teaching, students, and graduates in the national universities for the duration (2003-2016)**

Years	Number of community colleges	Number of students present	number Graduates	Number of teaching staff	Graduate student growth rate	Percentage of teaching staff per college %	Number of students per college
	1	2	3	4	5	6	7
2003/2004	13	26671	4984	504	-	3.8	2052
2004/2005	18	24664	4901	702	-7.5	3.9	1370
2006/2005	18	26706	4493	662	8.2	3.6	1483
2007/2006	20	27180	5112	599	1.7	2.9	1359
2008/2007	22	31267	3918	621	15	2.8	1421
2009/2008	22	40746	5268	654	30.3	2.9	1852
2010/2009	22	55344	5578	918	35.8	4.1	2516
2011/2010	30	75511	9641	1177	36.4	3.9	2517
2012/2011	32	91794	13673	1425	21.5	4.4	2869
2013/2012	40	105426	16276	1823	14.8	4.5	2636
2014/2013	46	121946	24098	2121	15.6	4.6	2651
2015/2014	49	128609	21726	2439	5.4	4.9	2796
2016/2015	56	119605	26951	2626	-7	4.6	2600
2016/2017	56	83949	20511	2677	-0.2	4.7	1499

- **Ministry of Higher Education and Scientific Research, Department of Studies, Planning, and Follow-up, Department of Statistics and Informatics, statistical data for many years.**
- **Education Spending Index as a Proportion of GDP**

Table 5 shows that the proportion of spending on education as a proportion of GDP fluctuates and is unstable at one pace during the period mentioned above, reaching 1.1% in 2003, reaching 3.3% in 2005, 2006 and 2007 to 2.2, 2.1 and 2.1 percent. 4,

respectively, due to the rise in education allocations in relation to the increase in GDP. Therefore, the ratio returned to rise for the years 2008, 2009, 2010 due to the increase in education allocations compared to the increase in GDP for the same years, due to the marked rise in current and investment government spending allocations due to higher oil prices and the decline in the proportion for subsequent years due to the impact of large military spending due to the Prepare the pace of military operations, thereby reducing the percentage of financial allocations to education relative to GDP, which has had a negative impact on the country's educational process.

**Table 5 Spending on the education sector as a proportion of Iraq's GDP for the period(2016-2003)**

Years	output Gross domestic product	*Annual output growth rate %	Government spending on education	Percentage (%)
	(1)	(2)	(3)	(4)
2003	29585788.6	---	335,363.8	1.1
2004	53235358.7	80	1,802,610.9	3.3
2005	73533598.6	38	1,472,788.2	2
2006	95587954.8	30	2,051,914.3	2.1
2007	111455813.4	17	2,728,653.1	2.4
2008	157026061.6	41	4,943,189.8	3.1
2009	130643200.4	-17	5,267,519.6	4
2010	162064565.5	24	6,617,860.1	4
2011	217327107.4	34	7,842,843.4	3.6
2012	254225490.7	17	9,194,187.2	3.6
2013	273587529.2	8	10,105,925.3	3.6
2014	266420384.5	-2.6	10,212,502.2	3.8
2015	207876191.8	-21.9	9,465,422.5	4.5
2016	196536350.8	-5.4	10,497,654.5	5.3

Source: the Republic of Iraq, Ministry of Planning and Development Cooperation, 2016, Central Bureau of Statistics and Information Technology, Directorate of National Accounts.

## **The Economic Implications of Planning the Education Sector in Iraq and the Mechanisms for Promoting Graduates of Education for University and Professionals**

### **The Impact of Education Planning in the Iraqi Market**

- **The Reality of the Labor Market in Iraq**

Iraq's labor market until 2017 has a range of characteristics: (Ministry of Planning and Development Cooperation, 2018).

1. Total population (**37,139,519**) million people divided into (18,763,758) males and (**18,375,761**) females, i.e. there is a convergence of the sexes
2. 2% of the population in the working-age group does not exceed (56%), which means that half of the working-age population (15-64) is unemployed.
3. Population growth rate is (3%), which is higher than many countries in the developed world, which does not exceed (2.2%).
4. The rate of economic activity was 29 percent, which is low, which is the highest percentage of participation in economic activity in the world, for example, in Jordan, which also suffers from unemployment by 39.5 percent.
5. 5% of males contribute to economic activity by 83%, while only 17% are female.
6. Of these, 24 percent (41.2 percent) read and write and (49.8 percent) do not know how to read and write.
7. The total number of workers in Iraq was **1,534,100**, while the number of private-sector workers was 95 percent, while the proportion of those employed in the government sector was 5 percent.

- **The impact of Education Planning on the Unemployment Rate in Iraq**

The structured guidance of education towards the requirements of the actual needs of the society of jobs on which the state is based to narrow the gap between the outcomes of education and the requirements of the labor market, and one of the reasons that led to the increase of this gap is the following: (Sudanese, 2014).

1. Mis-implementation and retraction of the plans developed, particularly workforce planning, thereby abandoning detailed plans to link education outcomes with labor market requirements.
2. Security and political instability and its serious repercussions in the depletion of the labor force, the flight of domestic and foreign capital, and the reduction of savings and investment rates, which negatively affected the possibility of the state to meet the requirements of spending on education.
3. Inherited customs and traditions and their role in deepening the gap between educational institutions and the labor market, especially in rural areas, not to mention the concentration of the workforce in government agencies, which caused the phenomenon of job sagging.
4. The unemployment rate in 2003 was 28.1, as a result of various economic imbalances, due to the dismissal of the employees of the ministries of defense, interior, information, and other departments and their retirement, and the increasing number of new entrants to the labor market due to the high rate of

population growth, as the suffering of the Iraqi economy worsened with a decline in economic growth as well as a deterioration in security and political, and thus the weak capacity to generate new jobs.

**Table (6): Unemployment rates aged (15,24) in Iraq for duration (2003-2015)**

The year	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Unemployment rate %	28.10	26.80	17.97	17.50	11.7	15.34	14	12	11	11.9	12.1	12.8	13.2

Source: Ministry of Planning and Development Cooperation, Central Bureau of Statistics and Information, 2016, Employment and Unemployment Survey.

Graduate unemployment is not a problem caused by the changes that took place after 2003, but rather an extension of the period before that, as Iraq in the mid-1990s saw an increase in graduate unemployment rates after it was an importer of employment in the 1980s, and increased. It was limited by the suspension of the central appointment mechanism and the continued increase in the phenomenon influenced by the overall economic and political situation in the country, especially after 2003, after the dissolution of the ministries of defense and interior, security services, intelligence, information, and military industrialization facilities, as the problem worsened and the economic performance declined. Table 7 shows graduate unemployment rates for various years:

**Table 7 Unemployment rates for graduates for various years in Iraq**

Status Scientific Years	diploma	Bachelor	High diploma	Master	Doctor
2003	9.6	12.4	0.47	....	...
2004	10.6	11.5	0.12	0.29	0.02
2005	11.9	12.4	0.08	0.28	0.01
2006	15.4	19.7	6.6	4.8	0.3
2007	9.8	13.8	6.5	3.9	0.1
2008	14.6	16.1	5.3	8.4	2.7
2012	13.0	14.8	7.8	16.2	11.9
2014	10.1	15.9	9.8	15.2	10.6
2016	10.7	16.6	8.4	14.3	10.8

Source: (Jabr, 2018) based on data from the Ministry of Planning, Central Bureau of Statistics and Information Technology, 2018, Directorate of Social and Educational Statistics, multiple data for different years

The importance of planning education means reaching what comes (Zamiti, former source, 66).

1. Estimate and meet the economic need of the educated workforce and develop their ability to adapt to the requirements of work in any sector.

2. Society's view of education as a product return and employment of capital, not a consumer service.
3. Educational planning works to create a trained and qualified workforce to lead and guide the development process in different sectors.
4. Leads to rationalization of spending on education and an increase in outputs in a kind and not as.
5. Integration of types of education and its problems, which requires planning to provide comprehensive solutions to these problems.
6. Growing faith in planning and its value in controlling the future.
7. In order to keep pace with scientific and technological progress in all fields.

### **Mechanisms for Promoting Graduates of Higher and Vocational Education**

- **Reforming the University and Vocational Education System and adapting it to the Requirements of the Labor Market**

1. Coordination, communication, and joint cooperation with different ministries, to create a common vision for hard work to reduce the competition of education outcomes with the requirements of the labor market.
2. Consultation and exchange of information and data with those in charge of different economic sectors from the public and private sectors, as well as civil society organizations to translate the needs of the workforce into the curriculum and educational, financial grants for students.
3. Introducing students of universities and technical institutes in training courses and educational models and during the duration of the study and in the summer holidays in various universities and training institutions and even in the institutions of the productive state and others, which is one of the solutions before graduation to reduce the gap between the outcomes of education and the requirements of the labor market.
4. Creating, implementing, and strengthening the technical training programs. It is to meet and develop the skills needed by various ministries and economic sectors.
5. Attention to the central admissions plans and focus on the goal of aligning the outcomes of the university and technical education with the needs of the labor market.
6. Adopting new mechanisms and policies to guide students towards studies that provide them with a real job opportunity.
7. Remove impurities in the content of education and its methods while correcting the course in many of the shortcomings that are revealed when facing the future or when responding to the requirements of the labor market.



- **Rehabilitation and Training of Graduates through (Taima and Elijah, 1982)**

1. Establishing a statistical information base with the task of providing full data on the structure and nature of the unemployed workforce (male, female) with full information on their scientific qualifications and the field in which they wish to work, to form the basis for preparing research and studies on unemployment to produce effective results that contribute to guiding the decision-maker to eliminate the problem of graduate unemployment in Iraq.
2. Coordination with ministries, departments, and institutions of the state, the private sector, and mixed, to know their needs of the workforce to refer applications of unemployed applicants to work there and according to their qualifications.
3. The labor offices should prepare statistics for the unemployed and the jobs available for the purpose of putting them before the responsible authorities to draw up plans to reduce the unemployment rate.
4. These offices should prepare field studies on unemployment and its economic and social implications and ways to address it in coordination with governmental and non-governmental organizations.

- **Stimulate Investment in all Economic Sectors through**

1. Support and encourage investment in the industrial sector through public-private partnership in the implementation of development projects, as well as rationing and reducing migrant workers to skilled workers only to avoid crowding out local workers, preventing unemployment reduction, and seeking employment offices to increase employment opportunities suitable for graduates.

- i. Supporting and Encouraging Investment in the Agricultural Sector**

There is a saying that every development must start from the agricultural sector, as the agricultural sector in Iraq is one of the main sectors in the absorption of the labor force, and the workforce in this sector has estimated between 21% and 23% for the limited period between 2000 and 2000 2016 since Iraq urgently needs to create this sector, it must be supported and promoted by taking all means and adopting ways to achieve sustainable agricultural development for this sector, including what comes (Al-Anbari, 2018):

1. Support farmers and provide them with fertilizers, seeds, machinery, and subsidized agricultural machinery to increase their production and set up agricultural and animal projects to accommodate graduates from relevant institutes and colleges (e.g., agriculture, veterinary medicine).

2. Grant graduates of specialized institutes and colleges agricultural plots for investment (contract system with the government) and at the level of all provinces and support them with concessional loans, to establish agricultural projects similar to the experience of Algeria and to ensure a working environment and a decent life for them.
3. Determining the import and export of agricultural products in order to stabilize prices and serve and support local agricultural production.
4. Supporting agricultural research and development centers and restoring life to them and providing them with graduates of engineers, agricultural researchers, and veterinarians to conduct agricultural research to improve agricultural and animal production in Iraq.

## **ii. Supporting and Encouraging Investment in the Tourism Sector**

Supporting and encouraging the tourism sector in Iraq is working to absorb large numbers of unemployed graduates, and local and foreign tourism investment has a major role in reducing graduate unemployment because the tourism sector acquires no less important than other economic sectors, as it has the ingredients to support its advancement, which provides many jobs for both sexes graduates and others, There are elements of this investment, including providing a stable political environment, a balanced tax environment that has a role to play in attracting tourism investments and legal legislation that guarantees and facilitates the task of venture capitalists.

## **Granting Concessional Loans to Graduates for Small and Medium-sized Enterprises**

Iraq should address the problem of graduate unemployment by adopting a strategy based on the granting of concessional loans in supporting and encouraging the establishment of SMEs. It is known that the development and expansion of these projects lead to alleviating the problem, as they are labor-intensive projects, as well as anon-working projects: (Rose and Yas, 2005)

1. Means of exploiting the economic resources available with its front and background links with many different industries.
2. Represents a large proportion of the total size of local industries and is commensurate with the requirements of the local market.
3. Create an opportunity to form a human resource base with expertise and skills that can contribute to the development of the industrial sector.

4. Is an engine of economic growth because it ensures that it applies with economic efficiency side by side because it requires low capital investment for every job that can be created.

### **Conclusions and Discussion**

Planning is part of the state's integrated administrative system, one of which is the education sector, and education planning benefits those interested in the educational process at all levels, whether decision-makers or decision-makers, in order to reach the best educational system by identifying the latest systems and following up on the latest developments in the field of education. Educational planning aims to transform a person from a primary subject into a product of competencies that can be employed and invested economically, socially, and culturally. There is a close relationship between educational planning and economic planning, and they are two sides of the same currency. Its features are highlighted by the first educated human forces, and scientific knowledge is the fruit of scientific research that is related to education, and the second instills attitudes towards work, organization, and society all favor development in one way or another. In other words, education is an effective tool to control current trends of development and guide them to achieve the goals achieved The interests of society. Education systems in Iraq are still operating in traditional ways, and there is a weakness in the capacity of school buildings, where the education sector continues to suffer from a severe shortage of schools and other educational buildings. The weak economic performance and increased unemployment rates are due to the increase in the population and weak investment. The labor market in Iraq suffers from exceptional circumstances that have made it difficult and not impossible to accommodate all the unemployed. Thus, unemployment rates, especially graduate unemployment, have risen due to their increased numbers and the inability of the labor market to absorb the new workforce as a result of the weak link between higher education planning and the needs of the labor market. The adoption of an expansionary admission policy in Iraqi institutes and universities with the increase of civil colleges and the orientation of education towards commerciality led to a deterioration in the quality of education and its outputs and an increase in the number of graduates whose qualifications are not compatible with the actual need of the labor market. Most production projects have been halted despite the abundance of primary resources that Iraq has, which can be a market for the outputs and inputs of many industries if exploited properly. It helps to create a lot of jobs, thereby reducing unemployment. Iraq lacks the appropriate investment environment that allows for the establishment of various economic projects due to several considerations, including the lack of adequate guarantees for the

establishment of these investments as a result of the lack of confidence in the feasibility of investing inside Iraq, not to mention the lack of sincere intention on the part of the decision-makers to find radical solutions to solve the problem of graduate unemployment. According to our findings in the current research, the researcher recommends:

1. The need to link educational planning to economic planning to avoid the graduation of an unwanted workforce, and to emphasize linking educational policy to long-term planning and to emphasize its integration and harmony with other sectors of society and to meet the needs of the labor market, and to achieve this requires recognizing the needs of development and the labor market and using the concept of the education network as a comprehensive direction in planning and then reformulating and building educational policy in light of this.
2. Increase government spending for the education sector, and this increase will be in keeping with developments in the educational process while evaluating education policies in Iraq by specialized committees and diagnosing negatives objectively and bringing about radical changes, and finding appropriate solutions with the diagnosis of the needs of the labor market skills and competencies.
3. Promoting the continuing education of graduates to keep up with developments in the labor market and rehabilitate vocational training centers, to train unemployed graduates in the occupations required for the labor market.
4. Guidance by upgrading the quality of education and training as well as updating its curricula and making it more up-to-date with scientific developments, and to ensure the qualification of graduates and their qualification of the skills required for the labor market, by re-waiting in the educational pyramid, as it expands at the base and decreases at the top.
5. The need for the state to create a combination of educational planning and economic planning within the framework of the development plan, to avoid the graduation of an incompetent workforce, as well as work to restructure the workforce that hinders the development of the workforce in various economic activities of the public and private sector and the direction in which the increase leads to the efficiency of the workforce in order to increase GDP and develop the efficiency of performance.
6. Strengthening research and studies activities to keep pace with the scientific developments used in the world to reduce the gap between Iraq and the countries of the world now, whether they operate in an academic atmosphere or within productive institutions.

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