

The Impact of Financial Crisis on the Process of Education in the Kurdistan Region

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ABSTRACT

The financial crises around the globe in the 21st century have affected all aspects of life, including the educational system, which has been considered the most vital aspect of any society around the globe. The Kurdistan Region, which has been recognized as one of the regions rich in oil resources in the Middle East, has been going through a critical financial crisis because of its dependence on such resources, which has affected the educational system directly or indirectly. This research was conducted to analyze the effect of the financial crisis on the process of education in the Kurdistan Region. The financial crisis, which occurred in the early 2000s, especially with the drop in oil prices in the global markets and the crisis of reduced spending in the public budget, has also significantly affected educational institutions. In the current research, some crucial factors are examined, which are: less budget for the education sector, the issue concerning the backlog of teacher and education staff salaries, damaged education infrastructure, and minimized learning activities. The influence on students, concerning the provision of basic needs, with the aim of continuing their education, is also investigated. The findings indicate that due to the financial crisis, the quality of education services offered in the Kurdistan region has dropped. Finally, this study recommends that it may include planning at a longer-term level, improving financial management in the educational sector, as well as encouraging interactions with international institutions to facilitate technical and financial assistance.

KEY WORDS: Financial Crisis, Education Process, Kurdistan Region, Education Budget, Quality of Education.

1. INTRODUCTION¹

Education is one of the main foundations of the progress and development of any society and as a producer of human capital, it plays a fundamental role in creating a skilled generation that can meet the needs and demands of the contemporary era. In today's world, where evolution and change are occurring rapidly, the importance of investment in the education sector is increasing and there is a need to provide livelihoods and appropriate conditions to sustain the learning and teaching process.

The Kurdistan Region has achieved significant development in all areas over the past two decades, including the education sector, which receives a significant portion of the budget (Abdullah, 2015). Despite this, the region has lately been encountering a

major economic crisis owing to both internal and external circumstances that have negatively affected all areas of public service.

A number of factors caused these financial crises, the most prominent of these being: dependence of the financial resources of the region mostly on the revenues obtained from oil and gas, The downfall of oil prices in the international markets and the problems in the central government.

This financial crisis has directly and indirectly affected all sectors of public services, including the education sector, one of the most significant sectors that requires constant investment. The effects of the financial crisis on the education sector can be detected through several aspects, including: The education sector faces multiple financial challenges. The budget allocated for education has been significantly reduced, leading to mounting

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arrears in teachers' salaries that now span several months. Meanwhile, the construction of new schools has stalled due to funding shortages, existing educational infrastructure continues to deteriorate from lack of maintenance, and essential educational activities and programs have been suspended or scaled back.

These effects are not confined to figures and numerals, but have left their mark on the quality of education as well as the future of the students. The impact has left many parents with no choice but to withdraw their children from schools, or to direct them to private schools, which most parents are unable to afford. Additionally, the quality of education and the elements required to ensure a positive learning and teaching environment have decreased.

2. THEORETICAL FRAMEWORK

Being one of the bases of human and societal growth, the role of education in developing a competent generation that will be able to face the challenges of the future cannot be denied. Being an autonomous region (Kurdistan Region) that has enjoyed self-governance for almost thirty years, financial problems are among the most serious challenges that significantly affect different aspects of life, particularly the educational aspect. The crisis, which started in 2014 until the present, has seriously affected the process of education in the region.

Based on the reporting of the Kurdistan Teachers Union, the Kurdistan Region is witnessing a crisis in the educational system that has reached the point as the crisis surrounding the system of education itself. The crisis affects not only the salaries and educational systems but also the status and nature of the coming generation.

In its widest dimension, this crisis is much more than an economic or political issue, but rather a humanitarian crisis that adversely affects the future of generations to come in that region. According to the Ministry of Education, nearly half a million students at various levels of education have been affected by this crisis, ranging from poor quality of education to a lack of educational services.

This has stemmed from the conflict between the government of the Kurdistan Regional government and the Iraqi federal government, meaning that the region has not benefited equally from the Iraqi budget, which has affected the sectors that provide vital services such as education. The issues within the education department involve delays in the salaries of teachers, absence of services within the schools, absence of budget for the development of infrastructure within the education sector, and the effects on the quality of education.

2.1. The problem of the study

The Kurdistan Region has been struggling with the

issue of the financial crisis over the last several years, caused by the low prices of oil, reduced budgets, and Iraqi governmental issues. This situation has had a direct and indirect impact on the educational sector in the region, including the reduced budgets for schools and universities, the delay in the provision of basic needs such as school supplies, equipment, and proper educational environments. On the other hand, the issue has affected the quality of education, the salaries of teachers, the integration of technology into the education sector, as well as developments in education programs. At the same time, there is the need for a thorough research study to be carried out to establish the appropriate solutions to improve the education sector in the Kurdistan Region.

2.2. The importance of the study

This research is of great significance in several ways that relate to the future of education within the Kurdistan Region. Firstly, this research may be used as the starting point for designing new policy-making plans that may be influential in dealing with the financial crisis. Secondly, in the social setting, the effect that the financial crisis may have on the sector of education may influence the way justice, work, or social security is offered. This research is important in relation to allocating financial and human resources for the development of a sustainable and quality system within the educative sector.

2.3. The aim of the study

The main purpose of this study is to analyze and deeply understand the impact of the financial crisis on the education process in the Kurdistan Region, in order to find ways to solve and improve the current situation. Through the analysis of data and information, this paper attempts to present the impact of the crisis on education budgets, the quality of educational services, as well as the provision of basic needs of schools and universities. Also, it aims to identify the impact on teachers' salaries and livelihoods, student engagement levels, and then access to educational opportunities. On the other hand, the study wants to provide practical suggestions and modern strategies to mitigate the negative impact of the crisis and strengthen the education system. These objectives come within the framework of planning for the future of education and creating mechanisms to defend against economic and financial crises, thus helping officials and relevant institutions to create a sustainable and effective education policy.

3. KEY CONCEPTS

3.1. The sector of education in KRG before the financial crisis

Before the financial crisis began in 2014 triggered by the ISIS invasion, the subsequent collapse in global oil

prices, and Baghdad's decision to cut budget transfers to the KRG, the region had made significant investments in education infrastructure, the education sector in the Kurdistan Region was in a normal state and was called the golden age of education in the region (Ministry of education report, 2012). The Kurdistan Region witnessed significant growth in all sectors of life, including education. The KRG had been able to receive its share of the Iraqi budget at 17% (KRG Ministry of Finance reports, 2014) on a regular basis, which allowed it to invest well in the education sector.

According to official statistics from the Ministry of Education during (2014-2017), the region witnessed a rapid rise in school enrollment, which more than doubled from 2003 to 2014. The number of students in primary school increased from 450,000 to about 900,000. Meanwhile, the literacy rate among the population rose from 65% to 87%.

During this period, the provinces of Erbil, Sulaimani, Duhok and Halabja witnessed the construction of thousands of new schools, starting from primary schools, high schools and universities. According to the Kurdistan Regional Government reports, about 2,500 new schools were built in 10 years, employing more than 25,000 teachers. At the same time, the quality of teachers has to be improved by providing education and training courses, as well as increasing salaries and financial support.

A curriculum renewal project in Kurdistan was one of the most successful projects of the time. A new curriculum was prepared to the needs of the region and the cultural and historical identity of the Kurdish people, and the use of Kurdish as the language of instruction was established at all stages of education. This strengthened the national and cultural feelings of the new generation. Also, The KRG had also established several teachers' colleges in different cities of the region to meet the needs of the region with qualified teachers.

In the field of higher education, the Kurdistan Region has made significant progress. The establishment of several new universities such as American University of Kurdistan in 2006, Kurdistan Catholic University, World University and many others, provided more opportunities for students who wanted to continue their higher education in the country, without having to go abroad. Public universities also grew significantly in terms of colleges, departments, and student numbers.

But that period wasn't entirely without problems, one of the main problems was the heavy reliance on oil revenues. This dependence means that when oil prices fall, all departments of government are in trouble. Problems of corruption and misuse of financial resources also existed during this period, which affected the efficiency of the education system.

There was a problem of difference between urban and

rural areas at that time. Urban schools fared better than rural and district schools, creating differences in educational opportunities among social classes. Also, there was a greater need for qualified teachers in basic sciences such as physics, chemistry, and mathematics. In general, it can be said that the period 2003-2014 was a positive period for education in the Kurdistan Region, but at the same time it revealed the basis for some future problems (Majidi, 2016).

3.2. Causes of financial crisis and its impact on the education sector

The financial crisis in the Kurdistan Region began in 2014, but the causes of the crisis have their roots in the depths of political and economic phenomena that have accumulated for a long time. One of the main reasons was the dispute between the KRG and the Iraqi Federal Government over the use of oil and gas resources and how to distribute revenues. This conflict, known as the "budget crisis" was not really political competition, but the root of the problem was power and natural resource rights. The KRG signed direct agreements with international companies under its own oil and gas law, but the federal government considered this unconstitutional. This conflict deepened from late 2013 and in 2014 became a full-scale crisis. (Abdullah, 2015).

The crisis has deepened again, and the rhetoric between Erbil and Baghdad has reached the point of accusing each other. During the arrival of ISIS and the fight against the terrorist organization, the Kurdistan Region was burdened by the war that accepted more than a million refugees and internally displaced persons, adding to the burden on the Kurdistan Region's limited finances (Official government statements on fiscal challenges, 2019).

Another factor that reinforced the crisis was the decline in world oil prices in the first half of 2014 and subsequent years. Oil as the main source of income for Iraq and the Kurdistan Region, the decline in its price had the biggest impact on the region's economy (Majidi, 2016). This, despite the federal government's decision to cut the region's share of the budget due to the conflict, had the greatest impact on sectors that relied on government funding, such as education sector.

The salary crisis in the Kurdistan Region has lasted for more than a decade without a solution. Meanwhile, hunger strikes by teachers and public servants continued for several days to demand their salaries. Back in 2014, when the Iraqi government cut the Kurdistan Region's share of the budget due to political and economic conflict, the financial crisis began. Since then, public sector employees in the Kurdistan Region have not received their salaries on time for even a month, or have received them with deductions.

One of the most important consequences of the crisis

was its direct impact on the education sector. Iraq is currently facing a severe education crisis. Despite the Constitution and its laws providing free education for all, millions of children are denied access to education. Since the beginning of the war against ISIS, the Iraqi government has completely reduced or cut off aid to 5.2 million children, according to a new report by the Norwegian Migration Council (Reports on IDPs and refugees in Kurdistan Region, 2014).

As of February 2024, the salary crisis in the Kurdistan Region has lasted for more than a decade, without a solution. This crisis has deepened again, and even now, in 2025, teachers and employees are still having trouble receiving their salaries. The Kurdistan Regional Government (KRG) has not yet paid the salaries of teachers in June, July and August.

3.3. The impact of financial crisis on teachers and employees in the education sector

One of the most obvious effects of the financial crisis on the education sector was its impact on teachers as the main support of the learning process. The Kurdistan Regional Government failed to pay teachers' salaries for three months of 2019. In response, approximately 170,000 teachers went on strike for 75 days, protesting not only the salary arrears but also the suspension of promotions and the government's failure to convert temporary contracts to permanent positions. This shows the depth of the crisis that not only have teachers' salaries been cut, but they have not been given all their other rights.

The teachers' strike in the Kurdistan Region (September 2023 and lasted until February 2024) was one of the longest in history, who went on strike to go to classrooms due to non-payment of their salaries. In order to find other sources of income, many teachers had to do other jobs in their spare time, which negatively affected lesson preparation time and teaching quality (Hamadamin, 2017).

Also, in February 2024, teachers in the Kurdistan Region filed a complaint with the Federal Court of Iraq to find a solution to the continued delay in their salaries. On February 21, 2024, the court ruled that the salaries of teachers in the affected provinces must be regulated by the Iraqi government through the Iraqi central banks. However, despite the court's decision, the problem has not yet been resolved.

One of the most frightening effects was the migration of qualified teachers outside the region, or to other jobs. This means that education in the region has a shortage of qualified teachers, which will have a long-term impact on the quality of teaching (Saeed, 2018). Also, new teachers are less interested in entering the education sector due to poor financial situation.

3.4. The impact of financial crisis on learning environment

The financial crisis had a widespread impact not only on teachers, but all other aspects of education and the learning environment in general. As a result, most of the new initiatives have come to a halt, and even basic amenities such as heating, lighting, and access to water are in short supply. In most schools in Kurdistan Region, the equipment used for teaching and learning is poor. This is especially the case in the rural areas, and it directly impacted the teaching and learning process of the students (Rashid, 2019). New technology is also not being used. Additionally, the Kurdistan Teachers Union (KTU) has raised concerns that there are far too many holidays during the school year, which have already created problems for teachers to adequately cover the curriculum. (OECD, 2013: 17)

As a direct result of the teachers' boycott and the financial conditions in which the schools found themselves, there was a lot of encouragement among parents to send their children to attend private schools. This, in addition to placing more burdens on parents, affected the public schools negatively (Karim, 2020).

In technology and computers, renovation projects and the provision of new equipment stalled. This was at a time when the world was moving towards digitizing education, especially during the COVID-19 pandemic. The Kurdistan Region failed to maintain its global position in the use of technology in education (Ahmad, 2021).

Declining budgets for school upgrades and repairs meant many buildings fell into disrepair. Several schools in various areas have been forced to close their doors due to lack of suitable teaching conditions. This was especially evident in villages and small towns (Mohammed, 2022).

In terms of numbers, a decline in public school enrollment emerged, especially in the first stage of primary school. School dropout rates also increased, clear evidence of the impact of the financial crisis on education. Some families have had to take their children out of school, in order to work and assist their families in providing for their needs. (Omar, 2023).

The financial crisis and its impact on education in the Kurdistan Region is not only a temporary problem, but also has long-term consequences that will affect future generations. One of the most important consequences is the loss of human capital, which will profoundly affect the economic and social development of the region in the coming years (Ali, 2024).

One of the most frightening consequences is the rise in illiteracy among the new generation. Children who skipped school or were unable to attend school during the crisis will be permanently denied access to basic education if immediate solutions are not found. This is expected to have a negative effect on the education sector. (Harrington, Marshall & Müller, 2006: 554)

From an economic perspective, the deterioration of

education quality and loss of human capital threatens the Kurdistan Region's ability to compete regionally and globally, particularly in today's knowledge-based economy where science and technology are fundamental to economic development (Hassan, 2024).

However, despite all these challenges, there are still paths for finding solutions that require new thinking and coordination on the part of all stakeholders. Education requires more attention as a foundation for development if the Kurdistan Region is to return to a path of progress. Resolving this financial crisis requires a combination of short-term and long-term solutions, which both reduce the suffering of students and teachers now and establish a strong foundation for the future that can withstand future crises. (Haji, 2019)

4. METHODOLOGY

This study uses qualitative method based on structured interviews to collect data from 16 professionals and experts in the field of education and finance. This method allows the researcher to collect and analyze participants' perspectives and opinions in an organized and measurable manner so as to know the impact of financial crisis on the process of education in the Kurdistan Region. Participants were divided into two main groups: 50% education experts (8 people), 50% economists (8 people). All participants currently work in an educational or research institution and have prior knowledge or experience with their field.

5. PRACTICAL FRAMEWORK

5.1. Results

The study took place in Kurdistan (Erbil, Sulaimani, Duhok and Halabja), the interview questions were answered by 16 professional experts in the field of education and finance. Also 50% of the experts were from Erbil and Sulaimani, the other 50% were from Duhok and Halabja.

Section 1: Budget and financial resources

Regarding the first question about how has financial crisis affected the quality of teaching and education process in the Kurdistan Region, the majority of the educationalists stated that the financial crisis in the Kurdistan Region has had a profound impact on the education system, especially in terms of the quality of teaching and educational processes. They said that "One of the most important effects is the decline in funding allocated to education, which has directly affected the provision of basic school needs. This has led to problems in providing books and school materials, renovating schools. The crisis has also affected the continuity of the education process, due to the delay in the salaries of

teachers and education employees, who have repeatedly disrupted education due to teachers' boycotts." Also, "this has influenced the use of new teaching methods. In terms of students, many families have had to bring their children out of school to work. In addition, the crisis has affected the development of educational projects, which has resulted in a failure to develop the education system and develop contemporary skills." (Haji, 2019).

In the economists' perspective, the financial crisis in the Kurdistan Region has had a widespread impact on the education sector, which can be understood as a classic example of the failure of the relationship between the public budget and essential services. One of the experts stated that "Due to the region's increased reliance on oil revenues and the distribution of the central government's budget, when the oil crisis and political problems with Baghdad occurred, education budget was reduced like all other sectors." Further, "This budget reduction not only affected education, but also affected human capital, which is considered the most important factor of production in the economy. Wage delays led to a decline in the level of productive efficiency in society. In the long term, this crisis will have a negative impact on skills development and economic competitiveness in the region, as high- quality education is the basis for stable productivity and sustainable economic development. Therefore, the crisis has not only had a short-term impact, but also threatened the goals of sustainable development and sustainable economic activity in the region." (Hassan, 2024)

Section 2: The impact of financial crisis on education infrastructure

According to the educational experts' answers about the effectiveness of financial crisis on school construction and renovation, the majority of education experts (6 out of 8 experts) believed that the financial crisis had a profound and widespread impact on the construction and renovation of schools. Initially, reduced government budgets and lack of investment in education have delayed the construction of new schools. Most previous governments had to cut large parts of the education budget, which directly affected the planning and implementation stages of construction projects. Rehabilitation of old schools also remained low as financial resources were redirected towards other areas such as health and the economy. This has resulted in poor teaching environmental conditions and lack of teaching equipment.

On the other hand, one of the educationalists participating in the study said, some students and families were forced to go to private schools, which put more burden on families. In general, the financial crisis has reduced the quality of education and increased inequality between different sections of society, which

will have a long-term impact on future generations.

Regarding the same question about the construction and renovation of schools, economists believed that the financial crisis has had a great effect on the construction and renovation of schools economically. Essentially, the decline in gross government revenue and the increase in public debt have led to a decline in the contribution of the education budget to GDP. This reduction has directly affected capital investment in education infrastructure. In terms of private investment, the financial crisis has led to a decline in investor interest in school construction projects. Interest rate levels and tight fiscal policies have driven up the cost of borrowing for these projects.

Section 3: The impact of financial crisis on students

Regarding the financial crisis and its impact on school dropout, the majority of education experts believed that the financial crisis had a direct and negative impact on the dropout rate. As the economic situation of families worsened, most parents were forced to take their children out of school and send them to work, to help out at home. This phenomenon is particularly prevalent among low-income families and poor areas, where children are forced to enter the labor market at an early age. Educational experts thought that, "girls were more likely to drop out of school because social culture prioritizes boys' education during the economic crisis. Increased education costs such as books, clothing, transportation and participation in activities have placed more burden on family's short-term income, instead of expecting long-term benefits from education, has led to a decline in education and an increase in illiteracy, which has a historic impact on human and economic development."

Economists' response to the impact of the financial crisis on school dropout was that the financial crisis has had a significant and complex effect on the dropout rate. Essentially, declining family incomes and increasing product prices have increased the opportunity cost of education. This economic tool, indicates that children and young people can earn direct income by working instead of studying which is crucial to cope with current family needs. Financial experts thought that, "In terms of analyzing the financial capabilities of families, the crisis has prevented families from investing in their children's education, which is considered a long-term human investment. Long-term investment in education, resulting in cycles of poverty and undereducation."

Section 4: Solutions and Strategies

Regarding the final question of our interview with education experts, on how can we save the education process from the coming financial crisis, educational experts believed that saving the education process from the coming financial crisis requires a multidimensional and professional strategy. Initially, the distribution of financial resources should be adjusted in such a way that

education remains a top priority, even in times of declining public revenue. This requires the budget allocated to education to be placed as a stable part of the total government budget, which should not be affected. Second, the creation of a special fund for education that will be filled in good economic years and used in times of crisis. This mechanism can be provided through the participation of international donors, the investment of large companies and the imposition of a special tax on low-value products.

Third, the development of e-learning and the use of technology can reduce costs and increase access to education, even in crisis situations. Fourth, cooperation and partnerships with international organizations and donors can provide additional resources. Fifth, it is important to provide social assistance programs to low-income families so that their children do not drop out of school. Finally, the link between education and the labor market should be strengthened so that students can use the value of education for their future careers.

Regarding the same question, economists believed that saving the education process from future financial crises requires the implementation of economic mechanisms that provide stability and sustainability. From the perspective of fiscal policies, Counter-Cyclical Budgeting is an efficient method that involves saving during boom periods and utilizing it when there is a crisis to safeguard expenditures made in the field of education. From the aspect of financing methods, establishing Public-Private Partnerships may ease the strain on government finances and may also enhance the level of service. In addition, risk diversification via diverse sources of funding, such as international loans and foreign direct investments, may add to these efforts. In relation to aspects concerning productivity and efficiency, the application of information technology may establish economies of scale, thereby cutting down expenditure per unit. This will enable more students to gain from the same expenditure. Moreover, establishing an educational budget indexing scheme utilizing the price of inflation or a fixed percentage of GDP may shield the budget from reduction in actual value. Lastly, giving jobs to microcredit financial institutions in an effort to aid low-income households may shield students from being forced to leave school.

6. DISCUSSION

Financial crisis has had a profound, multi-dimensional effect on the education process within the Kurdistan region, which can be discussed through two different aspects, namely pedagogic and economic aspects. From a pedagogic aspect, the crisis resulted in a postponement of quality within the teaching and education process. Furthermore, the diminished budget

of the Ministry of Education has led to teacher shortages and a scarcity of teaching equipment. This has created a poor educational environment at schools, which has adversely affected students' educational outcomes. The crisis has also widened the gap between public and private schools.

From economic perspective, the financial crisis in the Kurdistan Region, which is a result of the stagnation of the Baghdad government's money and the low prices of oil, has contributed to the low investment in the area of human capital. The dropout rate has also increased, due to the fact that people have been compelled to send their children to the labor market. This will result in a negative consequence for the growth and development of human capital in the future. The current economic crisis has already caused some students and lecturers to travel to other Iraqi governorates or countries. Last but not least, there is a need for the implementation of funding, proper resource management, and the formulation of specific procedures for safeguarding the education sector in the event of future economic crises.

Conclusion

In conclusion, it is evident that the financial crisis has greatly influenced the education process that takes place within the Kurdistan Region. From an educational viewpoint, it is evident that the financial crisis has not only influenced the process of teaching, but it has also undermined the foundation that has been built within the education system. This has led to a situation whereby the next generation of Kurds may receive less education compared to the past generations.

From an economist's perspective, this issue arises at a strategic level. Education investment is seen as one of the primary drivers for long-term growth, but this has been derailed by the crisis. The rising levels of dropout rates among students, inability to pursue further education, and loss of human capital indicated that this growth driver is headed for a negative trajectory that might impact the regional economy unfavorably.

In regard to these threats, giving priority to the preservation of education, even in the case of crises, represents a strategic aspect in the future of the region. Having a financially defensible system in education, establishing sources of finance, and collaboration between international bodies can be recognized as effective solutions. There are fundamental changes required in the financial and resource management mechanisms of the Kurdistan Region in regard to the continuity of the education of generations to come.

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اثر الأزمة المالية على العملية التربوية في إقليم كردستان

ملخص

أثرت الأزمات المالية التي شهدتها العالم في القرن الحادي والعشرين على جميع جوانب الحياة، بما في ذلك النظام التعليمي الذي يُعد ركيزة أساسية لأي مجتمع عالمي. وتواجه منطقة كردستان، المعروفة بثروتها النفطية في الشرق الأوسط، أزمة مالية حادة نتيجة اعتمادها على هذه الموارد، مما أثر بشكل مباشر وغير مباشر على نظامها التعليمي. يهدف هذا البحث إلى تحليل أثر الأزمة المالية على العملية التعليمية في منطقة كردستان. وقد أثرت الأزمة المالية، التي بدأت في مطلع الألفية الثانية، ولا سيما مع انخفاض أسعار النفط في الأسواق العالمية وتراجع الإنفاق الحكومي، بشكل كبير على المؤسسات التعليمية. يتناول البحث الحالي بعض العوامل الحاسمة، وهي: قلة ميزانية قطاع التعليم، وتأخر صرف رواتب المعلمين والعاملين في قطاع التعليم، وتضرر البنية التحتية التعليمية، وتراجع الأنشطة التعليمية. كما يبحث البحث في تأثير ذلك على الطلاب، وتحديدًا فيما يتعلق بتوفير الاحتياجات الأساسية اللازمة لاستمرار تعليمهم. تشير النتائج إلى أن جودة الخدمات التعليمية المقدمة في إقليم كردستان قد تراجعت نتيجة للأزمة المالية. وتوصي هذه الدراسة، في الختام، بضرورة وضع خطط طويلة الأجل، وتحسين الإدارة المالية في قطاع التعليم، فضلاً عن تشجيع التعاون مع المؤسسات الدولية لتيسير تقديم المساعدة التقنية والمالية.

الكلمات المفتاحية: الأزمة المالية، العملية التعليمية، إقليم كردستان، ميزانية التعليم، جودة التعليم.

كارێگه‌ری قه‌یرانی دارایی له‌سه‌ر پرۆسه‌ی په‌روه‌رده له‌هه‌ریمی کوردستان

پوخته

قه‌یرانه داراییه‌کانی سه‌رانه‌ری جیهانی له‌سه‌ده‌ی بیست و یه‌که‌مه‌دا کارێگه‌رییان له‌سه‌ر هه‌مموو لایه‌نه‌کانی ژیا‌ن هه‌بووه، به‌سیستی په‌روه‌رده‌شه‌وه که به‌گه‌رگه‌ترین لایه‌نی هه‌ر کۆمه‌لگه‌یه‌ک له‌سه‌رانه‌ری جیهانی داده‌نریت. هه‌ریمی کوردستان که وه‌ک یه‌کیک له‌و هه‌ریانه‌ی ده‌وله‌مه‌ند به‌سامانی نه‌وت له‌رۆژه‌لانی ناوه‌راستدا ناستێزاه، به‌هۆی پشته‌بستن به‌و جۆره سه‌رچاوه‌نی که به‌شێوه‌یه‌کی راسته‌وخۆ یان ناراسته‌وخۆ کارێگه‌ری له‌سه‌ر سیستی په‌روه‌ده‌ی هه‌بووه، به‌قه‌یرانیکی دارایی مه‌ترسیداردا تیده‌په‌ریت. ئه‌م توێژینه‌وه‌یه، به‌ئامانجی شیکردنه‌وه‌ی کارێگه‌ری قه‌یرانی دارایی له‌سه‌ر پرۆسه‌ی خوێندن له‌هه‌ریمی کوردستان ئه‌نجامدراوه. قه‌یرانی دارایی که له‌سه‌ره‌تای سالانی 2000 روویدا، به‌تایبه‌تی له‌گه‌ڵ دابه‌زینی ترخی نه‌وت له‌بازاره جیهانیه‌کان و قه‌یرانی که‌مه‌بوونه‌وه‌ی خه‌رجیه‌یه‌کان له‌بودجه‌ی گشتیدا، به‌شێوه‌یه‌کی به‌رچاو کارێگه‌ری له‌سه‌ر دامه‌زراره په‌روه‌رده‌یه‌کانیش هه‌بووه. له‌لیکۆلینه‌وه‌کانی ئیستادا، هه‌ندیک هۆکاری چارهنووسساز ده‌کۆلێته‌وه، که بریتین له‌: بودجه‌ی که‌مه‌تر بۆ که‌رتی په‌روه‌رده تهرخان کراوه، ئه‌و پرسه‌ی که تایبه‌ته به‌پاشه‌که‌وتی مووچه‌ی مامۆستانان و کارمه‌ندان په‌روه‌رده، پاشان زیانگه‌یاندن به‌ژێرخانی په‌روه‌رده و که‌مه‌کردنه‌وه‌ی چالاکیه‌کانی فێربوون. هه‌روه‌ها، کارێگه‌ری له‌سه‌ر خوێندکاران، سه‌باره‌ت به‌ دا‌په‌نکردنی پێداویستییه سه‌ره‌تایه‌یه‌کان، به‌ئامانجی به‌رده‌وامبوون له‌خوێندنیان، لیکۆلینه‌وه‌ی له‌سه‌ر ده‌کریت. ده‌ره‌نجامه‌کان ئاماژه به‌وه ده‌کهن، که به‌هۆی قه‌یرانی داراییه‌وه، کوالیتی خه‌مه‌نگه‌زاریه‌یه‌کانی په‌روه‌رده که پێشکه‌ش ده‌کرین له‌هه‌ریمی کوردستان دابه‌زیه. له‌کۆتاییدا، ئه‌م توێژینه‌وه‌یه پێشنیاری ئه‌وه ده‌کات که پلاندانان له‌ناستیکی درێخایه‌تێزدا، باشت‌کردنی به‌رپه‌رندی دارایی له‌که‌رتی په‌روه‌رده‌دا، هه‌روه‌ها هاندانی کارلیک‌کردن له‌گه‌ڵ دامه‌زراره ئیوده‌وله‌تییه‌کان بۆ ئاسانکاری و هاوکاری ته‌کنیکی و دارایی، ده‌کریت کارێگه‌ری قه‌یرانی دارایی له‌سه‌ر پرۆسه‌ی په‌روه‌رده سووکه‌تر بکات. **وشه سه‌ره‌کیه‌کان:** قه‌یرانی دارایی، پرۆسه‌ی په‌روه‌رده، هه‌ریمی کوردستان، بودجه‌ی په‌روه‌رده، کوالیتی خوێندن.