



Educational system: The policy of Educational system in Kurdistan Region in public Kindergarten

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Abstract— The main aim of this study is to examine the educational policy system of Kurdistan Region, teacher planning and attendance at kindergarten are inadequate. The problems in educational system are many for instance; lack of funding, low student motivation, low quality of kindergarten, lack of research, lack of rooms, lack of number of qualified teachers, out-dated curriculum. As a consequence, a large majority of Kurdistan graduates from emerge from kindergarten without the technical or social skills needed for them to be strong contributors in the future life. Education policy is principles and government arrangement making in instructive circle, and in addition the gathering of laws and tenets that administer the operation of instruction frameworks. Instruction happens in numerous structures for some reasons through numerous foundations. A quantitative method used to gather relevant information regarding the policy of educational system in kindergartens in Kurdistan region. Methods comprise the procedures used for generating, collecting and evaluating data. The researchers gathered data for the study through distributing questionnaires as primary data. The study was carried out in kindergartens in Erbil. The participants of the present study were 128 staff from different kindergartens in Erbil. The sampling technique will be random sampling method, where all employees from the kindergartens had equal chances of being selected for the sample. The population of the experimental study is all kindergartens in Erbil and the sample size is 128 units. Many different Kindergarten policies have been shown to produce positive effects on children's learning and development, but those effects vary in size and persistence by type of program. Well-designed Kindergarten education policies produce long-term improvements in Kindergarten success, including higher achievement test scores, lower rates of grade repetition and special education, and higher educational attainment. Some Kindergarten policies are also associated with reduced delinquency and crime in childhood and adulthood. The strongest evidence suggests that economically disadvantaged children reap long-term benefits from Kindergarten. However, children from all other socioeconomic backgrounds have been found to benefit as well. Current public policies for child

care, Children from middle-income families have least access, but many children in poverty also lack preschool experiences. Increasing Kindergarten subsidies under current federal and state policies is particularly unlikely to produce any meaningful improvements in children's learning and development. Given the poor quality of much child care, it might instead produce mild negative consequences.

Keywords— Education policy, Kindergartens, Erbil, Kurdistan.

I. INTRODUCTION

Education is regarded as an effective tool for changing students' behavior based on their desires and societal expectations (Abdullah & Othman, 2019). In Kurdistan, the educational policy system is regarded as an important factor for all students. Students must attend class and sustain their daily activities in order to effectively respond to their academic demands (Anwar & Abdullah, 2021). Kurdistan's educational policy structure is plagued by several well-known issues. According to the standard of meeting Kurdistan's broad development challenges of achieving universal kindergarten education by 2016, both access and student achievement are decreasing at the kindergarten level (Gardi et al. 2020). The primary goal of this research is to look at the Kurdistan Region's educational policy structure, teacher planning, and kindergarten attendance (Prabhu et al. 2020). There are numerous issues in the educational system, such as a lack of resources, low student engagement, poor kindergarten content, a lack of research, a lack of spaces, a lack of trained teachers, and an outdated curriculum (Anwar & Shukur, 2015). As a result, the vast majority of Kurdish kindergarten graduates lack the technical and social skills needed to be productive members of society in the future. School reform education is even more neglected in Kurdistan (Sultan et al. 2020). Few people in the population have ever obtained technical education or vocational training; as a result (Ali, 2021), the area has a shortage of trained teachers. Performance has been inconsistent for those who have (Abdullah & Othman, 2015). More than 75% of teachers have some fundamental skills but no marketable skills for jobs. Poor governance, a lack of cooperation with industry, and out-of-date public-sector infrastructure have all been blamed (Gardi, 2021). These issues, as well as those that plague other levels of education (Ali, 2020), clarify why trained teachers are in short supply. Some of the most troublesome reasons for teaching in kindergarten in Kurdistan are indicators such as "bad work ethic" and "inadequate education (Ismael et al. 2021).

II. LITERATURE REVIEW

This research contributes to the teaching infrastructure of the education system's growth at different levels (Anwar & Abd Zebari, 2015). The current research is both theoretical and realistic in nature. The theoretical aspects would be useful in understanding the policy that was is being used to solve problems (Anwar & Surarchith, 2015). Particularly important is a thorough understanding of educational policy planning (Othman et al. 2019). On the one hand, it is an imperial study in developing education system in order to contribute to the development of education and sociolinguistics (Khan & Abdullah, 2019), and the reason for collecting both quantitative and qualitative data was to bring out a comparison of the development of the education system in Iraq- Kurdistan in various stages such as schooling system, teachers, buildings, and student numbers were sampled (Othman et al. 2019). The findings of this study indicate that the educational policy in the Iraqi-Kurdistan region was similar to that of Iraq. Which was introduced the scheme has been continuously changed by Iraqi regimes in order to serve Arabization and their interests (Anwar, 2017). The study has ramifications in that the private sector is encouraged to participate in the educational process in Kurdistan and to help improve education levels (Anwar, 2016). Finally, researcher education in Kurdistan needs significant help and discovery (Abdulla et al. 2017). Many structures are still missing in cities and districts. As a result, classrooms and classes are overcrowded. ((policy – education policy)) are main words (Anwar & Balcioğlu, 2016). Throughout the study, the author will identify problems in the Kurdish education system and attempt to provide solutions using the Finnish education system (Abdullah & Abdul Rahman, 2015). After the problems have been identified and solutions proposed, the product will be launched with all of the desired solutions – thereby satisfying the demand (Andavar et al. 2020). The thesis will conclude with a discussion of the project and how it will be applied in reality. The project goal of this thesis is to investigate which educational practices should be introduced into the Kurdistan Region and how educational services are imported from Finland into Kurdistan (including both the service and the product) (Hameed & Anwar, 2018). The research has implications for the thesis, which is about importing educational services from Finland to Kurdistan (Faraj et al. 2021). The thesis begins by introducing the

subject and case business (Damat et al. 2019). Following that, it will address the Kurdistan Region briefly before delving into the educational systems of the Kurdistan Region and Finland, identifying issues and offering solutions based on the Finnish education system (Anwar & Ghafoor, 2017). Finally, the researcher researched and examined variables that could lead to the solution, which is discussed in greater depth using both hypotheses and experience (Prabhu et al. 2020).

Policy

There is no clear answer to this issue, which might explain why so many people claim to know little or nothing about policy (Anwar & Climis, 2017). In reality, many would argue that they do not do policy (Prabhu et al. 2019). Others argue that it has no impact on their jobs – or, for that matter, their lives. These are only a few examples of how public policy has a profound and systemic effect on us. It has an effect on almost every aspect of our lives (Anwar & Qadir, 2017). A strategy is a deliberate arrangement of criteria to direct choices and achieve normal outcomes (Abdullah & Rahman, 2015). A strategy is an announcement of intent that is carried out as a technique or convention (Abdullah, 2019). Strategies are typically received by the Board of Directors or a senior management body within an organization (Ali, 2016), while strategies or conventions are created and adopted by senior official officers. Strategies can help in both subjective and objective basic leadership (Anwar & Louis, 2017). Arrangements to assist with subjective simple leadership will ordinarily assist senior administration with decisions that would weigh the relative advantages of different components before deciding on choices and are therefore often difficult to assess unbiasedly (Ali & Anwar, 2021), for example, work-life parity approach. Surprisingly, arrangements to assist with goal basic leadership are typically operational in nature and can be tried impartially, for example, hidden word strategy (Khan & Abdullah, 2019).

Education policy

Education policies are the values and government policies that control the educational sphere, as well as the set of laws and regulations that govern the operation of educational systems (Anwar & Abdullah, 2021). Education takes many forms and serves many purposes across many organizations. Early childhood education, kindergarten through 12th grade, two and four year colleges or universities, graduate and vocational education, adult education, and career training are some examples (Prabhu et al. 2020). As a result, education reform may have a significant impact on the education people receive at all ages. School size, class size (Ali, 2014), school

privatization, tracking, teacher preparation and certification, teacher compensation, teaching practices, curricular content, graduation standards, school infrastructure investment (Ganeshkumar et al. 2019), and the principles that schools are required to follow and model are examples of areas subject to debate in education policy (Abdullah & Afshar, 2019). The academic review of education policy is known as education policy research. It aims to provide answers to questions about the nature of education (Abdullah & Rahman, 2015), the goals (social and personal) that it is intended to achieve, the strategies for achieving them, and the tools for evaluating success or failure (Ali et al. 2021). Research to educate education policy is conducted in a broad range of institutions and across a wide range of academic disciplines (Abdullah, 2018). Is high on the agenda of policymakers worldwide, as global stresses concentrate growing attention on the outcomes of education policy and the consequences for economic growth and social citizenship (Saleh et al. 2021). However, there is frequently a lack of understanding of how education policy is made (Othman & Abdullah, 2016), what motivates it, and how it affects schools and colleges. Method (Abdullah & Othman, 2016), Themes, and Impact of Education Policy allows these connections and connects them to the broader challenges of educational leadership in a modern context Les Bell and Howard Stevenson's Education Policy: Method, Themes, and Effects (Abdullah & Othman, 2021).

he principles of education policy

Education policy refers to the values and government policy-making in the educational sphere, as well as the set of laws and rules that regulate how educational systems operate (Abdullah & Abdul Rahman, 2015). Education takes several forms and is provided by a variety of organizations for a variety of purposes. Early childhood education (Anwar & Abdullah, 2021), kindergarten through 12th grade, two and four year colleges or universities, graduate and vocational education, adult education, and career training are some examples (Anwar & Shukur, 2015). As a result, education reform may have a significant impact on the education people receive at all ages (Anwar & Abd Zebari, 2015). School size, class size, school choice, school privatization, tracking, teacher preparation and certification, teacher compensation, teaching practices, curricular content, graduation standards, school infrastructure investment, and the principles that schools are required to follow and model are examples of areas subject to debate in education policy (Anwar & Surarchith, 2015). Problems in higher education are also addressed by issues in education policy (Anwar, 2017). The Pell Institute investigates the obstacles that teachers and students face in community colleges and

universities. Undocumented students, sex education, and federal grant aides are among the problems at stake (Anwar, 2016). The academic review of education policy is known as education policy research. It aims to provide answers to questions about the meaning of education, the goals (both social and personal) that it is intended to achieve, the strategies for achieving them, and the tools for evaluating success or failure (Abdulla et al. 2017). Research to educate education policy is conducted in a wide range of institutions and academic disciplines (Anwar & Balcioglu, 2016). In addition to schools and departments of education or public policy, important researchers are associated with departments of psychology, economics, sociology, and human development (Hameed & Anwar, 2018). Examples of education policy research can be found in scholarly publications like Education Policy Analysis Archives and university policy centers like the National Education Policy Center at the University of Colorado Boulder (Anwar & Ghafoor, 2017).

Education is described as the human activity of preparing for life. It especially affects children and young people, but since one should be prepared for various (Anwar & Climis, 2017) stages of life, it often affects adults who choose to re-orient their lives. To conclude, however, that education is concerned with life preparation is to offer the term very little content (Anwar & Qadir, 2017). First, there are various facets of life, such as employment, leisure, and family. Second, various people and communities will have different perspectives on what the most important things of life are. What they value in a particular area of life is inextricably linked to the beliefs they possess (Anwar & Abdullah, 2021). Someone who values family life (Anwar & Louis, 2017), for example, can do so for a variety of reasons, including the belief that the intimacy, interdependence, and spontaneity of family life are important components of a worthwhile existence. It is, however, particularly useful to distinguish three aspects of life planning (Anwar & Abdullah, 2021).

The ideals that underpin an education system and its goals are inextricably linked. This is not surprising given that the goals express the principles (Anwar & Abdullah, 2021). It is important to recognize that an education system can have goals even though they are not officially codified (Anwar & Shukur, 2015). Much as one can infer someone's goals from what they do over time, even in spite of what they appear to be doing, one can infer the objectives of an education system from how it is handled over time (Anwar & Abd Zebari, 2015), whether or not it has specific aims. Explicit goals may be a valuable guide to what the system is attempting to accomplish in some cases (Anwar & Surarchith, 2015), but not in others. In the absence of clear goals, one must examine the system's

behavior and perceive it in terms of the interests of the insiders who wield the most power over it (Anwar, 2017).

Kindergarten

Before we can specify kindergarten policy, we must first define kindergarten terminology. According to Anwar, (2016), conceptualized it as a traditional approach based on playing and a transitional phase from home to school; he coined the term in the metaphorical sense of the 'place where children can develop in a natural way'; this terminology is used by many countries and has influenced a variety of educational (Abdulla et al. 2017). Kindergarten was identified as a fundamental cell in the establishment of a logical and productive element of our society. We will be able to gather and learn from global experiences (Anwar & Balcioglu, 2016), and through their specifications, we will be able to conceptualize our own process. Our city is growing and will need human resources in socioeconomic issues (Hameed & Anwar, 2018). Creating a modern and prosperous community necessitates the development of our children's ability in order to advance the potential prosperity that crystallizes in our children's future (Anwar & Ghafoor, 2017). The number of kindergartens in Erbil city is decreasing day by day as a result of the financial crisis that the Kurdistan region is currently experiencing. Kindergarten is a school or class where children are prepared for first grade (Anwar & Climis, 2017). A kindergarten student is usually 5 or 6 years old (Anwar & Qadir, 2017). The number of children enrolled in kindergartens in Erbil city is declining day by day as a result of the financial crisis that the Kurdistan region is currently experiencing (Anwar & Louis, 2017). All relevant ethical measures that protect children's rights should be considered; we may summarize the following critical policies (Anwar & Abdullah, 2021):

- Code of Ethics: While it is based on socio-analysis, ethics is a fundamental component of education that should be built on a rational and liberal methodology (Anwar & Abdullah, 2021).
- Application Methods: In a multi-cultural society such as Kurdistan, where ethnicities and religious groups coexist, Kindergarten Institutions can provide equal opportunity to children by recognizing and respecting their backgrounds; any form of discrimination or distinction is not permitted (Anwar & Abdullah, 2021).

Having decided that we need a national curriculum does not, of course, mean that we need the National Curriculum. Despite the fact that our emphasis is primarily local, many of the concerns posed can be extended to any effort to develop a national curriculum (Anwar & Shukur, 2015). Language, Mathematics, History–Social Science, Science,

Visual and Performing Arts, Health and Physical Education are currently included in the curriculum (Anwar & Abd Zebari, 2015). Kurdistan kindergarten curriculum has long been criticized and blamed for instilling intolerance and rigidity. However, attempts to reform curriculum have frequently met with opposition when improvements to Islamic studies, history (particularly Kurdistan Studies), or literature have been suggested (Anwar & Surarchith, 2015).

III. DATA COLLECTION AND RESEARCH METHODOLOGY

Research design

A quantitative method used to gather relevant information regarding the policy of educational system in kindergartens in Kurdistan region. Methods comprise the procedures used for generating, collecting and evaluating data. The researchers gathered data for the study through distributing questionnaires as primary data. Questionnaire was prepared and distributed to employees in different kindergartens located in Erbil. Secondary data was needed for conducting research work collected from recent academic articles, books and previous studies related to the policy of educational system.

The Population and the Sample of the Questionnaire

The study was carried out in kindergartens in Erbil. The participants of the present study were 128 staff from different kindergartens in Erbil. The sampling technique will be random sampling method, where all employees from the kindergartens had equal chances of being selected for the sample. The population of the experimental study is all kindergartens in Erbil and the sample size is 128 units.

Validity of the Questionnaire

According to Holden (2010:637-638) face-validity is the degree to which test respondents view the content of a test and its items as relevant to the context in which the test is being managed. To obtain face validity, the questionnaire is given to three teachers of college of Basic Education/ Salahaddin University, to check the items of the questionnaire whether the items are misunderstanding or having any mistakes and problem, at the end they make the items as brief and clear as possible, they select item that are essential for the study, then they modify any items that needed to be changed, thus face –validity was achieved.

Reliability of the questionnaire

Brown (1988; 98) defines Reliability as "the extent to which the results can be considered and stable" To achieve teach reliability of the questionnaire, some questions are repeated that have.

The Population and the Sample of the checklist

The population of this study consist of twelve English language teachers who teach at Kindergarten in Erbil city during the academic. Several teachers are selected to observe their teaching in different kindergarten of Erbil city.

Validity of the checklist

This study has used face –validity to achieve the validity of the checklist. The checklist is given to two teachers of the college in order to identify the accuracy and acceptability of its items Through some modifications of the items of the items of the checklist by teachers, face-validity was obtained.

Reliability of the checklist

To achieve the reliability of the checklist, the observation of the researches' records can be correlated with those of another observer.

IV. RESULTS AND ANALYSIS

Demographic Analysis

As shown in table (1), the frequency and percentage of employee’s gender participated in this study; 72 male employees participated and 56 female employees participated. As for years of experience, it was found that the percentage and frequency of employees’ years of experiences participated in this study; 61 employees had 1-3 years of experiences, 37 employees had 3-5 years of experiences and 30 employees had 5-10 years of experiences.

Table 1-Demographic Analysis

No	Item	Scales	Frequency	Percent
1	Gender	Male	72	56.3
		Female	56	43.8
2	Years of experiences	1-3 years	61	47.7
		3-5 years	37	28.9
		5-10 years	30	23.4

Analysis

we found out that the majority of respondents reported that the fairness is applicable in the Kindergarten institutions in Erbil. The majority of respondents reported that the numbers of teachers in Kindergartens in Erbil are not enough to perform effectively. According to the respondents, we found that the majority of participants reported that the children have equal opportunity in kindergarten. We found that the majority of respodnents believed in terms of the comparison between private

education sectors and governments education sectors that private education sector is better and preffable than govenemet’s education sector. Also, we found that respondents believed and agreed that new whether new technologies of teaching should be used in kindergarten. The majority of participants reported that pace opportunity can be estimated for activities and expression. We found that Kindergartens’ teachers are not qualified enough to teach and provide education to children in Kindergarten in Erbil particularly and Kurdistan as general. We found that individual differences are taken into consideration at Kindergartens administration and education in Erbil. As we found that it is necessary that culture varieties should be kept and maintained while managing and running kindergartens. The majority of participants reported that the visions and missions are applicable and understandable for children. The greater parts of respondents believed that Ministry of education should conduct seminars about education system. Most of participants believed that Teachers should receive their training as a part of their pre service training. We found that New technologies should be developed to teach in education system. In terms of Kindergartens’ suppliers, we found that most of students need could be supplied with education materials and stationaries. Almost all participants proffered that free education should be adopted in kindergarten.

Table 2-Summary

Questions	Min.	Max.	Mean
Question One: (Fairness is applicable in the Kindergarten institutions in Erbil)	2	5	4.12
Question two; (The numbers of teachers are not enough)	1	5	4.08
Question three: (The children have equal opportunity in kindergarten)	1	5	3.89
Question four: (Parents prefer Private Educations rather than govt. Educations)	1	5	3.75
Question five: (New technologies of teaching should be used in kindergarten)	1	5	3.89
Question six: (Pace opportunity can be estimated for activities and expression)	1	5	3.67
Question seven: (The teachers are not qualified enough properly)	1	5	3.71

Question eight: (Individual differences are taken into consideration)	1	5	3.45
Question nine: (Culture varieties should be kept and maintained)	1	5	3.78
Question ten: (The visions and missions are applicable and understandable for children)	1	5	4.08
Question eleven: (Ministry of education should conduct seminars about education system)	1	5	3.99
Question twelve: (Teachers should receive their training as a part of their pre service training)	1	5	4.11
Question thirteen: (New technologies should be developed to teach in education system)	2	5	4.43
Question fourteen (Students need could be supplied)	1	5	4.12
Question fifteen: (Free education should be adopted in kindergarten)	1	5	4.21

V. CONCLUSIONS

The Kindergarten activities occurred as a private activity, which was incoherent and marginal. Structural changes in society led to urbanisation and increasing employment of women away from the home. This created pressure to develop municipal day care. Kindergarten became part of the integrated whole of early childhood education and care, in which services and financial support formed alternative elements based on the choice of the family. The Finnish system of early childhood education and care policy may be described with the concept of Kindergarten, where care, education and instruction have been combined to form an integrated whole and where play is a central tool of pedagogical activities.

Many different Kindergarten policies have been shown to produce positive effects on children’s learning and development, but those effects vary in size and persistence by type of program.

- Well-designed Kindergarten education policies produce long-term improvements in Kindergarten success, including higher achievement test scores,

lower rates of grade repetition and special education, and higher educational attainment. Some Kindergarten policies are also associated with reduced delinquency and crime in childhood and adulthood.

- The strongest evidence suggests that economically disadvantaged children reap long-term benefits from Kindergarten. However, children from all other socioeconomic backgrounds have been found to benefit as well.
- Current public policies for child care, Children from middle-income families have least access, but many children in poverty also lack preschool experiences.
- Increasing Kindergarten subsidies under current federal and state policies is particularly unlikely to produce any meaningful improvements in children's learning and development. Given the poor quality of much child care, it might instead produce mild negative consequences.
- Increasing public investment in effective preschool education programs for all children can produce substantial educational, social, and economic benefits.

Recommendations

According to the research findings, we recommended the following improvement at all Kindergartens in Erbil particularly and Kurdistan as general:

- Recruiting Well qualified and certified teachers for kindergartens in Erbil
- Increasing the quality and the outcome of public Kindergartens in Erbil, as a results parents will prefer public kindergartens and there will not be any difference between private kindergartens and public kindergartens
- All kindergartens should adopt new technologies to educate and provide education to children.
- Teachers and administration staff should not take any individual differences into their consideration.
- All teachers and administration staff should be able to manage and adapt different culture among children and their parents.
- The Ministry of education should conduct seminars about education system to clarify the education policy to teachers and administrations staff as a result they will be aware about all policies and requirements to improve the current situation's quality and outcome.

- All teachers and administration staffs should be provided with effective training either annually or semi-annual during academic year.

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