

Bridging the Gap: Integrating Career and Entrepreneurship Education in the Curriculum at the University of Duhok

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Abstract

Focusing on the University of Duhok (UoD), this study explores the role of entrepreneurship education within the Kurdistan Region, Iraq (KRI). Existing research is analysed by means of a qualitative literature review methodology to understand the value of entrepreneurship education for driving economic prosperity and to address regional challenges. Obstacles that affect entrepreneurship teaching comprise faculty lack of familiarity with entrepreneurial practices, the absence of an integrated syllabi and cultural attitudes that favour governmental employment over entrepreneurship. Although the findings show that practical, hands-on learning prospects including industry collaborations and internships are in need, entrepreneurial education is of positive impact for learners' innovative skills and aspirations. The inclusion of a revised curriculum to incorporate entrepreneurship across all disciplines, investing in the development of educators, expanding the Career Development Center (CDC) in offering focused mentorship programs, networking occasions, industrial alliances, and career guidance to further promote entrepreneurial efforts are some recommendations to overcome the challenges that may surface. To overcome other potential challenges, introducing extensive policy reforms are necessary for securing funds, and other barriers. Entrepreneurship education is momentous in cultivating entrepreneurial mindsets and improving the employability of graduates. Dealing with such issues and adopting international best practices, UoD can progress the framework for entrepreneurship training which contributes to maintain economic growth and creativity in KRI.



About the Journal

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1. Introduction

In the Kurdistan Region, Iraq (KRI), the development of career and entrepreneurship education is a key factor for propelling regional advancement and encouraging sustainable economic progression. Being a region facing developmental impediments, Kurdistan combats hindrances such as cultural barriers, limited opportunities for employment, and a discrepancy in skill levels amid graduates. By equipping learners with hands-on knowledge and entrepreneurial abilities in order to be able to navigate a demanding labour sector, universities, more specifically, the University of Duhok (UoD), are central to avoid such restrictions.

Preparing individuals in meeting the needs of a changing universal economy, entrepreneurship education, which is defined as the manner of producing value via the exploration and creation of novel ideas is fundamental (Atrup, Diawati, Syamsuri, Pramono, & Ausat, 2023; Gutterman, 2020). Originality, leadership, adaptability and novelty are traits of entrepreneurship education that are vital for regional longevity and economic success (Kurotimi, Franklin, Aladei, & Helen, 2017; Patricia, 2024). Learners can generate business concepts, comprehend market ethics, navigate challenges regarding entrepreneurship and evaluate business prospects with a well-structured entrepreneurship syllabus (Mahmudin, 2023). Such training can prepare learners for practical applications by conjoining resources such as textbooks, cutting-edge technology and examples of successful stories (Saini, 2020). Entrepreneurship education enhances skills, knowledge and approaches that are crucial for successful entrepreneurship (Satriadi, Almaududi Ausat, Heryadi, Widjaja, & Sari, 2022). It also fosters resourcefulness, originality and entrepreneurial perspectives going beyond conventional business expertise. This type of education imparts individuals to recognise opportunities, nurture leadership skills and control possible risks when it comes to effectively managing a business. According to (Rosário & Raimundo, 2023), it promotes societal duties and ethics, indorsing values essential to sustainable corporate practices. At UoD, entrepreneurship education can enable learners to uncover creative solutions to local challenges and sustainable development. Ultimately, it shapes capable entrepreneurs that have a positive influence on the community and environment. To ensure that graduates are well-appointed to excel as professional innovators and job creators, the current study aspires to propose and investigate measures to strengthen the career and entrepreneurship educational frameworks at UoD.

The objectives of this study are to assess the present state of UoD's entrepreneurship education, pinpointing the barriers to amalgamating entrepreneurship into the curriculum and providing solutions to overcome these obstacles that would boost learners' entrepreneurial skills. As an attempt to work on these objectives in the UoD context, the main research question raised in this paper is: How can entrepreneurship education at UoD be enhanced to improve graduate employability and foster entrepreneurial readiness?

2. Literature Review

This section tackles the ways career and entrepreneurship is integrated in the context of higher education. It aims to accentuate the significance of entrepreneurship in qualifying university students with the necessary skills, abilities, and most significantly, frame of mind in order to be able to find their way in the global job market's growing demands. As a step to contextualize University of Duhok (UoD) in terms of the regional initiatives and global trends, the section reviews the main challenges, practices and chances for how a culture of entrepreneurship and career-orientation is developed in institutions of higher education.

The Integration of Career and Entrepreneurship Education in Higher Education: There has been a growing interest in exploring how to develop career and entrepreneurship development-based curricula in universities around the globe. This academic interest stems from the demands of the markets for jobs that align with advancing elements of technological and global trends. For this end, universities design syllabi that equip their students with both theoretical and practical skills of how to adopt an entrepreneurial attitude to prepare them for the rapid changes in the job market. For their students to achieve success, universities follow this trend in designing career and entrepreneurship programs in different places in the world. These specialised programs entail start-

up incubators, career mentoring initiatives, business plan competitions, and courses on innovation and entrepreneurship. Integrating these programs into university curricula results in equipping students with critical thinking, creative approaches and an entrepreneurial mindset for their prospective careers (Rosário & Raimundo, 2023).

The Need for Career and Entrepreneurship Education at UoD: UoD as many other higher institutions in Iraq requires a planned agenda for career and entrepreneurship in their educational syllabi. Due this gap, UoD students are currently unqualified for the evolving requirements of the up-to-date workforce. They need to improve skills, such as effective communication, problem-solving, teamwork, and long-term commercial thinking. Universities in Iraq have always heavily relied on communicating knowledge in a theoretical manner more than practical skills needed for success in businesses (Mohammed, Alnoori, & Jasim, 2020). In contrast, there has been a noticeable economic growth in countries that give priority to including entrepreneurship in their higher education (Doan, 2021; Long et al., 2021).

Furthermore, this method qualifies the undergraduate student with basic business skills and helps them think in an entrepreneurial way to be prepared for the everchanging global economy (Kuratko, 2005). Integrating entrepreneurship into education goes beyond teaching rudimentary business processes to enhance creativity and innovation in students. These skills pave students' way to find jobs, perform tasks in a productive manner and contributes to a growing economy sustainably. Ultimately, the integration of entrepreneurship in education serves as a catalyst of a better competitiveness on a national level, economic growth and social welfare.

Global Trends in Career and Entrepreneurship Education: There is an apparent prevalence of integrating career and entrepreneurship-based programs in universities' curricula, pioneered in countries like the United Kingdom, Europe and the United States. These universities' initiation incorporates mentorship prospects, start-up development centres, and entrepreneurship courses in their entrepreneurial programs. To illustrate this point, (Gibb, 2002) underlines that entrepreneurship education nurtures creativity, innovation, and resilience between university students. This type of education prepares them to find their way in the challenging marketplace. While (Kirby, 2004) emphasises that entrepreneurial education improves students' critical thinking and decision-making skills, skills that are particularly appreciated by employers and are crucial for entrepreneurial undertakings. The positive results of these programs have been commended by other researchers that accentuate the students' engagement in entrepreneurial education. Students demonstrate exceptional self-confidence, advanced levels of adaptability, and leadership. These amiable qualities are most looked for in the employment agencies (Rasmussen & Sørheim, 2006). In addition, more recent research by (Abbes, 2024) showcases that entrepreneurship education considerably improves students' entrepreneurial goals and develops their competence in looking for jobs in the current volatile workforce.

Regional Perspectives on Career and Entrepreneurship Education: Despite the clear rising interest in integrating career entrepreneurship programs into their curricula, these programs still require development. To boost their students' employment chances and navigate them through marketplace, universities in Jordan, the UAE and Saudi Arabia have initiated career development centres that introduces entrepreneurship in business (Syed, Singh, Agrawal, & Spicer, 2023). Such centres have also been established in Kurdistan, particularly there is a Career Development Centre (CDC) in the University of Duhok. The CDC's development is hindered by a limited access to resources, faculty's lack of experience and traditional methods of teaching at UoD (Ghafar & Mohamedamin, 2023). Another reason which deters entrepreneurial initiatives at UoD is that people still favour conventional jobs offered by the government (Uctu & Al-Silefanee, 2024). The aforementioned challenges are most prevalent in the UoD. Students practical and interdisciplinary skills remain underdeveloped due to a heavy reliance on a theory-based mode of teaching, restricted funding and inclusive curricula frameworks. There are possible and practical ways to address these challenges. By adopting updated teaching methods, incorporating project-based elements in the syllabi, introducing innovation laboratories, and liaising with strong industrial partners in the region, UoD can move forward in overcoming the obstacles. More significantly, CDC can provide

mentoring and start-up services to prepare students for jobs (Makki, Hussein, & Abdulqadir, 2019; Saputra, Novilia, & Hendrayati, 2023). Finally, UoD's curricula can be designed in a way to reflect the new directions in the industrial sector and foster experimental learning to qualify students with entrepreneurial skills.

The Career Development Center (CDC) at UoD: Establishing CDC at the University of Duhok serves as a major step towards preparing students for careers. The currently available studies about this centre suggest that it should be developed in terms of including professional ways to cultivate students' skills of entrepreneurship, by setting-up development and mentorship initiatives (Makki et al., 2019). It is worth mentioning that CDC has taken active steps in bridging the gap between the market place and the UoD academic syllabi. These steps include supporting students to find jobs by arranging job fairs, coordinating internships for students and faculty in the private sector and expanding their partnerships with nongovernmental organizations. Additionally, the CDC pays a particular attention to link between research and development (R&D). It encourages private-sector organizations to share their insights about the challenges in the marketplace with the university students and faculty to research. At the same time, the centre hosts employees of these organizations in seminars, training workshops and periodical events, delivered by university students and professors. As CDC is aware of the limited scope of the private sector in Duhok in absorbing an approximate 4,000 UoD graduates annually, it has started working on developing an entrepreneurial mindset in their students. That is, not all students should expect to find a (non)governmental job once they graduate. Rather, they should find a job based on their practical skills. In order to make this vision plausible, the CDC has started a Business Incubation Unit to secure financial and operational resources for innovative business ideas. These ideas comprise Business Pitch Competitions to inspire entrepreneurial ventures. Although CDC is still in the initial stages of incorporating entrepreneurship into university curricula, their efforts aim to empower students to grow as job creators who can drive economic progress and innovation in the KRI region.

Challenges in Curriculum Integration and Implementation at UoD: A number of challenges surface in the process of integrating programs related to entrepreneurship and career into educational curricula. The key challenge is securing resources to fund training and developing programs for university faculty. UoD professors' expertise is, more or less, inadequate in the area of entrepreneurship which lessens the effectiveness of teaching related topics (Nabi, Liñán, Fayolle, Krueger, & Walmsley, 2017). Faculty's dependence on traditional methods of teaching that limits the space for the modern and practical career and entrepreneurial skills in the curricula is another major challenge. Another factor which aggravates the existing challenges is some faculty's resistance to the proposed changes in curricula. Faculty and administrative staff are often hesitant to introduce the proposed programs in the curricula and allocate funding for modern initiatives. Another pivotal challenge is gapping the bridge between employment opportunities and educational programs which mainly stems from restricted partnership with industry parties. Also, it leads to demising students' chances of internships and real-world experiences (Pianda, Hilmiana, Widiyanto, & Sartika, 2024).

Graduate Employment Challenges in KRI: The higher education in the Kurdistan Region of Iraq (KRI) continues to expand. However, this expansion does not mitigate the high rates of graduate unemployment which is a key challenge in the region (Nicola & Faraj, 2020). Graduates' lack of entrepreneurial skills is not the only factors of this challenge. It is further intensified by sociocultural and structural elements (Whiteside & Cross, 2023). Currently, the Ministry of Higher Education in KRI is studying these challenges critically in pedagogical programs so as to bring about a reform (Whiteside & Cross, 2023). In this reform initiative, entrepreneurship growth is considered as a prospective solution through emphasizing an entrepreneurial culture and supportive legal frameworks (Mohammadali & Abdulkhaliq, 2019). It is also of a positive impact on the overall job satisfaction to consider private sector's factors of work engagement (Anwar & Qadir, 2017). The main goal behind these approaches is to increase graduates' chances of finding employment in the KRI as it is emphasized in several studies that entrepreneurial education can transform students from being mostly job seekers to potential job creators (Akhue monkhan, Raimi, & Sofoluwe, 2013;

Saputra et al., 2023).

Table 1, shown below, highlights key findings from various articles on entrepreneurship education, aligning with the focus of the present study.

Table (1): Summary of Key Findings

Source	Article	Key Findings
(Mahmudin, 2023)	The Importance of Entrepreneurship Education in Preparing the Young Generation to Face Global Economic Challenges.	This study highlights the importance of incorporating employment and innovative skills into entrepreneurial education. It emphasizes the effective role this type of education plays in developing labour education, enhancing skills and paving the way for learners' overall development in various fields.
(Makki et al., 2019)	Effect of Entrepreneurship Education on University Students Entrepreneurial Skills and Intentions in The Kurdistan Region of Iraq	The powerful influence of entrepreneurial education on undergraduate students' attitudes and skills of starting a business is discussed in this study. It recommends that universities should integrate entrepreneurial programs into their syllabi that help the learners to acquire the necessary skills to improve their career aspirations and entrepreneurial capabilities.
(Saputra et al., 2023)	Entrepreneurship Curriculum in Higher Education: A Systematic Literature Review (SLR)	The results of this study emphasise the significance of entrepreneurship in qualifying students with the necessary skills, business literacy, and a positive mindset for taking the lead in the marketplace. The study proposes that the integration of entrepreneurship into universities' curricula is essential for helping learners to shift their attitudes in the direction of being proactive and independent. This mindset is crucial to reduce unemployment and create better job chances.
(Mohammadali & Abdulkhalik, 2019)	Prospects and challenges of entrepreneurship development in the Kurdistan Region of Iraq: An overview.	This paper accentuates entrepreneurship as a drive that helps economy to grow in Kurdistan. It creates chances for innovation and better entrepreneurial initiatives. Despite tackling some current challenges in the region such as unemployment and the gaps in ecosystem, the article suggests reforms in trainings, culture, laws and banking to pave the way for entrepreneurs and small businesses which play a potential role in developing the private sector.
(Alavi & Ghafour, 2019)	A study of challenges in entrepreneurship development and potential role of public sector in mitigating them – evidence from Kurdistan region of Iraq	The study establishes that entrepreneurship education contributes meaningfully to undergraduate students' entrepreneurial attitudes and skills. It also acknowledges funding limitations, mentorship shortages, and controlling obstacles; and emphasizes public sector assistance.

<p>(Sheta, 2012)</p>	<p>Developing an Entrepreneurship Curriculum in Egypt: The Road Ahead.</p>	<p>The article includes the growth and cross-disciplinary incorporation of entrepreneurship courses, highlighting the teaching of critical thinking and novelty as foundational assets of a developed society and economy.</p>
<p>(Suguna et al., 2024)</p>	<p>Entrepreneurial Education and its Role in Fostering Sustainable Communities.</p>	<p>This study underlines the significance of incorporating sustainability into entrepreneurial education and focuses on numerous methods utilized in entrepreneurial education which aims to prepare individuals for sustainability-focused projects, enhance creativity, and touch upon the demands of a volatile business environment.</p>
<p>(Esmi, Marzoughi, & Torkzadeh, 2015)</p>	<p>Teaching-Learning Methods of an Entrepreneurship Curriculum</p>	<p>This study intends to develop and validate teaching methods for an entrepreneurship curriculum by recommending a blended method approach. The findings of this study underscore a three-factor framework for efficient teaching. The study suggests useful recommendations for university educators of how to integrate entrepreneurship into their curriculum and teaching methods.</p>
<p>(Muramalla, Gurram, & Sudheer, 2021)</p>	<p>Entrepreneurship Opportunities and Challenges in The Kurdistan Region of Iraq (KRI).</p>	<p>This study proposes initiatives that can deal with the many obstacles in the Kurdistan region, guaranteeing that learners get access to applied opportunities together with their academic education. It also highlights the promotion of education for entrepreneurship by founding consultancy centers and the expansion of technology in KRI.</p>
<p>(Wang, 2022)</p>	<p>Exploration on the Integrated Development of Labor Education and Innovation and Entrepreneurship Education for Students in Applied Undergraduate Colleges and Universities.</p>	<p>This study underlines the affirmative impact of incorporating labour education into innovation and entrepreneurship education. It stresses the improving role of this type of education which optimizes skill training, and promotes students' overall development. It calls for syllabus improvements, practical platforms, and diverse teaching teams to facilitate this incorporation.</p>

It can be concluded that the overall emphasis in the mentioned studies is the need for a carefully designed curriculum that fosters entrepreneurial education and practical applications of learned theoretical knowledge. Most importantly, such curriculum should enhance student's entrepreneurial attitudes and their soft skills. It should also create a space where entrepreneurship can flourish. Following this, students will be prepared as potential entrepreneurs and ready to undertake ventures ahead of them in the modern business market.

The lack of access to resources and regulatory barriers are considered as some of the main challenges in integrating entrepreneurship in education, as indicated in earlier studies (Sheta, 2012). However, the focus in the recent studies is proposing ways of how to advocate the integration of innovative methods of teaching and interdisciplinary syllabi (Saputra et al., 2023; Suguna et al., 2024). The increasing significance of hands-on and adaptive learning methods that tackle the

traditional challenges and strengthen practical and creative skills is focus of the more recent studies. Hence, students grow to be better equipped and ready for the unpredictable business world.

Path Forward for UoD: This literature review accentuates the significance of integrating career and entrepreneurship programs into university curricula which qualifies graduates for the many challenges of the current job market. UoD's initiative in taking some effective steps such as establishing the CDC and running faculty development trainings should be commended. However, UoD still needs a more comprehensive effort to fully incorporate the required elements into their university's curriculum. This paper proposes that through learning from best regional and global practices, and addressing challenges such as faculty willingness, financial restrictions, and refusing to change, UoD has all the potential to become a leader in pioneering an entrepreneurial education in Iraq and contributing to economic growth in the Kurdistan Region.

3. Methodology and Data Collection

Utilising a qualitative literature review methodology, this study examines the position of entrepreneurship education in higher education within KRI. The approach used, is a technique that methodically investigates and synthesises existing scholarly works, offering an in-depth understanding of the subject, without the need for attaining primary data collection (Riesenberg & Justice, 2014). Thus, evaluating current research and offering a thorough grasp of the importance of entrepreneurship education in developing economic growth and alleviating regional challenges are the primary objectives for this study. Several phases were used to conduct the research. First, the research topic was specifically selected, which focused on career and entrepreneurship education within the higher education context. A precise criteria selection was then created to warrant the pertinence of the sources. Targeting the years from 2012 to 2024, articles were then sourced solely from Google Scholar to obtain a thorough coverage of the literature. Publications targeting career and entrepreneurship education in higher education (both regionally and globally) were chosen in order to fit the selection criteria.

Following this, the summaries and abstracts of the found articles were studied to establish relevancy. Those that met the criteria were selected for a more extensive analysis to identify key findings, patterns and concepts pertaining to career and entrepreneurship education.

A thematic analysis, one of the qualitative techniques was used to certify a thorough exploration of the topic. To provide insights into effectual teaching methods, prospects and difficulties of entrepreneurship education, the findings were synthesized by leveraging academic publications to offer a profound understanding of the research topic, without needing the primary data collection. For legislators and educators seeking to enrich entrepreneurship education within KRI, the results propose valuable insights.

4. Discussion

This paper studied the present state of entrepreneurial education at UoD and identified major challenges faced by students in enhancing their skills of entrepreneurship. The findings of this study align with the available literature which confirms the significance of entrepreneurship education in forming students' entrepreneurial mindsets, skills and willingness to take risks in the job market. This type of education shapes students' capabilities and attitudes (Makki et al., 2019). Nonetheless, a number of barriers were discussed earlier in the paper which necessitates practical and up-to-date learning approaches. It is also of high importance to structure comprehensive curricula and work on ways to bridge the gap between educating students and helping them to find employment chances (Saputra et al., 2023). Being validated by the current study's results, this perspective deems it necessary to enhance students' learning experiences to better equip them for entrepreneurial enterprises in the business world.

Barriers to Effective Entrepreneurship Education: In addition to accentuating the significance of teaching entrepreneurial programs, this study numerated some challenges faced by UoD in integrating entrepreneurship into their curricula. The first and foremost challenge is the absence of comprehensively structured entrepreneurship curricula. Despite acknowledging the essential role of

entrepreneurship, their curricula remains restricted in its application in different disciplines. This restriction can be mitigated by introducing interdisciplinary approaches in teaching entrepreneurship to students which prepares them to obtain the needed skills for their majors (Mahmudin, 2023; Sheta, 2012). UoD faculty members' limited experience in the entrepreneurial world comes to the front as another key barrier. A considerable number of UoD teaching faculty lacks practical experience in the field of entrepreneurship which may result in their inability to teach their students the real-world entrepreneurial knowledge and the applied skills of it. This challenge is a common limitation encountered by institutions in other developing regions (Alavi & Ghafour, 2019; Mohammadali & Abdulkhaliq, 2019). One essential method to address this challenge and strengthen the general quality of entrepreneurship education at UoD is to introduce faculty development programs and extensive trainings related to enhancing faculty's entrepreneurial skills. Furthermore, the cultural and social mindsets of the people in the Kurdistan Region toward entrepreneurship is an additional obstacle. While attempting to find potential jobs, UoD graduates and their families give priority to employment opportunities in the governmental sector over entrepreneurial enterprises. However, this attitude is slightly changing due to the currently deteriorating economic situation in the region and the governments' delay in disbursing their employees' salaries. Nevertheless, this challenge remains valid and such culturally and socially formed attitude dissuades students from regarding entrepreneurship as a worthwhile career pathway. Such a challenge requires studies and initiatives to raise awareness about such traditional mindsets on both university and social levels.

The findings suggest several strategies to address these barriers and improve the effectiveness of entrepreneurship education at UoD (see Table 2).

Table (2): Proposed Strategies for Improvement

Proposed Strategy	Description
Curriculum Revision	Entrepreneurship education should be reviewed, updated and integrated across all academic backgrounds, ensuring accessibility to all learners from all subject areas and not just confined to business schools. Irrespective of major, all learners will profit from this interdisciplinary approach as it enhances an entrepreneurial mindset. As (Sheta, 2012) states, incorporating entrepreneurship to various fields, stimulates creativity and innovation both of which are vital for tackling global concerns.
Practical Learning Opportunities	Practical and interactive learning opportunities should be provided to learners (start-up incubators, competitions, business stimulations). These hands-on experiences will help learners to apply theoretical knowledge to real-world problems as well as refine crucial practical skills. Findings from (Suguna et al., 2024) and (Esmi et al., 2015) align with the above recommendation as they advocate the value of experiential learning which they believe develops entrepreneurial capabilities.
Faculty Development	One of the most imperative strategies to improve entrepreneurship education is investing in educators professional development programs that cover mentorship methods, professional growth strategies and current practices of entrepreneurship. To be able to deliver effective education, (Makki et al., 2019) denotes that educators should require both academic and practical entrepreneurial expertise and insights. So, establishing the right partnerships with business experts and entrepreneurs would equip and prepare educators to teach entrepreneurship in a practical and relevant context.
Leveraging Existing Resources (CDC)	Establishing the CDC unit by harnessing global competence and funds is central. This can be done by forging stronger ties with both regional and international organisations. For CDC to be able to offer effective and practical provision, they can increase mentorship connections with prosperous entrepreneurs, strengthen the business incubation unit by enhancing the co-working spaces, and develop progressive training programs. Moreover, to promote greater participation from learners, UoD can integrate entrepreneurship as a mandatory course/module as well as hold regular contests and seminars. To develop innovation and adaptability, (Suguna et al., 2024) and (Wang, 2022) highlight the incorporation of career guidance with entrepreneurship education.

Entrepreneurship as a Solution to Graduate Unemployment: All indicators imply that integrating entrepreneurship in education can provide a solution for the considerable graduate unemployment rates in the Kurdistan Region (Makki et al., 2019; Mohammadali & Abdulkhaliq, 2019). As highlighted in the literature review, both sociocultural reasons and lack of practical skills are the major factors causing high unemployment percentages (Nicola & Faraj, 2020). UoD can equip their learners for finding self-employment chances and contributing to the economics when their entrepreneurial skills are fostered. Entrepreneurship educational programs qualifies students with necessary skills of leadership and problem-solving that are highly appreciated by employers (Nicola & Faraj, 2020). They also encourage self-independence and creativity, criteria that are stressed in the reforms introduced by the Ministry of Higher Education (Whiteside & Cross, 2023). Job opportunities can be created when entrepreneurship is supported by legal frameworks (Mohammadali & Abdulkhaliq, 2019). As a result of receiving entrepreneurship education that is acknowledged legally, learners can transform from job seekers to job creators and bridge the existing gap between their qualifications and the requirements of the labour market (Akhuemonkhan et al., 2013; Saputra et al., 2023).

Global Trends in Entrepreneurship Education: Relying on student-centred methods of teaching which are both integrated and practical is the current worldwide trend in entrepreneurship education. There has been a clear integration of entrepreneurial set-up initiatives, internships and business strategy competitions as indispensable elements in the curricula of universities in the developed countries. UoD can get benefit from following similar models which paves the way to consider possibilities to address the specific challenges and to create job opportunities in the KRI. UoD can also establish potent ties with local industries, offer mentorship to their faculty members and provide funding for small projects in order to strengthen their entrepreneurship education approaches. This way, their educational framework will directly reflect on the needs of their learners and economy in the region. Students can be better qualified for entrepreneurial careers and effectively contribute to the overall economic growth of the KRI when the above-mentioned gaps are carefully addressed by UoD. If UoD adopts the recommended global practices to overcome the challenges discussed in this paper, it will potentially develop a creative generation of entrepreneurs, driving both innovation and economic prosperity.

5. Conclusion

The significance of entrepreneurship education at UoD in promoting a sustainable ecosystem and nurturing entrepreneurial outlooks have been highlighted in this study. UoD, can equip learners through interdisciplinary integration of entrepreneurship education, with the necessary skills and tools to tackle challenges both locally and globally. The key findings underscore the prominence of an integrated curricular, removal of hindrances attaining to entrepreneurial preparedness, and the preparation of learners for today's rapidly evolving business climate.

This study addresses the research question "How can entrepreneurship education at UoD be enhanced to improve graduate employability and foster entrepreneurial readiness?" by providing several strategies. These strategies may include the integration of practical, sustainability-focused, multidisciplinary entrepreneurial courses; removing regulatory challenges alongside expanding the funding opportunities to foster a conducive entrepreneurial environment; employing empirical and project-based learning to increase learners critical thinking and problem-solving skills. Finally, extending the CDC's services to strengthen their start-up incubations, industry connections and mentorship programs.

Although progress has been made, challenges including limited faculty proficiency and training in contemporary entrepreneurial practices, inadequate entrepreneurial facilities and cultural barriers still remain. The following recommendations are offered in order to overcome these hurdles:

-Reform the Curriculum: Updating the curricula by introducing interdisciplinary courses on career and entrepreneurship can aid and prepare learners for the demands of a rapidly dynamic global economy.

Reinforce Industry-Academic Collaborations: Forming stronger partnerships with the

government and local businesses for funding and providing both educators and learners with the right mentorship programs and real-world experiences.

-Technology: Utilising digital platforms to improve teaching and offer learners as well and educators' further access to mentors, resources and other global entrepreneurial communities to promote innovation and creativity. By eliminating access barriers to global entrepreneurship education and offering programs that further support learners and educators to thrive in the technology-driven economic world.

Implementing these reforms into practice can position UoD as a pioneer in the education of entrepreneurship, increasing the employability of its graduates, and ultimately, aid in bridging the skills gap and addressing the unemployment of graduates in KRI.

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پرکردنی بۆشاییه كان: په كخستنی پهروهدهی پیشهیی و کارگیزی له پرۆگرامی خویندن له زانکوی دهوک

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پوخته

ئهم تووژینهوه گرنگیدان به زانکوی دهوک دهات له سه ر بنه مای به دوا داچوونی رۆلی پهروهدهی پیشهیی و کارگیزی له ناوخوی ههریمی کوردستانی عراق. ئیمه تووژینهوهکانی ئیستا به ریگهی میتودولوژیای پیداوونهوهی ئهدهبیاتی شی دهکینهوه بو تیگهیشتن له بههای پهروهدهی پیشهیی و کارگیزی بو هاندانی خوښگوزهرانی ئابووری و بو چارهسه رکردنی ئاستهنگه ناوچهییهکان. ئهوه بهر بهستانهی که کاریگه رییان له سه روانه و تهوهکانی پیشهیی و کارگیزی ههیه بریتین له ئاشنا بوونی ماموستاکان به پراکتیکهکانی کارگیزی، نه بوونی کورس بوکی یهگرتوو و ههلوئسته کولتوورییهکان که له بهرزه وهندی دامه زرانندی حکومهتن به سه ر پیشهیی دا. هه رچه نده دۆزینه وهکانی ئهم تووژینه وه نیشان دهن که ئاسوی فیزبوونی پراکتیکی و دهستی له وانه ش هاوکاریهی پیشه سازی و مه شفکردن پیوستیان پینه تی، به لام پهروهدهی کارگیزی کاریگه ری ئه رینی ههیه بو کارامهیی و ئاواتهکانی داهینان بو قوتاییهکان. ههروه ها تووژینه وه که جهخت له سه ر هینانه ناوهوهی مهنه جیکی پیداوووکراو دهکات بو جیگیرکردنی کارگیزی له سه رانه ری هه موو بسپوریهکاندا، وه به رهیتان له په ره پیدانی پهروهدهکاران، و فراوانکردنی سه نته ری په ره پیدانی پیشه له پیشکه شکردنی بهرنامهکانی راهینه رایه تی ته رکیزکراو، و رینمایی پیشهیی بو زیاتر پیشخستنی هه وهکانی کارگیزی. ئه مانه هه ندیکن پیشنیارهکان بو زالبوون به سه ر ئه و تهحه دایانه ی که رهنگه سه ره له بدن. پهروهدهی پیشهیی و کارگیزی کار له سه ر چاندنی بیرکردنه وهی کارگیزی و باشترکردنی توانای دامه زراندن له قوتاییانهکاندا دهکات. مامه له کردن له گه ل ئهم جو ره پرسانه و وه رگرتنی باشترین پراکتیزه نیوده وه تییهکان، زانکوی دهوک ده توانیت چوارچیوهی راهیتانی کارگیزی پیشبخت که به شداره له به رده وامبوونی گه شه ی ئابووری و داهینان له ههریمی کوردستانی عراقدا.

هوشه سه ره کییهکان: پهروهدهی خودانکاری ، په ره پیدانا پیشهیی ، شیانا دامه زرانندی ، بیرورایا خودانکاری ، زانکوی دهوک

سد الفجوات: دمج التعليم المهني وريادة الأعمال في المنهج الدراسي بجامعة دهوك

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الملخص

بالترکيز على جامعة دهوك حيث تستعرض هذه الدراسة دور تعليم ريادة الأعمال في إقليم يتم تحليل الأبحاث الحالية باستخدام منهجية مراجعة الأدبيات النوعية لفهم قيمة تعليم الريادة في إقليم كوردستان العراق. يقوم البحث بتحليل البحوث الموجودة في مجال الريادة في تعزيز الازدهار الاقتصادي ومعالجة التحديات الإقليمية. تشمل العقبات التي تؤثر على تدريس ريادة الأعمال قلة معرفة أعضاء هيئة التدريس بالممارسات الريادية، غياب المناهج المدمجة، والمواقف الثقافية التي تفضل التوظيف الحكومي على ريادة الأعمال. وعلى الرغم من أن النتائج تظهر أن هناك حاجة كبيرة لتوفير فرص تعليمية عملية مثل التعاون مع الصناعات والتدريب العملي، بحث البحث إلا أن تعليم ريادة الأعمال له تأثير إيجابي على مهارات الابتكار والطموح لدى المتعلمين. من بين التوصيات لتجاوز التحديات المحتملة إدخال منهج دراسي معدل يتضمن ريادة الأعمال عبر جميع التخصصات، والاستثمار في تطوير المعلمين، وتوسيع مركز تطوير المهن لتقديم برامج، وتنظيم فعاليات للتواصل، والتحالفات الصناعية، والإرشاد المهني لتعزيز الجهود الريادية. ولتجاوز التحديات الأخرى المحتملة، يُعتبر إدخال إصلاحات سياسة شاملة ضرورياً لتأمين التمويل ومعالجة الحواجز الأخرى. يُعد تعليم ريادة الأعمال أمراً بالغ الأهمية في تنمية العقليات الريادية وتحسين قابلية توظيف الخريجين. يقترح هذا البحث انه من خلال معالجة هذه القضايا وتبني أفضل الممارسات الدولية، يمكن لجامعة دهوك تطوير إطار عمل لتدريب ريادة الأعمال مما يساهم في استدامة النمو الاقتصادي والإبداع في إقليم كردستان العراق.

الكلمات المفتاحية: تعليم ريادة أعمال ، تطور المهني ، قابلية التطوير ، عقيلة ريادة الأعمال ، جامعة دهوك