

Challenges and opportunities of social work Internship in Kurdistan Reagin of Iraq

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Abstract

The establishment of both social work departments is recent in KRI, in Salahaddin University it was established in 2008, while at Sulaimani University it was founded in 2014. As an essential part of the social work curriculum, the internship program is designed to meet social workers capability on the ground. Accordingly, in both departments one-day internship program at third and fourth stages is designed to practice at; schools, government entities, local and international organizations. However, along with the available opportunities, many challenges are facing the process of the internship. On the one hand, lack of internship guideline, and lack of job description for social worker who enter the field profession in KRI, have made the process facing lots of difficulties. On the other hand, organizations and government settings have limitations for those social workers who apply to practice in their institutions if they are accepted to attend the settings and do there their field work. This research aims to identify the most important internship opportunities and challenges that students of social work face in KRI on different levels. To reach the aims, the researchers used scientific qualitative methods by conducting semi-structured interviews and focus group discussions (FGD) in both departments with students of social work, teachers, supervisors, organization, and social workers at government entities. Moreover, the final part of the research provides recommendations and suggestions to fill the gap in the process and provide a qualified atmosphere for social work internship performance in KRI.

Key words: Internship, challenges, opportunities, social work.

CHAPTER ONE: A GENERAL FRAMEWORK AND BASIC CONCEPTS

Problem Statement

Internship is one of the main areas of social work that exists in the social work curriculum, it has become a characteristic of this department that has made it distinct from other departments. The internship provides students with the required knowledge and skills to perform practically in the field, whether in educational institutions or organizations. However, despite the remarkable opportunities that could be provided in this process, yet there are many challenges that exist in the program which could be considered as serious obstacles in front of the development of internship and the expected quality.

During the internship, social work students often face several personal and institutional challenges in field. These challenges might negatively affect the expected quality of the internship process. For addressing some of the challenges that are faced during the implementation, one might argue that the timeline of the program is not sufficient to track the objectives, or lack of institutions guideline and there understanding of the profession to host students of social work in their settings would be another point to be considered. Despite that the limitation and the restriction which is set by the external entities in front of students practice make the procedure to be complicated. Along with many other challenges, however, the opportunity in the fieldwork experience is a remarkable chance to encourage students to remain their enthusiasm and motivation high to continue in the profession and go on.

Significance of the research:

The importance of this study is that it focuses on internship as a cornerstone as the most important angle of social work, as it provides a practical experience for students in both departments of social work in the Kurdistan Region. Identifying the challenges and illustrating the factors behind it, will enable exploring the mitigation to face these obstacles by its professionals. Working on highlighting the points that can be improved during the internship, will guarantee the quality of the practiced knowledge gained by students who are aiming to learn more from real life and in the ground.

Research Objectives

The objectives of the study are as follow:

1. Identify and present the most important challenges in field training for Social Work departments both Sulaimani and Salahaddin Universities.
2. Identify and present the most important opportunities for internship in both the of Social Work departments at Sulaimani and Salahuddin Universities.
3. Improve the quality of internships through recommendations.

Research methodology:

In this research a mixture of a qualitative approach was applied to provide an adequate insight. Focus group discussions along with semi structured interviews also were conducted to obtain as much as possible a rich data. As a first step, to confirm the ethical consideration, consent from all participants was obtained and confidentiality ensured in all FGD and interviews. In the process of data capturing, all semi-structure interviews and FGDs were recorded in writing, with the permission of the participants. The recordings were translated where necessary and transcribed. The sample of the research included both of social work department that were directly involved in the research in Erbil and Sulaymaniyah. Participants were selected to represent both departments, including academic staff ‘supervisors’, graduate students, and fourth grade students. As well as, a representative sample selected to be interviewed from the hosting community, i.e, organizations and government entities. FGDs have conducted with academic staff who are teaching in both social work departments of Erbil and Sulaimani and supervising students’ internship. Also, graduated students from 2021, 2022 and 2023 were included in this data. However, one FGD conducted with individuals from organizations and various institutions whom were internship settings in Sulaymaniyah. Also, semi-structured interviews were conducted with institutional supervisors from organizations and institutions in Erbil. (See table 2 below)

Table (2): number of Teachers, students and NGOs who participated per department

Participants	FGDs	Interview	Male	Female	Total
Social work Lecturers	2	-	9	13	22
Social work students	3	-	11	10	21
Organizations & School supervisors	3	-	14	16	30
Organization supervisors(interviewed)	-	4	3	1	4
Total		4			73

The above table indicates the labeling of individuals contributed in this study. In both departments, 22 (9 Male & 13 Female) teachers participated in the FGDs, also 21 students (11 Male & 10 Female) participated in three FGDs. Similarly, three FGDs conducted for organization and school supervisors in which 46 participant (14 Male & 16 Female) in Sulaymaniyah, while in Erbil four participants (three Male & one Female) were interviewed. Overall participants who were included FGDs, or interviewed is 73 participants as the sample of this research.

As for the analysis, collected data were transcribed to make a clear categorization for the thematic analysis to be applied in three main levels; student level, department level, and agency level, for both; the challenges and the opportunities.

CHAPTER TWO: THEORITICAL BACKGROUND

I. Concepts and Definition:

First: Practicum (or field placement, internship) “is a social work internship served within an agency or organization affiliated with ‘students’ of social work program that provides a type of social work service. The focus on practicum is gaining supervised social work experience to enhance the knowledge and skills gained from your coursework”. The processes by which students secure a practicum site very widely (Birkenmaler & Werg, 2018). Practicum is an interactive and structured learning process that places multiple expectations. Establishing a clear understanding of mutual expectations enhances the ability to determine goals, roles, and performance, standards.

A quality field experience is influenced by clarity of expectation, opportunities to integrate theory and practice and have diverse experience, supervisory quality and the university agency relationship (Birkenmaler & Werg, 2018).

Second: Case management, which is defined as a “strategy for organizing and coordinating care services at the level of the individual client’ (Coulshed, 1991).

Third: School social worker: It is a special and distinct field of social work science, covering all the programs, services, and working methods that social specialists offer to students within the school institution (Gaderi & Sewaily et al, 2021)

II. Internship: Structure, Concept and Methods

In the Kurdistan region of Iraq, social work courses include a practical phase of at least 30 working days in an institution, agency, or school dealing with social problems and employing social workers. As a training field, an internship is a basic theme (the primary subject); it is taught as one of the main themes during the bachelor's degree academic year. The internship is studied in two stages—stage three and stage four. The students of the stages study internship for three hours continuously from 9:00 a.m. to 12:00 p.m. or more on one designated day per week throughout both semesters within a predetermined teaching plan (Gaderi & Sonnenberg et al, 2021,p277).

At the beginning of the new academic year, third and fourth-stage students form small groups. Each group consists of five to 10 students. Each group is supervised by a lecturer from the social work department, and the lecturers for each stage are overseen by the department organizer and instructors. Agreement for internship is bind between the department and the institutions through a formal request raised by social work departments addressed to the institutions for a set period. During the set time, students enter the settings to be trained by selected mentors in the institutions. However, some students who showed a successful interns will be chosen by some of these organizations to continue their work and will be hired in these institution's (Gaderi & Sonnenberg et al, 2021.p278-279). It can be said that the internship program applied to three main fields including, Internships in government entities, for example, social care, social work with ageing people, disability, and hospitals ...etc. Internship in local and international organizations that works with mental health, psycho social support (MHPSS), Internship in schools, private, and

governmental schools. Moreover, School social workers practice in the space where children, railyard school community where hopes can fail, gaps can exist, and education can break down (Gaderi & Sonnenberg et al, 2021.p7).

III. Aims and Philosophy of internship

Internship program includes some of aims:

1. Promoting professional identity. An important element for the development of a professional identity is to know and understand how to work in the field of tension between society, institutions, and customer expectations.
2. promoting of professional competences, the main focus here is testing the means and methods of specialist action. The methods and theories learned are tested in professional practices.
3. Promotion of reflection competence social work takes place wherever there is an encounter between social workers and clients. This entails a special feature that social work has in common with all occupations and activities that are intended to serve the development of social behavior of individuals and social groups, Social Work at the Level of International Comparison (Qadri & Sewaily et al, 2021).
4. Preparing students for their future careers in a practical manner, based on professional skills, and competencies so that they can take more practical steps in the future.
5. Linking theory to practice while putting into practice the principles of social work on a scientific and professional basis.
6. Introduce social work students to the basics of case management steps in each institution or organization.

CHAPTER THREE: ANALYSIS AND CONCLUSIONS

I. Analysis & Discussion

The collected data were analyzed thematically in nine themes, to be applied in three main levels; such as student level, department level, and agency level. By providing some aspects of the challenges and opportunities faced by social work profession in KRI, the gained data has been analyzed thematically to illustrate the problematic face of the process along with the available opportunities in this field. For the challenge face, many points are covered to illustrate how the system is blocking the opportunity for a better quality and how the training program itself raising the workload drawn by a stressful atmosphere in some of the organizational cultures, despite the program budget shortage in the process. In regard to the available internship opportunities, whereas students of social work join the placements and the community outreach, in which it can be highlighted in terms of raising their practical skills, linking the coursework with the practical part of the profession and getting satisfied job opportunities, networking opportunities, career pathways in the future.

1: Interest in social work profession

Some of the students in the social work department are more likely to be never interested in being a social worker. Studying this profession for some of them was a random selection with no choice, and they graduated just to hold a university degree because they had no choice. This is due to the university's joining procedure which requires certain instruction namely a high-school degree to join any department in the university. This process is systematized to be called *Zanko-Line* in which assessing the interest of the student to choose any profession is missing, and it mainly relies on what grade graduate students have from high school to make them capable of joining universities. Almost all students in the social work department are accepted with (55-75) degrees from high school, but only a few of them willingly attend and join the social work department. Aside from that studying in English language has attracted some students to be eager to join the department. As a faculty member stated; "Studying in English in this department helped us to be updated as the sources in this speciality are almost all of them in English, it is a new field in our community to be studied, on the other hand, students have the chance to learn English and improve

their language skills along with the profession they get”. To substantiate this statement by the students, one graduate highlighted “I was doing my practicum in an international organization, they asked me whether I can speak English, I was so happy to say ‘yes’, I am lucky that I had the chance to learn English and social work at the same time”.

2: Integration of Theory and Practice in community

The importance of fieldwork is highlighted by most students as the preparation part of the profession and the practicing of theoretical knowledge gained throughout four years.

As one of the graduates described in one of the focus groups “*It is the part where it raised my enthusiasm and self-esteem to continue working in this field! The practicum part of our study is the part where it reveals reality’s hidden part which we can’t see in theory*” (female graduate, Sulaymaniyah).

Social work students are sent to the practicum with a wide range of information to apply their knowledge within an agency regardless of what the setting requires in terms of the service they provide, and “when interdisciplinary teams are created the hope is that the range of perspectives and skills present within the team will contribute to create an integrated approach to service delivery” (McLean, 2007, p. 322). Yet, although many good and positive impressions were revealed, some challenges raised by graduates indicated dissatisfaction as one of them said “*Although I have taught about how to deal with a client, I realized that the real communication with clients is not as easy as we thought in the real life*” (male graduate, Erbil). Despite that the practicum brings the theory into practice and students experience a real part of the profession through their direct observation and communication in the setting where clients seek service, one might say that these statements illustrate the difficulties that social work students have in integrating theory into practice in the practicum. There are many challenges students are facing, for example, some graduates stated that during their studies they didn’t pay serious attention to the knowledge they were provided as they were not interested in the field of social work, so as an outcome the capacity of the students are not matching the profession they are studying. Others said that some topics they studied in four years were not relevant or that practicum supervisors put limitations on practicing. This indicates that there is not sufficient platform provided to integrate

theory into practice, either in the placement curriculum in the university or the placement's opportunity to integrate theory into practice in a proper way. In both cases, graduates from the social work department are supposed to be well trained and capacitated to deal with clients and work with individuals, and any other explanation will underestimate the profession and put people's lives at risk. However, other challenges might lie in the field supervisor's capacity, as one graduate highlighted: *"My supervisor did not know what a community mapping is, so they draw limitations for our practice, sometimes we had to just stay away in a corner and do exactly what we are going to be told by them"* (female graduate, Erbil). The unsatisfied statement here, with the assigned tasks, is moot, as some challenges appeared to be more relevant to the capacity of the supervisors in the practicum describing them as 'un-updated', 'non-trained' and 'poor knowledge' by the graduates.

3: Orientation on the practicum:

In both departments, the majority of students showed that they were oriented about the practicum, only a few students reported that they were not orientated and they had to find out about the organization on their own. However, some of them experienced challenges since the first day of exposure in the placement. To make sure that students are safe in terms of implementation in the placement setting, they should be given detailed information about the about the agencies policy, terms of reference, and agreement commitments with the department and then, their duties and responsibilities. Despite that, academic supervisors are expected to be committed to the day-to-day supervision and follow-up on students' performance in the field. One of the graduates remembered the first-day experience and said *"When I arrived at the agency, I called my supervisor many times, I had to ask a question but I received no response even days after!"* (Male graduate, Erbil). On the other hand, another student said *"I spent days in the agency waiting for the agency supervisor, she was on leave and I simply told her to wait until she comes back next week, I didn't know what to do!"* (Female graduate, Sulaymaniyah). The lack of orientation, either by the departments of social work, or the induction to the agencies or schools about the arrival of a student who is going to practice the profession is an essential part of the practicum that should be taken into consideration by both parts to guarantee the right implementation based on agencies operational policies and the organizational expectation. However, follow-up procedures and verifications must be illuminated and properly given to students, so students will be aware of what

tasks are required and aligned. Moreover, it would be better to clarify what limitation the practitioner has in practicing in the practicum environment and highlight the sort of services that will be provided by the practitioner, whether it is a direct or indirect service.

4: Student –Supervisor Relations

Although most students have a good relationship with teachers who are going to supervise them later, on some occasions, they have conflicts and difficulties dealing with supervisors in the agencies. Some of them highlighted that their supervisors have a passive response when they try to contact them, others accepted the reality that they have the knowledge and they need to prove themselves in the field, *“it is our time to show our capability”* as one of the graduates said.

Nevertheless, some graduates indicated that the agency supervisors were harsh when assigning them to work, or in some other cases they ignored them either because they were ‘younger’, ‘knowledgeable’ and provided many comments to improve the work, or they were seeing the graduate students as ‘outsiders’ sabotaging their work. To verify this point, one of the graduates, stated *“When I suggested to the supervisor to let me take care of a situation and calm the young girl who was moaning, she refused to let me talk to her, excusing that I am still young, that was very devastating for me and that affected me further... I lost the faith to be a good social worker some days!”* (Female graduate, Erbil). This shows that some students’ relationships were not supported by their supervisors, and in some cases, they don’t find the expected support and encouragement to their inspiration, rather, students find vanishment to the enthusiasm and the motivation they have. Due to this sort of relationship, students sometimes were delegated to perform some administrative work which is not in line with social work professions. Meanwhile, other points were raised to show the inadequate support by supervisors in terms of irrelevant assignments to be aligned to the student in school settings, such as; occupying classrooms where a teacher is absent. Yet, in such situations, students used to use this as an opportunity to do some community awareness sessions, however, some students think *“it would be better to be ‘officially’ included as a plan”* as one of the graduates asserted.

5: Takeaway knowledge & recruitment prospects

Although, recently there are no job opportunities for recruitment in Kurdistan Region of Iraq (KRI) government, students in social work are so enthusiastic as they have a better chance for getting a job either as contracted social workers with private sectors such as schools or with international and national organizations. Yet, this will rely on student's skill and excitement for improving their capacity.

Some graduates, emphasized that their self- confidence was remarkably increased when they practiced in the practicum, although some highlighted lack of some skills to be negatively effective in the practicum when it comes to camp settings as it would be an obstacle Infront of the communication skills. One of the graduates said: *"I wanted to do my practicum in one of the camps working on issue related to early marriage as it was the idea for my research proposal, but when I knew that the settlements there speak Arabic and I need to speak Arabic! I just pulled back and chose somewhere else"* (Female graduate, Erbil). Besides, knowing the areas where a student needs for improvement and self- development might be another benefit of the field work where students realize what they have and what they are missing to leave a print in the future settings when they apply social work.

Moreover, communication in the field was mentioned to be a challenge and a lesson learned skill. Despite that social work courses are designed and students are supposed to be highly qualified in communication skill, yet one the one hand, one of the graduates said: *"I was so shy when I attended the class in the school first time, I even forgot to introduce myself until the supervisor reminded me, but after many times it became easier to talk to the students"* (Male graduate, Erbil). On the other hand, it illustrates the challenge approach to mitigate theory into practice as mentioned in the first thematic outcome.

These indicators show that, social workers should consider the primary and secondary skills as essential components to begin entering the field and beginning to practice the social work. To add a value to the profession social workers' capacity must be built and evenly updated. For social workers, the needed skills to be improved include; language, computer, communication, interviewing, punctuality, time management, reporting, problem solving, understanding cultural

diversity, and interpersonal skills. This will increase the chances for graduates from social work departments to find a job relevant to their professions in different settings like; schools, organizations, clinics, and civil society organizations.

6: Budget and Lack of Resources

Some of the graduates raised a complaint that they selected a place for their placement they didn't like. Since students should choose a close setting to their area house for the placement would be more reasonable as they don't have to spend transportation fees or walk for a long distance. Students in the social work department have no stipend paid by the university for the practicum's sake. This is due to the inadequate resources in both Erbil and Sulaymaniyah social work departments delegated to practicum. Moreover, the academic staff emphasized that they have raised this issue many times to related authorities, but the lack of budget and the universities' existing funding plan make no provision for the additional cost of practicum. One of the staff mentioned; *"we have the college bus, but we cannot use it for students' transportation for practicum as the settings are located in different locations"*. One might say that civil society organizations might be interested in supporting social work students in such cases to overcome financial constraints by providing a stipend for those students in the practicum, yet the mechanism has never been brought up for discussion. Along with this concern, most graduates experience other problems of limited resources in the placement setting, such as office space, where most of the graduates mentioned, or sometimes for conducting activities or group work they face restrictions, particularly at school and organization agencies.

7: Coordination with agencies, site visits and follow-up procedures

The departments of social work, start planning for sending away third- and fourth-year students to practicum placement from the beginning of the year. The plan starts with listing schools (public and private), local and international organizations, IDP camps, ministries, courts, Directorate of Combating Violence Against Women (DCVAW), and any other relevant setting. Then, Students will be given the choice to choose one placement to start their practicing. Then, the procedure starts from the department to provide the students with a supportive administrative paper to proffer and present the student to the placement officially. The approval for this step must

brought back to the department to gain get the greenlight for the launching. The department of social work, evenly contact the above-mentioned agencies and remain its coordination to collaborate. However, for each academic year, social work academic staff will be supervising students through coordination with the field supervisor, conducting site visits and exchanging comments as a follow up procedure. As all of these attempts are remarkably considered, yet the memorandum of understanding between the departments and the agency is not considered to be in an official phase, rather it relies on departments linkage and relationship with these agencies. One of the academic staff implied: *“I know the director of the prison, we used to be colleagues, but I cannot guarantee that the next person who will be replacing him will allow our students to go there”* It is a challenge when thinking about future and grounded collaboration, as with any exit for any authorized from both parties would affect the entire process negatively because it is not systematic and depends on the personal relationships, therefore “it is widely accepted that interorganizational relationships are critical to the effectiveness of community interventions” (Reisch, 2008, p. 518) when practitioners seek various settings for practice in different agencies.

Despite that, in some cases graduates indicate that they haven’t had sufficient supervision in the practicum by their academic supervisor, as the coordination with field supervisor is crucial to maintain a qualified follow up on students’ supervision process. Nevertheless, social work department in Erbil has established an online form to be filled by student’s supervisors during the field work that includes some assessment criteria for student’s performance that is valid during placement time and then it is documented in the department’s database. It is a good approach to maintain the department updated in terms of challenges, obstacles and performance shortage that might occur during the practicum.

8: Safety & Security of the practitioners

Following the code of ethics that have been taught to students of social work, and the ethical manners they should follow as basics performance by social workers, worth to be mentioned that, no procedures highlighted regarding student’s safety and security in the practicum field. One of the graduates raised this concern and stated; *“I was doing the practicum, I was not happy with my*

field supervisor, I was so afraid to stay with him in one room, later I had to change my practicum setting with another one placement even very distanced from my house just to avoid any sort of physical harassment, and I couldn't tell anyone about it, trying to solve this issue myself, aren't we social workers? let's start from ourselves". It is a challenging gap that should be considered in both departments for the safety of practitioners in the field and to keep their safety rights granted if they were to be vulnerable to harassment or any other forms of risks and insecurity. As social work profession, requires social worker to attend different settings and deal with numerous sorts of issues on individual, group, and community level, therefore clear instructions must be planned and "policy changes involving safety assessment, for example, necessitate a new or revised strategy and a modification in inputs, capacity, and performance" (Phil Basso, 2013, p. 265) must be considered. One might argue that this could be dealt with through a whistle blow linkage between students and the head of the department to highlight these sorts of violations against practitioners in the field, or maybe, it might be vis versa.

9: Code of ethics, practicum policy and durations

The absence of a written code of ethics, despite what students study theoretically, is one of the main challenges faced so far. Some supervisors in the agencies shared their concerns regarding some social workers lacked some of the basics about social work principles and ethics saying that "they sympathized with the case and promised that they are sure that the client will be fine, then talked about the case with other employers". Sometimes, this might consist ensuring the safety for themselves and others, others, maintaining the confidentiality of the client in the agency. Additionally, they lacked information about important standards, laws and policies that are used in this regard in the country.

There is no clear mandate between the departments of social work and the chosen practicum settings for sharing official policies from both sides or there might not be any written guideline in this regard. Sometimes, only oral induction will be provided with no plan or policy to follow. Therefore, students enter the field having no perspective on what sort of implementation they are going to apply, whether direct or indirect. Moreover, mostly restrictions to the work are not obviously placed to make clear what are permissible and preventable points. Any penalty or

mistake by the student might cost the entire process of their performance, which will affect his final grades.

Other limitation aspect like duration of the practicum is a very challenging part linked to the practicum. For the duration of an entire (12-14 weeks) course program that is dedicated for the practicum, students have to go to field once a week. Prior to their field day, students are provided with a theoretical information on how to work in the field, and they exchange their thoughts and concerns with their academic instructor in the campus. Then students attend the practicum placement. However, from three levels; students, department and agencies, it is argued that the practicum duration for one course, and a day each week is not sufficient quality to learn and practice in the field. One of the graduates asserted; “one day a week! Whatever I practice, until I go back to the field next week, I will miss the progress in the case”. A faculty member, seemed to agree with the above statement saying that; “If I could, I will dedicate an entire academic year or a summer school to apply the practicum”. Nevertheless, a supervisor from one of the agencies said: “we would like to be supportive and help, but I cannot count one an entrance who will be coming once a week to practice, not to mention that our agency information will be exposed to them”.

Moreover, some students raised concerns about not being assigned to one supervisor for the duration of the placement because the supervisor was on leave or meanwhile committed to other obligations. Further aspect might be found in reporting what the students have learned and presenting their effort back in to the campus. As some students had no chance to get scientific advantage from the field practice, they don't have an added value to the theory they learned to present it or report it. These restrictions and limitations for practice are critical challenges since it is not put into a written guideline, or set as a placement workbook to be considered and followed as a non-avoidable policy, it will remain as actual obstacles in front of students who are applying and performing in the practicum.

All of the above-mentioned challenges, are considered to be gaps that might underdeveloped the performance of social workers in the placement, despite that it will affect their ability in the practicum to obtain expected outcomes if they are not calculated correctly.

II. Conclusions

Majority of participants from different agencies and school settings who were the direct mentors emphasized several points in the FGDs or in the interviews. Some mentors emphasized that students have only one day per week in the internship, which is not a sufficient time to increase the practical skill and support them consecutively. However, this point has been raised by the academic supervisors as well as by the majority of the students in social work departments. Other mentors highlighted that some student's interference the affairs of the organization and are requesting cases from the organization which cannot be allowed due to the ethical consideration. However, the work of some organizations is not case-specific, which once more makes students learn less skills, therefore the entrance of social work students to some of these organizations might be considered as a burden and 'work load creators' that are not warmly welcomed in these settings. Yet, another critical point mentioned by some institutions in some cases, that there is insufficient coordination between social work department, or with the academic supervisors and the organizations, despite the lack of orientation guideline on the duties and responsibilities have created some difficulties in understanding the objectives of the field training.

Moreover, it is confirmed that due to the recent working hours in the governmental institutions in KRI and especially schools, many holiday strikes and boycotts especially in Sulaimanyah have affected the internship program negatively. On the one hand, students were not able to learn from the practicum, and on the other, it affected their assessment feedback by the school supervisors, as well the academic score they gained by social work supervisors.

From students' perspectives, some of them stated that department supervisors and the agent supervisors have different opinions about student guiding, mentoring, and grading. One might argue that the methodical background of the supervisors (who graduated from different schools in these institutions) might be different from what students get from their supervisors in the academic settings, and that is due to the novel establishment of social work in KRI. Worth to be mentioned that, some others asserted that the mentors ignored them and complained that they don't have time for them. However, other students thought that what they have learned in universities are very different from those learned in organizations which were more practical. This point of view shows

us the two sides of the coin in, it might be an opportunity to learn from the field and it might be an obstacle where students cannot meet their expectations in these institutions.

Worth to be mentioned, an online or offline procedure to be built for students who might face insecurity in terms of being vulnerable to any sort of harassment is very essential in the process because in the mentioned cases lack of information and reporting method does not exist in both departments.

Social work supervisors confirmed that the coordination and work of some organizations with the social work departments, especially in the field of preparing online guides and practical work has been a good opportunity to further practice the social work departments and learn skills. While, some confirmed that in the internship students are enthusiastic in the beginning, but later they do not participate eagerly because they have overexpression about the internship in which they were not treated appropriately. Furthermore, lack of a specific weekly reporting form agreed upon by the parties, but providing feedback based on students' presence on scores and participation on entities activities, without a detailed capacity building as an active follow up between supervisors of both parts was another concern. Moreover, the selection of the places, institutions and schools that did not provide willingly a learning practice, or adequate support but considered the internship process as an internal intervention to the agencies work, were considered as an essential obstacle that discussed in the FGDs.

III. **Recommendations:**

1. Increase the duration of the internship by social work departments, so that there are at least two to three days a week (if not possible for a consecutive month) internships in the field.
2. More work of social work departments with agencies and organizations and stronger coordination in order to improve the quality of internships.
3. Social work departments assign students to do internships in places of their choice.
4. Having a field lesson called visiting places and organizations, especially in the second phase, will make students better able to choose agencies and have more knowledge about them.
5. Further review of student feedback forms by social work agencies and departments in order to better assess students.

6. Collaboration and agreement on the reporting procedures between the parties.
7. Providing an orientation session for the agencies to guarantee the required collaboration, coordination, duties and responsibilities.
8. Developing a plan (assigning head of both departments and relevant individuals in the agencies) as an immediate procedure for student's safety rights if they were to be vulnerable to harassment or any other forms of risks and insecurity, along with informing each single students entering the field with this whistle blower.
9. Providing a sufficient budget by both universities for the process and assist students who have financial shortage for mobilizing and transportation stipend.
10. Providing social work educators with continues trainings to be updated and to provide capacity building on the internship.
11. Recommending Ministry of Education and Ministry of Higher Education to collaborate to set an exact job description and hiring procedure for new school social works.
12. Recommending Ministry of Higher Education to support in an advocacy campaign for social work graduated ' title' in the KRI especially in Kurdish language.

IV. Suggestions:

1. Conduct more research on the effects of internships on students' quality of work.
2. Devoting some of the graduate research to students' feedback about internships.
3. Conduct more research on the role of organizations in internships.

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*Appendix's (1)**Consent Form*

فۆرمی رهزامهندی

پروژه توێژینهوه، به ناویشانی " دهرفهت و نالنگارییهکانی بهردهم راهینانی مهیدانی .

له مههستی پشت ههلسهنگاندنی ئهم پروژه توێژینهوهیه تی دهگم. بویه، رازیم که بهشداریم له توێژینهوهکه لهسهر بناغهی ئهو ئهمونهی که لهگهڵ ئهم پروژهیه ههمه.

لهوهش تی دهگم که بهشداریکردنم سهه پشکانهیه و پنیوست ناکات بهزۆر بهشداریم. ههرکات ههستم کرد که ئهم بهشداریکردنم کاریگهری نهژیی لهسهرم دادهنی، ئهوا توانای ئهم ههیه که کوتایی پهبهینم.

ههروهها لهوهش تی دهگم که بههیچ شیهیهک سوهمهند نابم لهم توێژینهوهیه، بهلام ئهیهته هوی هاریکاریکردنی ئهوانی تر له تیگهیشنتیان لهبارهی چۆنیهتی گرنگیدانی زیاتر بهو کهسانهی که له ژیر کاریگهری توندوتیژی لهسهر بناغهی جیندهری و سیکسیدان.

له کوتایشدا، لهوه تی دهگم که ناوم و ههرشتیکی تر که دهیئیم به نهینی دهمیئنیهوه،

بههرک نهی هیماي X له ئهو چوارگۆشهیهی خواروهه دابنی تاوهکو رازمهندی له بهشداریکردنت له توێژینهوهکه بهدیاریخه.

رهزامهندم به بهشداریکردن رهزامهند نیم به بهشداریکردن

رهزامهندم بهوهی گفتوگۆکان تۆمار بکړین

رهزامهند نیم بهوهی گفتوگۆکان تۆمار بکړین

بهروار:

واژوی بهشداربو یان پهنجهمۆر _____

(نهگهر بهشداربو له خوار ۱۸ سالهوه بئ)، واژو یان پهنجهمۆری باوک یان کهسی بهخیکهر:

(2)

Question guide

بهشی کاری کۆمه لایهتی به هاوکاری نیستتیوتی مهستوره

چاوپیکهوتنی فۆکس گروپ

ناوی چاوپیکهوتنکار: _____

پاریزگا/ناوچه: سلیمانی

فۆکس گروپ له گهڵ : توێژه () ریکخراو () خویندکار () بهشی کاری کۆمه لایهتی ()

رهگهز: نیر () می ()

ریکهوت: 2023/ /

کاتی دهستپیکردن: کاتژمیر _____ ، خولهک _____ ، کاتی کوتایی: کاتژمیر _____ ، خولهک _____

A. سه رهتا، پیم خۆشه پرسیار بکهه له تیگهیشتن سهارهت به راهینانی مهیدانی internship.

1. چۆن پیناسهی راهینانی مهیدانی /راهینه رایهتی دهکهیت؟

2. بۆچی سه رهپه هشتیاری /راهینه رایهتی گرنه؟

4. به بروای بهریتان گرنهترین پهیهه ستنامه چیه که پیهسته خویندکاران پیهیه پابهند بن له قوتابخانهکه، یان

ریکخراوهکهی بهریتان؟

5. گرنهترین نهو کۆده نیکیانه کامهه که پیهسته خویندکاران پیهیه پابهندین له میانهی کارکردنیان له قوتابخانه،

ریکخراوهکهی بهریتان؟

6. پیتان باشه ههلهسهنگاندن و نهرهکان لهسه ره چی دابندرتین؟ کام جۆر چالاکي؟ کاری مهیدانی، راپۆرت، سیمینار، پابهند

بوون به سیاسهتی ریکخراوهکهوه؟

B. ئىستا ئەمەوى لەبارەى ئەزمونى سەرپەرەشتىيارىت لە ناو راھىنانى مەيدانى بېرسىم سەبارەت بە چالنجەکان.

7. گۆزبەرىي و چالنجەکان :

- ✓ گرنگترىن چالنجان لە گەل خویندکارانى بەشى کار چىيە؟
 - ✓ گرنگترىن چالنجان لە گەل مامۆستايانى سەرپەرشتىيار لە بەشى کارى كۆمەلايەتى چىن؟
 - ✓ گرنگترىن چالنجان لە گەل بەشى كارى كۆمەلايەتى لە چىدايە ؟
8. چۆن دەتواند رىت راھىنانى مەيدانى كوالتى بەرز بىشكەش بكرىت؟ بىشنىارتان لەو بارەيەو چىيە؟
9. لەگرنگترىن ئەو گۆرانكارىيانە چىن كە پىويستە ئەنجام بدرىن بۆ بەرەپىشچونى كارى سەرپەرەشتىكردن/راھىنەر اىەتى؟

C. لەكۆتايدا، ئەمەوى پرسىيار لەسەر پلانى خۆت بۆ سەرپەرەشتىيارىت و پىشنىارو راسپاردەكانت بۆ ئە پرۆژەيە بكەم.

13. لەروى سەرپەرەشتىيارىكردى راھىنانى مەيدانى، چى پىشنىارو راسپاردەيەكى گرنگت بۆ ئەم پرۆژەيە ھەيە؟
- زۆر سوپاس بۆ بەشدارىكردىنت و لەكاتمان گرتى تاو كۆ پرسىيارەكانمان كرد.

پوختەى تويژىنەو كە

لە ھەرىمى كوردستاندا، بەشى كارى كۆمەلايەتى وەكو لەقتىكى زانستە كۆمەلايەتییەكان دامەزرا بە جۆرىك كە بە شى كارى كۆمەلايەتى لە زانكۆى سەلاحەدىن لە سالى 2008 و لە زانكۆى سلیمانىش بەشى كارى كۆمەلايەتى لە سالى 2014 كرايەو. ھاوكات راھىنانى مەيدانى وەك بەشىكى بنچىنەي لە پرۆگرامى خویندندا جىگىر كرا بە مەبەستى بەرزكردەوى ئاستى كاركردى فىرخوزان لە كارى پراكتىكدا. بۆ ئەم مەبەستەش لە ھەر سەستەرىكدا لە ھەريەك لە قوناغەكانى سى و چوار ھەفتەى يەك رۆژ تەرخان كرابۆ راھىنانى مەيدانى.

لە ھەر يەك لە بەشەكانى كارى كۆمەلايەتى ھەوليرو سلیمانى راھىنانى مەيدانى لە قوناغەكانى سى و چوار وەك پرۆگرامىكى پراكتىكى بەرپوئە دەچىت لە قوتابخانەكان و دامەزراوە حكومىيەكان، ھەروەھا رىكخراوە نىوخۆيى و نىودەولەتییەكان. وىراى ئەوى لەم بەشەدا دەرفەت گەلێكى باش لە پرۆسەكەدا ھەيە، لەگەل ئەو شدا كۆمەلێك ئالنگارى رۆوبەرۆوى فىرخوزان دەبىتەو. لە لایەك نەبوونى رىبەرى راھىنانى مەيدانى و نەبوونى وەسفى پىشەيى بۆ دەرچووانى كارى كۆمەلايەتى لە ھەرىمى كوردستاندا وای كردوو كە راھىنانى مەيدانى دووچارى كۆمەلێك گرت بىتەو، لە لایەكى دىكەو لە ناو رىكخراوەكان و دامەزراوە حكومىيەكاندا فىرخوزان و دەرچووانى كارى كۆمەلايەتى كۆمەلێك رىگريان دىتەپىش لە

میانى راهینانى مه یدانیدا. ئامانجى ئەم توپزینەمویه خستنه رووی گرنگترین دەر فەت و ئالنگارییهکانى بەردەم راهینانى مهیدانییه له بەشەکانى کارى کۆمهلايهتى له هەريمی کوردستاندا له سەر ئاسته جياوازەکان، بۆ گەيشتن بەم ئامانجه سەرەکییه، توپزەران سودیان له ريبازى چۆنیتى وەرگرتووه، ئەویش له ريگههى ئەنجامدانى فۆكەس گرۆپ و چاوپیکهوتنى نيمچهکراوه له گەل هەر يەك له فیرخوازان، ماموستایانى بەشى کارى کۆمهلايهتى، رینماییکارى پەرودەیی و سەرپەرشتیارانى فیرخوازان له ریکخراوهکاندا. له کۆتاییدا توپزینەمۆکه به کۆمهلائیک ئەنجام گەيشتووه، دواتریش راسپاردەو پینشيارەکان خراونەتە روو بۆ ئەوهى ئەدای راهینانى مهیدانى بۆ ئاستیکى کوالیتى بەرز له هەريمی کوردستاندا جيبه جيبکريت.

کليله وشەکان: راهینانى مهیدانى، ئالنگارى، دەر فەت، کارى کۆمهلايهتى.