

The Role of the Tourism Authority in Managing Vocational Tourism Education: The Role of the Tourism Authority in Managing Vocational Tourism Education and the Impact of Resolution No. 54 of 2015 on the Educational Outputs of Tourism and Hotel Institutes in Iraq

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ABSTRACT

The main objective of the research is to clarify the roles of the different departments in tourism and hotel institutes, including the departments of front office, food production, food and beverage service, and housekeeping. It also aims to shed light on the current working conditions in these institutes according to the Ministry of Education's regulations. The research emphasizes the importance of the practical aspect in developing the tourism education system in these institutes, covering aspects such as construction, management, staff, and previously approved funding, as well as proposed funding methods by the researcher. The practical aspect also addresses the necessity of providing training resources in all four departments of the institute. Additionally, the research suggests two important proposals: firstly, the establishment of a training center within the Tourism Authority, and secondly, granting approval for the establishment of private tourism and hotel institutes according to Law No. 14 of 1996. The research concludes with important findings, stressing the contribution to achieving sustainable development in the professional tourism education sector. It highlights the need for collaboration between the government and relevant tourism entities, represented by the Tourism Authority, to address the challenges and impacts of Decision No. 54 of 2015 on the outcomes of professional tourism education.

Keywords: *Law No. 14 of 1996; managing; role; tourism authority; vocational tourism education.*

INTRODUCTION

The tourism and hospitality institutes in Iraq are essential elements of the TA, (henceforth TA) as they are responsible for training and preparing mid-level personnel for the tourism sector. These institutes also cater to the workforce needs of both the public and private sectors by providing specialized training programs. Moreover, the tourism sector is the world's largest industry. It contributes to approximately 13% of employment in the tourism sector. However, it does not receive sufficient government attention, which could otherwise be used to invest in natural and human resources and manage institutes properly, enabling the region to become an influential player in regional and global tourism. By conducting a comprehensive examination of the current state of tourism and hospitality institutes, as well as a thorough analysis of the legislative history in this field, we can emphasize the crucial role of laws created to govern the operations of these institutes. It has become evident that there has been a noticeable decrease in the quality of tourism education provided to students in these institutions.

To enhance the state's tourism training landscape and ensure the availability of well-trained professionals, it is crucial to devise future strategies. This includes developing plans to prepare skilled staff and establishing frameworks based on

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efficient working mechanisms. Additionally, there is a need to review Law No. 54 of 2015, which mandates the separation of tourism and hospitality institutes from the Ministry of Tourism and their affiliation with the Ministry of Education. Reintroducing Law No. 120 of 1978 on tourism and hospitality institutes, with necessary modifications to align it with the country's current economic conditions, is also essential.

To achieve sustainable development in the professional tourism education sector, it is important to provide training materials in all four departments of the institute. Additionally, two proposals should be considered: establishing a training center in the TA and granting approval to open private tourism and hospitality institutes in accordance with Law No. 14 of 1996. Coordination between the government and relevant stakeholders in the tourism sector, represented by the TA, is crucial to address the shortcomings of the current system and the impact of Decision 54 of 2015 on the outputs of professional tourism education.

The research conducted a comprehensive review of various aspects related to the research topic, including the problem, significance, objectives, research hypotheses, and methods. It also explored key concepts such as TA, management, law, legislation, development, institutes, and tourism. The study examined previous research in the field and established temporal boundaries for the research. Additionally, it discussed the Law No. 54 of 2015, which outlines the establishment and functioning of tourism and hotel institutes in Iraq, as well as Resolution No. 120 which provides guidelines for their operations. The research also addressed the previous initiatives of the TA, educational outputs for the TA.

Research rationale

1. Legalizing new legislation and laws to serve the public good.
2. The decision of separating the Tourism and Hospitality Institutes from the TA and merging them with the Ministry of Education, according to Decision 54 of 2015, should be reversed. This decision was made hastily without considering the TA's expertise in managing and supervising the professional tourism education sector, similar to the Ministry of Communications.
3. Including the in the administrative reform strategy in government departments to conduct a study on the legislative impact of bills sent to the Council of State to prioritize their completion.
4. Preparing, training and qualifying graduates according to Law No. 120 of 1978.
5. Providing employment opportunities for graduates of tourism and hospitality institutes should in the tourism sector through the appointment of students included in the provisions of Law No. 120 of 1978.
6. Providing the institutes with specialized teaching staff in the tourism sector from the TA should be.

Research Plan

The plan aims to illustrate the role of the TA in managing professional tourism education. It focuses on the research's objectives, problem, importance, hypothesis, and research methods by reviewing the concepts of the research, including the TA, management, law, legislation, development, institutes, and tourism. Furthermore, the research will examine previous studies and the timeframe of the research. It also provides a historical overview of the TA and the development of significant laws and regulations pertaining to the tourism sector. It will specifically discuss the impact of Law No. (120) of 1978 on Tourism and Hospitality Institutes, as well as Decision No. 54 of 2015, which outlines the establishment and operation of tourism and hospitality institutes in Iraq. The research will explore the functioning of these institutes based on Decision 120, previous initiatives of the TA, and the outcomes of professional tourism education. Additionally, the research will address the operational procedures within the Ministry of Education as per Decision 54.

Moreover, the main objective of this research is to propose strategies for enhancing the professional tourism education system in tourism and hospitality institutes. This will involve clarifying the responsibilities and functions of various departments within these institutes, such as the departments of front office, food production, food and beverage service, and housekeeping. Additionally, the research will examine the existing working conditions in these institutes based on the Ministry of Education's system and emphasize the significance of practical training in the development of the tourism education system. Furthermore, the research will discuss the establishment, management, and staffing of these institutes. The practical aspect necessarily provides training supplies in all four departments of the institute, in addition to two important proposals: firstly, opening a training center in the TA, and secondly, working on granting approval to open private tourism and hotel institutes according to the TA Law No. 14 of 1996. This will lead to a number of important conclusions, including contributing to achieving sustainable development in the professional tourism education sector,

and the need for the government and relevant tourism entities, represented by the TA, to collaborate in addressing the shortcomings of the work and the impact of Decision No. 54 of 2015 on the outcomes of professional tourism education.

Research framework

This section discusses the most important aspects covered in the research, including the problem, significance, objectives, research areas, and hypotheses.

Research problem

Iraq has the potential to become a highly attractive tourist destination in the future due to its abundant human resources and natural and archaeological attractions. However, there is a need for the implementation of effective laws and regulations, as well as the revision of fees, fines, and subscriptions in the tourism industry. Specifically, legal legislation should be established to govern tourism and travel institutes, ensuring that their operations are well-regulated and aligned with their objectives.

The research problem lies in the outdated legal regulations that fail to keep up with the advancements in the tourism sector. Additionally, there is a multitude of government entities overseeing tourism facilities in general, as well as specialized tourism institutes. In addition, Law No. 54 of 2015 was passed, leading to the shift of responsibility for overseeing tourism and hotel institutes from the TA to the Ministry of Education. However, the Ministry of Education lacks personnel with specialized knowledge in the field of tourism, and Law No. 120 of 1978 has not been revoked. Following its amendment, Law No. 120 of 1978 was reinstated. We aim to incorporate research on strategies for administrative reform within government departments to conduct a study on the legislative impact of laws presented to the State Council, with the goal of prioritizing their implementation.

Research significant

The research on legal regulations is of great importance to the outcomes of the tourism sector and vocational tourism education. Therefore, the significance of the research lies in:

1. Preparing, training, and qualifying graduates in accordance with Law No. 120 of 1978.
2. Providing job opportunities for graduates of tourism and hotel institutes in the tourism sector by appointing students as stipulated in Law No. 120 of 1978.
3. Preparing and developing the skills of teachers.
4. Providing specialized teaching personnel in the tourism field to the institutes through the TA.

Research objectives

The research objectives are embodied with the followings:

- 1- Empowering the TA to manage tourism and hotel institutes in Iraq,
- 2- Restoring work mechanisms for tourism and hotel institutes according to Law No. 120 of 1978. Such mechanisms can be activated after making modifications that keeps up with the country's economic conditions regarding fines and fees. Additionally, a paragraph was added to grant students of the institute academic documents to some related colleges, including colleges of management, accounting, police, and media, to integrate these colleges with tourism work.
- 3- Enacting new legislation and laws for the public benefit.
- 4- Developing and nurturing human resources capable of working in the hotel field.
- 5- Cancelling Law No. 54 of 2015.
- 6- Providing students with the necessary knowledge and skills to enable graduates of the department to practice tourism work.
- 7- Providing tourism and hotel institutes with specialized teaching and administrative personnel in the tourism field.
- 8- Making tourism a good source of specialized vocational education in the tourism sector.

Research hypotheses

1. Legal tourism regulations have significant impacts on the outcomes of vocational tourism education in tourism and hotel institutes in the future.
2. The management of tourism institutes is affected by the vision and strategic decisions of senior leadership that oversee the educational process.

Research design

Various Arabic and foreign sources and references have been adopted to obtain data in order to arrive at scientific facts and results that serve the subject of this research.

Definition of terms

This section will review some of the concepts of TA, Management, Law, Legislation, Institutes, Tourism. Additionally, it will cover previous studies and the temporal limitations of the research.

Research concepts

TA is a body that manages, directs, and monitors tourism affairs in Iraq based on profit and loss. The TA has legal personality and financial and administrative independence (Al-Waqa'i Al-Iraqiya Newspaper, 2000). **Management** is a crucial process that involves understanding how organizations can effectively achieve their goals. It involves developing and implementing strategies to ensure success (Rabvier, 1975). **Law** is a system of guidelines and regulations that establish order in society, structure its functioning, and define the rights and responsibilities of individuals. This is due to the fact that justice is a core principle underlying the concept of law (Badeer et al., 2011). **Legislation**, as the governing body in the state, is responsible for creating legally binding rules in written form. These rules are put in place to regulate societal relationships in accordance with established procedures. Legislation is considered a primary source of law (Al-Shawi, 2011). **Development** is a multi-dimensional project that aims to raise the highest levels of life for all people, surrounding the structural transformations of society (Al-Dulaimi, 2004). **Tourism Institutes** are institutes specialize in preparing qualified professionals in the fields of tourism and hospitality (Al-Waqa'i Al-Iraqiya Newspaper, 1978). **Education** is the process of acquiring behaviors, skills, and experiences that result in progress and development of the human mind and all human activity. Over time, these experiences, information, and knowledge accumulate, where they are received and transmitted across generations (Al-Zughoul, 2003).

Previous studies

Researchers are often interested in examining previous studies to gain insights from other researchers' experiences. By doing so, they can enhance their research process by building upon existing scientific foundations and best practices. Additionally, exploring previous studies allows researchers to find solutions, make recommendations, and contribute to the overall knowledge in their field. However, in our current research, despite thorough searches in both paper and electronic theses and dissertations within and outside Iraq (regionally and internationally). No previous studies or research on the laws of tourism and hospitality institutes in Iraq have been found. Therefore, this research can be considered as the first of its kind to address this specific topic in Iraq.

Law No. 54 of 2015

This section deals with Law No. 54 of 2015 regarding the establishment of tourism and hotel institutes in Iraq. It is also focuses on the system and mechanisms of work in those institutes and the regulation of the Ministry of Education for this sector. The research also includes proposals for developing the vocational tourism education system in tourism and hotel institutes as a model.

Firsts: Law No. 54 of 2015, stipulates the dissociation of all tourism and hotel institutes from the Ministry of Tourism and Antiquities and their attachment to the Ministry of Education, General Directorate of Vocational Education (MEGDVE), including all their members, rights, and obligations. Article 1 states that all hotel and tourism institutes are dissociated from

the Ministry of Tourism and Antiquities and attached to the MEGDVE, including all their members, rights, and obligations (Al-Waqa'i Al-Iraqiya Newspaper, 2016).

Second: In Iraq, the TA oversees the management of tourism institutes. The department of Education and Tourism Development consists of several vocational educational institutions that focus on training professionals for the tourism industry. Specifically, these institutions aim to prepare individuals for middle-level positions in the hotel sector, with the goal of enhancing tourism services across all tourist facilities. The objective is to elevate the quality of tourism to a level comparable to that of advanced countries, ultimately contributing to the development of the tourism sector and improving the balance of payments.

Third: Duration of stud. Study at the tourism institute has a peculiarity, as the method and mechanism of study are three years as follows:

1. The duration of study at the institute is two years. The first year of study is alternating between theoretical and practical weeks.
2. The evaluation year, which spans a period of twelve months, involves practical training in leading hotels, including those in the first-class, excellent, and private sectors. This training begins on June 1st and continues until June 15th of the following year, with students being supervised by specialized professors from the institute. During this time, students receive training specific to their specialization. To obtain their final grade, students are evaluated through a combination of factors: a special evaluation conducted by both the hotel management and the institute's monitoring unit, each accounting for 20% of the final grade, and a written exam grade that makes up the remaining 60% of the final grade. The curriculum for the first and second years of study consists of a range of academic subjects which include Arabic, English, French, tourism geography, Islamic studies, public relations, hotel accounting, computer skills, nutrition, and human rights. In addition to these academic subjects, students will also receive practical training in various departments specializing in front office, hotel management, food and beverage service, and food production.

Fourth, institute certificate: graduates from tourism and hotel institutes are awarded a professional certificate equivalent to a preparatory school certificate for the purpose of determining their salary and acceptance into relevant higher education studies, according to Article 5 (2) of the Tourism and Hotel Institutes Law No. 120 of 1978.

Departments of tourism institutes

In this section, we will explain the work of the professional departments in tourism and hotel institutes, including the *front office department*, *food production department*, *food and beverage service department*, and *hotel management department*. We will also discuss the current work situation in tourism and hotel institutes according to the Ministry of Education's guidelines.

1. **Front office department** is considered the main nerve center for all hotel activities, with the aim of serving guests. It consists of several sections, including *reservations*, *inquiries*, *reception*, *service and luggage carriers*, *telephone messages and calls*, and *front office cashiers* who manage guest accounts, departures, and settlement of bills. It refers to the administrative and accounting services provided by the hotel to guests before, during, and after their stay (Tawfiq, 1997).

Hotel administrative and accounting services encompass a range of tasks that are carried out by the hotel staff to assist guests before, during, and after their stay. These services involve managing various aspects of the front office, such as reservations and room sales, as well as handling reception, registration, room assignments, inquiries, mail and key services, luggage assistance, and communication services like telephone, telegraph, and computer services. Additionally, they involve managing food and beverage accounts, menu preparation, payment collection, room service, and maintaining accurate accounting and statistical records on a daily and monthly basis. These services also account for future possibilities and may include additional services as required.

2. **The department of food production** encompasses the various processes involved in transforming food ingredients into delicious meals, desserts, and other dishes. This includes cooking techniques, food preservation, storage, and knowledge of cutting methods for meat, poultry, and fish. The department is responsible for preparing and cooking food in accordance with health and culinary standards, fulfilling customer orders, calculating quantities and nutritional values, adhering to safety regulations, determining costs and prices, maintaining records, managing inventory, and generating reports. Overall, the department oversees and coordinates the operations of all sections within food production.

3. **Department of food and beverage service** is responsible for managing and delivering food and drink services in line with customer preferences and sales goals. This entails understanding international service practices, setting up and managing dining areas, preparing a variety of drinks, marketing and promoting meals to align with hotel policies and customer preferences, planning and executing events, utilizing effective pricing strategies, generating reports and statistics, managing orders, and overseeing the overall operations of the food and beverage sections.

4. **Department of housekeeping** refers to the administrative and operational services required to ensure guests' comfort and well-being. The work includes preparing and arranging floors and rooms, laundry and ironing services for room linens, restaurant linens, and guest clothing, supervising the arrangement and cleaning of public areas in the hotel, and room inspection services from a housing perspective.

5. **The tourism and hotel institutes work according to the Ministry of Education's mechanism.** The Ministry of Education operates according to the Vocational Education Law No. 16 of 2016. Most of the curricula of the tourism and hotel institutes have been changed without proper planning. Additionally, a tourism management department has been added, which is studied in colleges. The study plan for the tourism and hotel branch is as follows:

1. Department of tourism management: The curriculum for the first, second, and third years of study includes both academic subjects and practical skills. Academic subjects consist of the Quran, Islamic education, Arabic language, English language, addition of the Kurdish language (replacing French), physical education, Iraqi tourism geography, principles of tourism and hotel management, principles of accounting, and computer applications. Practical skills include knowledge about landmarks and archaeological sites in Iraq, public relations, hotel accounting, hotel and restaurant management, tourism economics, tour guiding, tourism marketing, sustainable tourism, tourism planning, travel management, and online booking.

2-Department of food production: It includes the academic subjects in the first, second, and third years, which include academic curricula such as the Holy Quran and Islamic education, Arabic language, English language, Kurdish language, physical education, Iraqi geography, principles of tourism and hospitality, principles of accounting, and public relations. As for practical skills, they include hotel and restaurant management, and tourism marketing. Noting that the hotel and restaurant management textbook will be replaced from the second year to the third year starting from the academic year 2022-2023.

3-Department of front office covers various academic subjects and practical skills throughout the first, second, and third years. Academic curricula encompass subjects like the Holy Quran and Islamic education, Arabic language, English language, Kurdish language, physical education, computer applications, Iraqi tourist geography, and principles of accounting. On the other hand, practical skills involve learning about Iraqi landmarks and archaeological sites, public relations, hotel accounting, tourist guidance, travel management, and electronic reservation systems, as well as tourism planning.

4-Department of housekeeping includes academic subjects in the first, second, and third years (i.e., the Holy Quran and Islamic education, Arabic language, English language, Kurdish language, physical education, computer applications, Iraqi tourism geography, principles of accounting, public relations, landmarks and archaeological sites in Iraq). As for practical skills, this department includes (hotel accounting, tourism planning, travel management, and electronic reservation systems, tourist guidance).

5. Department of hospitality management: It has academic courses including Quran and Islamic education, Arabic language, English language, Kurdish language, physical education, computer applications, Iraqi tourism geography, principles of tourism and hotel management, principles of accounting. As for practical skills, this department offers hotel accounting, public relations, tourism marketing, nutrition, hotel and restaurant management. Noting that Hotel and Restaurant Management course book will be adopted for the third year instead of the second year for the academic year 2022-2023.

6. It seems that most curricula have been changed to incorporate more theoretical aspects rather than focusing on practical aspects. Practical courses are crucial for preparing middle-level cadres by providing them with practical work experience related to their specialization. Previously, the teaching workload in the practical field was five hours per week, alternating

between a theoretical week and a practical week for the third academic level. However, the internship and evaluation year for third-year students has been canceled. Currently, practical training is only two hours most of the time, and it is not effectively implemented due to the lack of financial resources in the education sector, with only 45 days available. This period is insufficient to train middle-level cadres capable of working in the tourism sector. This is in addition to the ministerial exam and the shortage of specialized teachers in both the academic and professional fields of tourism.

7- One of the failures of transferring the institutes to the Ministry of Education was identified as not granting students an academic document for the years that preceded the transfer of the tourism and hotel institutes to the Ministry of Education. It is exclusively before the dismantling of the institutes in the year 10/31/2019. The TA/Tourism Training and Development Department worked to address it quickly according to contacting the Ministry of Education/Directorate of Vocational Education/Authentication of documents.

8. A significant shortage of teaching staff has been diagnosed in the institutes due to a large number of teachers reaching retirement age.

Practical aspect

In this section, the research focuses on the practical aspect of developing the tourism education system in tourism and hotel institutes. This includes areas such as construction, administration, staff, previously approved financing, and proposed financing methods suggested by the research.

Developing the educational work in tourism institutes and hotel management

Tourism and hotel management institutes are vocational schools that specialize in preparing mid-level professional staff to work in hotels and the four departments: front office, food and beverage production, food and beverage service, and hospitality management. These institutes draw most of their elements from the foundations established when the institutes were created, which necessitates planning for the following:

1. Construction: To ensure that tourism and hospitality institutes perform their work effectively, they should have exceptional and suitable laboratories. These laboratories should include front office labs, hospitality management labs, service labs, food production labs, refrigerated storage areas, and other storage areas for operational and training equipment and supplies. These laboratories require specialized devices and equipment that meet the standards of world-class hotels.

2. Administration should be appropriate and have academic expertise in the field of tourism, both the institute's director and professional instructors.

3. The staff: According to Article 13, which states that the regulations and instructions applicable to vocational schools and institutes regarding exams, success and failure, discipline rules, penalties, leaves, and holidays, shall apply. The institution has the authority to make necessary amendments according to the nature and requirements of studying and training in the institutes, in coordination with the Vocational Education Institution.

4. Finance. It was previously supported by a financial budget for spending on training, teaching, etc. from the Ministry of Finance and the TA, and the pace of disbursement was centralized in the form of operational advances.

5. Funding suggestions

- 1- Writing to the Ministry of Finance to allocate funding for the educational process within the general state budget, specifically for the education sector, considering that the TA is a self-financing entity and the government is responsible for providing funding for education and schooling.
- 2- The optimal investment for the training process is through selling food products in the institute cafeteria.
- 3- Employing human resources trained in hospitality to assist in official seminars and conferences has dual benefits. Firstly, it enhances their self-confidence through valuable training opportunities. Secondly, it contributes to the institute's financial budget by providing monetary compensation, with a portion allocated as a reward to the participating students.

Providing training supplies in institute departments

In this section, the research addresses the practical aspects of the necessity to provide training facilities in all four departments of the institute. Additionally, I will propose two important suggestions: firstly, the establishment of a training center within the TA, and secondly, working towards obtaining approval to open private tourism and hospitality institutes in accordance with TA Law No. 14 of 1996.

First: The training supplies that must be available: The laboratories and supplies that the four departments need are allocated to each department and can be summarized as follows:

1. The front office ⁽¹⁾ includes modern reservation systems, traditional room reservation methods like racks, telephones, reservations, and inquiries, a computer with department devices, key panels for holding keys, reception and information counters, copying and printing devices, various cabinets and tractors, offices for management, a cash register, and documents and publications used and circulated in the front office section of major hotels as a means of illustration. There is also a theoretical classroom available (Ministry of Education Committee, 1993).

2. The hotel management section comprises of two small suites and one large suite that are specifically designed for training purposes. These suites are equipped with all the necessary facilities. Additionally, there is a laundry and cleaning system which includes laundry facilities, flower arrangement workshops, sewing workshops, and more. The section also houses illustrative materials such as documents and publications that are commonly used in the hotel management departments of prominent hotels (Thamer & Abdullah, (1994).

The service (3) encompasses food and beverage offerings, necessitating an elegant restaurant with well-arranged tables and chairs to cater to customers' dining preferences. Additionally, there are various food display tables provided to enhance the dining experience. In order to operate smoothly during meal times, the establishment requires various devices for heating and preserving food, a cash register machine, a dedicated area for washing and cleaning dishes, as well as equipment and supplies. It is also necessary to have special cabinets for storing daily used dishes, plates, and cups, and a designated area for preparing and serving a variety of drinks, including alcoholic and carbonated beverages. Furthermore, a changing room for workers or students, a sub-storage area for primary materials, and tablecloths and furnishings for the restaurant are essential. Lastly, there is also a theoretical classroom available for training purposes (Adib, 1994).

4. Department of food production is one of the most important departments. It consists of several sections, including the hot and cold kitchen, salad section, butcher section, pastry and bakery section (Sia, 1994). All necessary equipment, machines, and supplies must be available in this department at the level of world-class and excellent hotels, including but not limited to the following:

- 1- Warehouses of all kinds, refrigerated or for storing raw materials from which food is made, its accessories, equipment, and operating requirements.
- 2- Cooking appliances according to the number of trained students.
- 3- Places for washing dishes, used equipment and supplies
- 4- Various pots for all purposes and different capacities.
- 5- Water and other liquids drainage network.
- 6- Aspirators to extract gases and vapors formed as a result of cooking from ovens, cookers and stoves.
- 7- A theoretical classroom for practical lessons.
- 8- Changing room.

To ensure seamless delivery of food according to customer orders, it is essential to establish interconnectedness between the dining halls of the food and beverage service department and the food production department. This can be achieved by integrating equipment, operational supplies, and construction materials. Additionally, it is crucial to prioritize cleanliness and hygiene by creating shared spaces for washing and providing facilities such as changing rooms and lockers.

Secondly, a proposal to establish a training center by the TA in the department of training and tourism development is suggested to implement qualification courses for the proper training and development of tourism service providers for all tourism facilities, including hotels and restaurants in the private and mixed sectors, and granting

them an experience certificate. Hotel and restaurant owners are required not to employ professional tourism specialists without obtaining an experience certificate issued by the TA.

Thirdly, a proposal is made to grant approval for the establishment of private tourism and hospitality institutes.

These professional educational institutions focus on training middle-level employees for the tourism sector, specifically in hotel management, front office operations, hospitality, and food production. Their goal is to improve the quality of tourism services in all tourism establishments and meet international standards and ISO quality requirements. By aligning with the standards of developed countries in the tourism industry, they aim to foster development in different areas and promote sustainable tourism growth. Additionally, it ensures the contribution of the tourism sector to national income development and maximizes the resources of the TA through optimal employment, as stated in Article 9, Clause 12, and Article 30, paragraph 8 of TA Law No. 14 of 1996 (Al-Waqa'i Al-Iraqiya Newspaper, 2014). The TA has been given the power by law to grant licenses for the establishment of tourism and hospitality institutes. The Board of Directors of the TA is considering the implementation of regulations, conditions, and procedures to ensure the effective utilization of this law, as stated in Article 1, Article 2, and Article 3. Alternatively, there is also the option of introducing a new law or issuing instructions to address the aforementioned proposals, as mentioned in the law and its relevant sections. It is important to highlight that there is a current demand for professionals and experts in the tourism industry.

Article 9: The President of the Authority shall assume the powers and perform the tasks necessary to achieve the objectives of the Authority.

Twelfth: Granting licenses to open institutes and training centers for tourism professionals in the public, mixed, and private sectors.

Article 30: The opening of institutes shall be determined by instructions proposed by the Board of Directors and approved by the Council of Ministers:

Eighth: Conditions for opening institutes and training centers for the workforce in the tourism sector and the rules of operation within them.

Positive reasons

- 1- Exclusive management of professional tourism education by the tourism sector.
- 2- Maximizing the resources of the TA.
- 3- Utilizing holders of higher degrees specialized in tourism to implement specialized courses.
- 4- Enhancing the quality of tourism services.
- 5- Developing tourism human resources in accordance with practical work mechanisms.
- 6- Optimal investment in the TA Law.
- 7- Addressing the shortage of human resources through specialized teaching staff in tourism education.
- 8- Providing employment opportunities for a large number of young people, particularly students from the Institute of Hotel Tourism, and contributing to reducing unemployment rates.

CONCLUSIONS

The research leads to several important conclusions; they contribute to achieving sustainable development in the professional tourism education sector:

- Tourism legislation should be introduced in the tourism sector.
- There is a significant impact of laws and regulations on the outcomes of professional tourism education.
- The management of tourism and hotel institutes is greatly influenced by the vision of senior management responsible for vocational tourism education.
- The proper work mechanisms in the tourism sector should be reinstated according to Law 120 of 1978, after amending its provisions to meet the requirements of the current stage.
- The upper management responsible for professional tourism education has a significant impact on the management of tourism and hotel institutes.
- Re-establishing proper work mechanisms in the tourism sector according to Law 120 of 1978, after amending its provisions to meet the requirements of the current stage.
- There is a duplication in the management of the Ministry of Education for tourism institutes in terms of implementing Vocational Education Law No. 16 of 2016 and granting academic certificates to tourism colleges according to Law 120 of 1978.

- The Ministry of Education is unable to provide tourism teaching staff and develop the skills of current teachers.
- There is confusion in managing the professional tourism education process in tourism institutes and relying more on theoretical curricula than practical training.
- Students are unable to graduate with the necessary skills to enter the tourism workforce due to their inability to practice practical training to refine their personalities.
- The Ministry of Education has limited physical capabilities to provide practical training requirements, such as operational supplies, and students lack desks and chairs.
- The Ministry of Education is unable to provide hotels for practical training for students.
- The number of printed books by the Ministry of Education is very limited; they do not meet the purpose, leading to a significant shortage of textbooks. These textbooks should be sent to students in PDF format.

RECOMMENDATIONS

The researcher has concluded the necessity of combining the efforts of the government and the concerned parties in the tourism sector, represented by the TA, to address the failures of the work and the repercussions of Decision 54 of 2015 on the outcomes of professional tourism education.

Firstly, the recommendations we have come up with are:

- 1- The implementation of legislative regulations in educational tourism promotes the growth and enhancement of tourism institutes, thereby benefiting the local community's development.
- 2- It is recommended to reconsider the hasty decision of disconnecting tourism and hotel institutes from the TA and attaching them to the Ministry of Education, as the latter may lack the necessary expertise and oversight required for professional tourism education, which is the exclusive responsibility of the TA.
- 3- Emphasizing the importance of preserving and nurturing human resources, as well as fostering creativity in the management of tourism institutes.
- 4- Contributing to the reduction of unemployment rates by creating employment opportunities for individuals working in the tourism industry.
- 5- Establishing and nurturing regional and international connections to leverage the academic development of institutes through the exchange of tourism experiences .

Secondly, my recommendations include updating the laws of regulating travel companies, offices, agencies, and tourism classification to keep up with tourism and economic changes and amending Law 49 of 1983 regarding fees and fines.

Thirdly, I propose a modification to Article 8, paragraph 2, which currently states that "advanced stage graduates have the option to pursue further studies in colleges and high institutes in relevant fields either domestically or internationally." My suggestion is to amend this to allow students from the institute to obtain academic certificates from certain related colleges, such as those specializing in administration, accounting, police, and media. This would enable a closer integration of these colleges with the field of tourism.

Fourthly, addressing funding methods in tourism and hotel institutes.

Fifthly, optimally investing in the TA Law and benefiting from its provisions that grant the authority the right to serve for the public interest and meet tourism work requirements concerning the two mentioned proposals.

Lastly, utilizing specialized staff from the TA, whether academic or professional, to fill the shortage of teachers in tourism and hotel institutes.

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