



جامعة الموصل
كلية الإدارة والاقتصاد

المسؤولية الاجتماعية وفق المواصفة ISO 26000: 2010
كألية لتحسين جودة التعليم المهني / دراسة مسحية لمدارس
الاعداديات المهنية التابعة لمديرية تربية نينوى

الدبلوم العالي
في قسم الإدارة الصناعية / إدارة الجودة

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المستخلص

يهدف هذا البحث إلى تحليل وتقييم مدى توفر متطلبات المسؤولية الاجتماعية وفق متطلبات المواصفة الدولية ISO 26000:2010 ومستوى تطبيق مؤشرات جودة التعليم المهني المعتمدة في التقرير الوطني لقمة تحويل التعليم (2022)، وذلك في المدارس المهنية في محافظة نينوى. إذ تم تأشير مشكلة البحث في وجود فجوة واضحة بين مخرجات التعليم المهني ومتطلبات سوق العمل المحلي، خاصة في بيئة ما بعد الصراع (تحرير محافظة نينوى 2017) مما يستدعي نموذجاً للشراكة والمساءلة الفعالة.

اعتمد البحث المنهج الوصفي التحليلي، وأعدت قائمة فحص موحدة لقياس مستوى التطابق مع سبعة متطلبات رئيسية للمسؤولية الاجتماعية: (الحوكمة التنظيمية، حقوق الإنسان، ممارسات العمل، البيئة، ممارسات التشغيل العادلة، قضايا الطلاب، المشاركة المجتمعية والتنمية)، بالإضافة إلى مطلب ثامن لجودة التعليم المهني وفقاً للتقرير الوطني لقمة التحويل 2022. طبقت الأداة على (17) مدرسة مهنية. أظهرت النتائج أن مدارس التعليم المهني في محافظة نينوى تمتلك مستوى من الالتزام بمتطلبات المسؤولية الاجتماعية وجودة التعليم، ولا سيما في مجالات حقوق الإنسان والحوكمة التنظيمية، في حين برزت فجوات واضحة في المشاركة المجتمعية والتشغيل العادل، كما كشفت المقارنات عن تأثير واضح للعوامل البنيوية والموقع الجغرافي على مستوى الأداء، حيث حققت مدارس مركز قضاء الموصل نتائج أفضل من المدارس الطرفية محدودة الموارد.

وانطلاقاً من هذه المعطيات، خلص البحث إلى أن تطوير التعليم المهني يستلزم معالجة الفجوات التطبيقية وتعزيز العدالة المؤسسية وتوسيع الشراكات المجتمعية. وبذلك تمثل النتائج إطاراً عملياً يدعم تبني استراتيجيات تحسين مستدامة ترتبط برؤية العراق 2030 وأهداف التنمية المستدامة في القطاع التربوي.

الكلمات المفتاحية: المسؤولية الاجتماعية، ISO 26000:2010، جودة التعليم المهني، التعليم المهني، تربية نينوى، الإحصائيات المهنية .

Abstract

This study aims to analyze and evaluate the degree of availability and implementation of Social Responsibility (SR) requirements, as defined by the ISO 26000:2010 standard, within vocational schools in Nineveh Governorate, in parallel with the implementation of vocational education quality indicators adopted in the National Report of the Education Transformation Summit (2022).

The research problem stems from the evident gap between the outputs of vocational education and the needs of the local labor market, particularly during the post-conflict period following the 2017 liberation of Nineveh. This gap highlights the need for an effective model of partnership and oversight.

The research adopted a descriptive-analytical approach and developed a standardized checklist to measure the level of compliance with seven key social responsibility requirements: organizational governance, human rights, work practices, the environment, fair employment practices, student issues, community engagement and development, in addition to an eighth requirement for the quality of vocational education, as outlined in the National Transformation Summit 2022 report. The instrument was applied to 17 vocational schools.

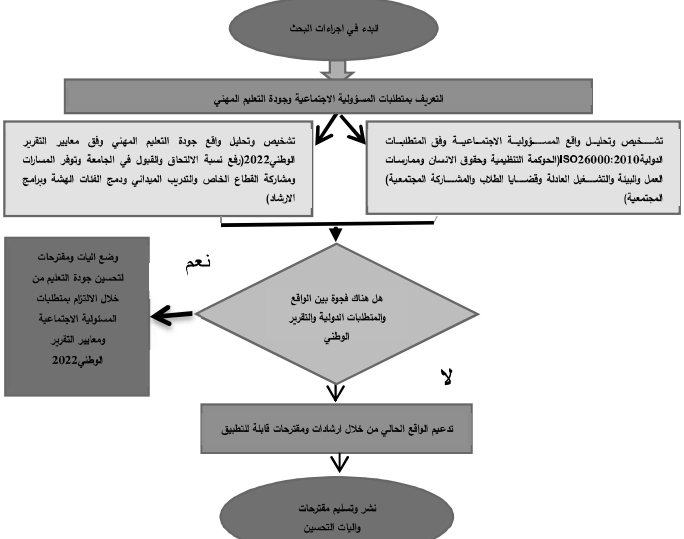
The results showed that vocational schools in Nineveh Governorate demonstrate a level of commitment to social responsibility and quality education requirements, particularly in the areas of human rights and organizational governance. However, significant gaps emerged in community engagement and fair employment practices. Comparisons also revealed a clear impact of structural factors and geographical location on performance levels, with schools in the Mosul district center achieving better results than those in peripheral, resource-limited schools.

Based on these findings, the research concluded that developing vocational education necessitates addressing practical gaps, strengthening institutional justice, and expanding community partnerships. Thus, the results provide a practical framework to support the adoption of sustainable improvement strategies aligned with Iraq's Vision 2030 and the Sustainable Development Goals in the sector.

Keywords: Social Responsibility, ISO 26000:2010, Vocational Education Quality, Vocational Education, Nineveh Education Directorate, Vocational Preparatory Schools.

Filler

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HIGHLIGHTS	GRAPHICAL ABSTRACT
Chapter One: Research Methodology and Procedures Section One: Research Methodology Section Two: Procedures Used in the Research Chapter Two: Theoretical Framework Section One: Social Responsibility Section Two: Quality of Vocational Education Chapter Three: Applied Aspects of the Research Section One: Gap Measurement and Analysis Section Two: Discussion of Results Chapter Four: Conclusions, Recommendations, and Implementation Mechanisms Section One: Conclusions Section Two: Recommendations and Implementation Mechanisms	
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**Social Responsibility According to the ISO
26000:2010 Standard as a Mechanism for Improving
the Quality of Vocational Education: A Survey Study
of Vocational Preparatory Schools Affiliated with the
Nineveh Education Directorate**

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