
All members were invited to contribute to a discussion of the progress of the TF during its first year. Focus was on the relevance/importance of its role, yet discussion also touched on the status of the work groups and their respective agendas. Notes below are first grouped by theme, and then comments specific to the progress of the recommendations/proposals first

The UNESCO documents and roadmaps were translated into Kurdish through TF funds.

TVET reform and expansion impacts Grade 9, Grade 12, and higher education; it also involves the Ministry of Labor & Social Affairs and Ministry of Planning.

Therefore, a holistic approach needs to be presented with a view to infusing the new approach/mindset into the regulations of all of the above – an infusion across the whole system – multiple owners.

After receiving the input from the TF, the Education Committee of Parliament met with the Ministry of Education to review a set of revisions to the draft law. The revisions were adopted.

The KRG has approved the formation of an accreditation body, linked to the PM's Office, to independently set standards and provide assessment and monitoring of schools and universities. Only a few details of its charge have been publicized. TF members involved in the initiative were asked to share information and suggest how the TF could participate.

The accreditation body is currently in the process of reviewing and adopting/adapting standards written by the Middle States Commission on Higher Education. While all schools and universities will be required to meet the standards as written and approved, there will need to be flexibility to accommodate the diversity of public, private, international, for-profit, and not-for-profit institutional models currently in Kurdistan. There will also need to be mechanisms for capacity-building within the schools and universities to assist them in reaching the benchmarks and addressing deficiencies.

An important discussion item would be the development of a Kurdistan-specific definition of educational and student “success”. For schools, it would be focused on students' persistence to graduation and meeting learning outcomes per grade level. For universities, it should be employment rates rather than graduation numbers that are studied, though there are external issues that are beyond the control of the educational system. In other countries, funding is tied to the school's/university's ability to reach the targets.

The accreditation body's agenda and the TF's agenda are complimentary. It is hoped that there are joint sessions to maximize information sharing and effectiveness.

The recurrent theme through all discussions, at all levels, is to ensure that school and university graduates are prepared for employment as outlined in Vision 2030. UNESCO

gender equity, social and ethnic cultural issues and stereotypes, kindergarten, first-grade as delayed entry point, first-year curriculum.

University Admissions & TVET

Both agendas need to complement each other; this will strengthen the narrative and its presentation to decision-makers and the public.

Discussion should include the fact-finding of the work groups, stakeholder (student) perceptions, and community-centered reform. Data and evidence should strengthen the arguments.

Members agreed that it is time to stage a public event to present the work of the TF to decision-makers and the public. It is important that the venue be highly accessible for the target audience. Venues in Erbil will be investigated. Preliminary discussion identified the latter half of October for the event.

A meeting was scheduled for August 14 at CUE to discuss the program and logistics for the event.