K-19 Task Force
Minutes of Meeting, December 9, 2021
UKH

Agenda:
10:30-12:15 Working Group Sessions
1. University Admissions
2. TVET
3. K-12 Curriculum
12:15-1:00 Lunch
1:00 – 3:00 Full Task Force Session
3:00 - 3:15 Coffee Break
3:15 - 4:15 Full Task Force, continues

Attending the full session of the Task Force:

Shelan Khalil (ME)
Abdulqader Kakasur (UNICEF)
Dr. Galawezh Obaid Othman (Education and Higher Education Committee, Parliament)
Vida Hanna (CUE)
Behar Ali (EMMA)
Dr. Amanj Saeid (MHE)
Dr. Mohammad Ahmed (MHE)
Dr. Naznaz Muhamad (Education Committee, Parliament)
Dr. Zana Ibrahim (UKH)
Kirstin Crawford (UKH)
Dr. Randall Rhodes (AUK)
AbdulSalam Medeni (Rwanga

Absent:
Bashdar Sarbaz (ME)
Salih Akyol (Zakho BIS)
Jayne Laurna B McAdam (Duhok BIS)
Dr. Soran Saeed (SPU)
Sherwan Mohammed Mahdi (GIZ)
Dr. Mildred Libot, AUK
Nashwan Mohammed (British Council)
Dr. Izaddin Ahmad Aziz (Salahaddin University)
Dr. Honar Issa (AUK)

Note: Members of the TVET Work Group were not in attendance on December 9. Therefore,
there was no meeting of that Work Group or report on their progress.

Under the structure outlined in the current draft law submitted by the MoE, students will be taking
4 major exams: after 10th grade, after 11th grade, after 12th grade, and a HS certification exam.
Tests are multiple choice with a focus on disciplinary knowledge.
The work group proposes that first, the Ministerial Exam (HS certification exam) be replaced by a
University Admissions Exam under the purview of the MoHESR. Assessment needs to address skill
sets (e.g. problem solving, quantitative reasoning, scientific reasoning, critical thinking) and
disciplinary knowledge, possibly modeled on the SAT 1 and SAT 2. Of prime importance is the need
to identify test question writers who understand assessment tools and the alignment of the
questions to the objectives of the tool.
Second is the timeline for the administration of the University Entrance Exam and beginning of the

develop the life skills course textbooks, which was deemed a success. But the history reveals that
there is a lack of clarity among stakeholders between textbooks and what constitutes a curriculum.

Three challenges were cited: 1) Textbooks are not responsive to the fast-changing world and
regional job market, 2) There is a lack of a Learning Vision, and 3) Teachers are inadequately
prepared, conceptually and in respect to disciplinary knowledge, for the demands of a student-centered classroom of the 21st
 century.

Recommendations cited include: 1) The design and implementation of a curriculum, 2) Textbooks
should be reviewed to respond to both the demands of a curriculum and the job market, and 3)
Teacher capacity should be strengthened.

Discussion Points:
x National Learning Assessment – 4th grade: math and science scores – 60/50% of students do
not perform at expected levels
x Textbooks not to market need; without holding the copyright, it is impossible to
edit/customize content for Kurdistan; takes 2-3 years to revise a textbook.
x Curriculum needs to be redesigned to meet KRG 2030 projections for job market
x Conceptual issue of teaching vs. educating students; ensure competency-based, student-centered culture; the commitment/mentality of teachers; pervasive culture of cynicism
x Need to design a framework for curriculum, a holistic view; identify the SLOs for each
subject at each grade level.
x Past initiatives have been project-based; there needs to be a holistic approach to education,
looking at it systemically – K-12.
x Next step: a research review of initiatives and reports of the past.

The Catholic University of Erbil has offered to host the next meeting of the Task Force. It will be
scheduled toward the end of January. A Doodle poll will be distributed to identify the best date. The
start time will be 10:00; same agenda format.

Meeting adjourned at 4:10.