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Ms. Shelan Khalil (MoE)
Mr. Abdulqader Kakasur (UNICEF)
Ms. Vida Hanna (CUE)
Ms. Behar Ali (EMMA)
Dr. Amanj Saeid (MoHESR)
Dr. Mohammad Ahmed (MoHESR)
Dr. Naznaz Muhamad (Education Committee, Parliament)
Dr. Soran Saeed (SPU)
Dr. Mildred Libot, (AUK)
Mr. Nashwan Mohammed (British Council)
Dr. Zana Ibrahim (UKH)
Ms. Kirstin Crawford (UKH)
Dr. Randall Rhodes (AUK)
Mr. AbdulSalam Medeni (Rwanga)
Mr. Bashdar Sarbaz (MoE)

Absent

Mr. Salih Akyol (BIS)
Dr. Honar Issa (AUK)
Dr. Galawezh Obaid Othman (Education and Higher Education Committee, Parliament)

Guests

Dr. Khattab Shekhany (General Director, MoHESR)
Mr. Hassan Sartip (General Director of Curriculum, MoE)
Mr. Hardi Maroof (Director of Examination, MoE)
Ms. Aram Ibrahim Qanbar (Director of Central Admissions, MoHESR)
Mr. Ibrahim Rashid Hasan (Director of Private Universities, MoHESR)

Called to Order at 1:15

A PowerPoint was quickly presented outlining issues discussed previously including 1) the need for the university admissions process to be more selective as the number of applicants is greater than the number of available seats at state universities (53,00 this year), 2) the use of high school scores/exit exams administered by the Ministry of Education, and 3) the introduction

year-end exam to be administered in May or early June. Only if students qualify for the high school diploma will they be eligible to take the university entrance exam.

5. How many attempts? If students are not satisfied with their score, they will need to wait until the next exam date. At most, the exams could be administered twice a year – July and December. However, retaking the exam results in the students' delayed entry into university.
6. What will be the formula for the balanced calculation of the high school year-end exams and the university entrance exam, as well as the relative balance of the 10th, 11th, and 12th year-end exams with the MoE component? Work group members preferred a 50/50 balance between the high school calculation and the university entrance exam score. The pending draft law contains verbiage on how the MoE score will be compiled.
7. What type of infrastructure is required within the MoHESR to design and oversee the exam? Members were very interested in the structure and role of the MoE's High Committee; this may or may not serve as a model.

The morning session ended with a consensus on recommending to the full Task Force the proposal for a university entrance exam for a vote.

At the afternoon full session of the Task Force, the above was presented. Additional points included:

There are national exams at the end of Grade 4 and Grade 9 that similarly serve as gateways; the latter for institutes and vocational schools. Their aim is to direct students who have not displayed interest/talent in academics to take a path directed toward the professions.

The draft law needs to be further reviewed to assess whether its language supports or obstructs progress toward a university entrance exam. If the latter is the case, it is important to strategize as to how changes/addenda could be introduced.

If the exam introduces a component focused on the assessment of skills – critical thinking, problem solving, information fluency, etc. – then, this would need to be introduced into the curricula of grades 10, 11, and 12. There would need to be teacher trainings/workshops on this new conceptual basis.

The implementation of such an exam would need to wait three years after the proposal is accepted. As stated above, it could not be applied to students already in the pipeline – grades 10, 11, and 12 – since their curricula will not match the exam's conceptual framework. It will only impact students in grade 9 and below.

The presentation concluded with the call for a vote from the Task Force members on their acceptance of the proposal for a university entrance exam. The vote passed.

Dr. Soran presented to the Task Force the status of the TVET initiative in Kurdistan. TVET- Phase 1 is completed; now discussion needs to move onto TVET- Phase 2.

TVET – Phase 1 identified stakeholders and the administrative structure necessary to move forward. While this was initially crafted for Iraq, it can be easily adapted to realities of the KRI and translated into Kurdish. The work group and Task Force can assist in this adaptation. The greatest challenge is the necessity that four ministries need to work together to ensure TVET's success: MoE, MoHESR, Ministry of Planning, and Ministry of Labor & Social Affairs. There would be a national TVET Council with a Board of Directors. The document includes the UNESCO 10 Levels within the

Conclusion

It was agreed that the next step would be to organize an online session to review key components of the draft law. The document would be distributed prior to the session so that Task Force members could identify areas of highest concern so that the session would focus on just those points.

Meeting adjourned at 4:20.
