K-19 Task Force Minutes of Meeting, May 22, 2022 Parliament, Education Committee

Agenda:

Workshop with Education Committee of Parliament to review in detail the Draft Law on Education in the KRI

Attending:

Abdulgader Kakasur (UNICEF)

Dr. Mohammad Ahmed (MHE)

Dr. Naznaz Muhamad (Former Education Committee, Parliament)

Dr. Randall Rhodes (AUK)

Abdul Salam Medeni (Rwanga)

Dr. Honar Issa (AUK)

Dr. Galawezh Obaid Othman (MP)

Burhan Argoshy (MoE)

Workshop

Called to Order: 09:15

The session was exclusively dedicated to the review of the Draft Law. Following are various points raised. NOTE: This is not an exhaustive list of all Articles/ topics discussed.

Title of Draft Law: The law does not encompass all education within the KRI; it predominantly focuses on schools under the supervision of the MoE. For example: schools for disabled children and schools inside juvenile reformatory centers are run by the Min

Philosophical Foundations: How will the system ensure the satisfaction of these critical thinking, problem solving, and other skills dedicated to forming an educated, conscious, innovative, and contemporary Kurdistan individual? Will the guidelines for implementation address such issues?

Teacher-Student Relationship: There will need to be a paradigm shift and continuous professional development for teachers to accomplish this vision. Objectives of the Educational Process: Objectives must be properly worded so ensure that they are measurable.

Kindergarten: As early education is foundational to the development of the individual, kindergarten must be an important component of this new vision for education. While resources are insufficient, it is important to strategize to make kindergarten mandatory, not optional.

-science perspective on regional

and world religions.

There needs to be more clarity on Non-Formal Education (NFE) definition and purpose. Who are the service providers? Relationship and pathways?

fundamental

Electronic Study: This area needs further elaboration. Is online education only to be implemented in times of declared emergency; can it be used for hybrid modalities of instruction? Online technologies are simply tools. What are the structures for ensuring quality online education? Is it subject to different measures than face-to-face teaching-learning, or the same? This is an area needing regulatory frameworks. Governmental Educational Institutions of an International Character: Is this legal? At a minimum, it is an oxymoron. A governmental institutional should be local/public in its philosophical, curricular, and administrative structures, not

Workers of Governmental Institutions: There should be mention of health professionals working an in-school dinic.

Teacher Workloads: There are workload reductions for teachers of 50 years and older. When a system has a deficit in the number of excellent and effective teachers, the option of permitting some of the best and brightest to continue full-time should be retained.

Exams and Textbooks: The only type of assessments herein allowed is exams. The textbooks are approved as the only source for the exams. Therefore, only memorization of the textbooks is measured by these exams. Student learning outcomes can only be measured through a variety of assessment mechanisms; this diversity needs to be recognized. If education seeks to ensure citizenry with life

critical thinking, social responsibility and ethics, problem solving, etc. goes beyond textbooks and multiple choice exams.

National and Ministerial Exams: Articles 92 and 93 outline year-end exams for various grade levels. Some are identified as national exams, others as ministerial exams. The exams need to be properly identified. The design of the exams needs to be evaluated to ensure that they measure the student learning outcomes. Also, the number of exams needs to be assessed to minimize testing anxiety.

Exam Dates: Rather than the Ministerial Exams concluding by the end of the 8^{th} month, they must be completed by the end of the 7^{th}

university admissions procedures prior to the start date of the fall semester. Kurdistan Accrediting Associ Equalization: Within the draft law, the MoE determines the controls for calculating the grades and scores of students of international and foreign non-governmental institutions for the purposes of admission to universities and higher institutes in Kurdistan (equalization). All aspects of setting standards for university admissions fall under the purview of the MoHESR. The MoE provides certification of the

addresses admission eligibility and application procedures.