**K-19 Task Force**

**Minutes of Meeting, 11:00, September 19, 2024**

**Online via Microsoft Teams**

**Agenda**

TVET Presentation and Discussion

* Current status of TVET in Kurdistan (initiatives, governmental actions)
* Quick review of framework for Phase I (already accepted by KRG)
* Quick review of agenda in Phase II
* Where are the obstacles/challenges in the Kurdistan ecosystem?
* How to address these challenges? Where do these fall amongst the ministries?
* Next steps on how to move forward - delegation of tasks to work group members

K-12 Curriculum/Framework

* Quick review of previous discussion
* What format should the framework follow? Which model discussed?
* Next steps on how to move forward - delegation of tasks to work group members

TF Fall Plans

* More research and consultation with experts
* Drafting of documents
* Visits to ministries and/or other offices - identifying target audiences

**Attending** (alphabetical order)

Abdurrahman Wahab, TIU

Behar Ali, Emma Organization for Human Development

Dr. Honar Issa, Scretary-General KAAE

Kirstin Crawford, UKH

Dr. Mohammed Hussein Ahmed, Ministry of Higher Education & Scientific Research

Dr. Randall Rhodes, AUK

Sarkhell Sirwan Nawroly, SPU

Sherine Hassan, AIS

Dr. Soran Saeed, Kurdistan Technical Institute

Syako Sulaiman,

Unable to attend:

AbdulSalam Medeni, Rwanga

Bashdar Sarbaz Mawlud, Ministry of Education

Dr. Galawezh Obaid Osman, MP, Education Committee

Joanne Ball, Cambridge International School

Dr. Naznaz Muhamad, former Education Committee, Kurdistan Parliament

Shelan Khalil, Ministry of Education

Vida Hanna, CUE

Dr. Zana Ibrahim, UKH

**Meeting called to order at 11:10**

**TVET**

Soran began with a presentation on TVET’s ToTs. This is a 6-month program which includes orientation, core training, and discussions on the practical application and assessment of knowledge, skills, and competencies. The design of the curriculum is based on feedback of stakeholders (professional advisory boards). The target audience for the ToTs is the faculty of the institutes. This program is being piloted and will undergo a final assessment on the curriculum.

Generally, the agenda for TVET requires 1) a study of the market to identify courses/programs where there are employment gaps, 2) strong networks with industry to update the curriculum based on current best practices, 3) the maintenance of cultural/regional relevance, and 4) language relevance. There was further discussion on the role of research in identifying programs for development – the identification of competencies required by employers, capacity building for lecturers, and appropriate degree profiles for the respective technical and vocational programs.

Mohammed suggested 1) the need to focus on drafting a framework (strategies for program development, implementation, and ensuring the link between academia and the labor market), 2) the design of assessment mechanisms to ensure student outcomes match the framework’s objectives, and 3) that conversations focus on vocational programs rather than technical programs (not academic).

Other points:

* Behar: Does the development of vocational training include the inputs of a gender expert? As this conversation includes issues of access to and acceptance by the workforce, frameworks needs to be gender-sensitive.
* Abdurrahman: What is the distinction between academic programs and vocational programs? Can the market distinguish between the objectives of the two? The framing of the conversation should be very different for academic programs and those of vocational focus; for example, approaches to assessment, curriculum development, and the identification of instructors/lecturers need to be different.
* Discussion was raised as to the “acceptance” of the UNESCO framework. The response was that the documents lacked specificity needed for effective implementation in the KRI.
* Behar: NGOs also conduct vocational trainings for various segments of society. How will their expertise contribute to the larger agenda?

So, if the Ministries and the KRG all support the advancement of vocational training, then why hasn’t there been progress? What are the challenges? Members agreed that the societal stigma is the principal challenge. Families focus on academic degrees and the related careers, even if employment in those sectors is very hard to find. Public service announcements need to be designed and disseminated to focus on graduates’ readiness for the job market and quicker time for the completion of the training. Question was also raised as to the instructors’ profiles. Rather than academics, the instructors need to be practitioners with years of industry experience.

The conversation shifted to affecting a paradigm shift in public perception. Campaigns should focus on employability. Perhaps, the Ministry of Culture needs to be involved as it oversees communications. International agencies have a vested interest in vocational training and economic growth in Kurdistan.

**K-12 Curricular Framework**

There were no workgroup meetings since the last TF session on August 26.

It was agreed to convene the workgroup to draft a simple framework based on the models previously discussed. Members from the Ministry of Education will be involved. Other international experts will be contacted to see if they can advise the workgroup in the drafting of a framework.

**Next Steps**

Any scheduling of a meeting with governmental stakeholders needs to wait until after the election. Members identified the week of October 27 as a possible window of opportunity. Visits could be arranged in one day and include:

* Ministry of Education
* Ministry of Higher Education
* Group session with Deans of Vocational Institutions and international organizations involved in vocational trainings

The focus for the meetings will be to solicit feedback on the progress of the TVET agenda and identification of challenges. Hopefully through these meetings, the TF’s role in advancing the agenda of TVET will become clear (e.g. contributing to a public service campaign, adapting the current framework to Kurdish realities, or reviewing market studies on vocations with workforce needs).

While visiting the Ministry of Education, the draft framework on K-12 Curriculum will be presented.

The identification of the date and contact of meet participants will occur after the Election.

**Meeting adjourned at 12:45.**