**K-19 Task Force**

**Minutes of Meeting, 13:00, November 13, 2024**

**Online via Microsoft Teams**

**Agenda**

Reports from Workgroups

* Research
* Draft Recommendations
* Strategic Steps for moving forward
  + Visits to ministries and other stakeholders to advocate on K-12 frameworks and TVET full implementation
  + Public forum for presentation and discussion

**Attending** (alphabetical order)

Abdurrahman Wahab, TIU

AbdulSalam Medeni, Advisor to the President

Behar Ali, Emma Organization for Human Development

Dr. Galawezh Obaid Osman, MP, Education Committee

Dr. Honar Issa, Scretary-General KAAE

Kirstin Crawford, UKH

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

Dr. Naznaz Muhamad, former Education Committee, Kurdistan Parliament

Dr. Randall Rhodes, AUK

Sarkhell Sirwan Nawroly, SPU

Sherine Hassan, AIS

Syako Sulaiman, IREX

Vida Hanna, CUE

Dr. Zana Ibrahim, UKH

Unable to attend:

Bashdar Sarbaz Mawlud, Ministry of Education

Joanne Ball, Cambridge International School

Shelan Khalil, Ministry of Education

Dr. Soran Saeed, Kurdistan Technical Institute

**Meeting called to order at 1:03**

**K-12 Curricular Framework**

The discussion began with an update on the progress of workgroup discussions. Sherine presented a draft framework structured into four phases across K-12: Pre-K and K, Elementary, Preparatory/Middle, and High School. The framework identifies competencies and the respective level of fluency/proficiency for each phase. Further discussions with/among MoE experts would map these competencies to content in the textbooks to develop curricula. The competencies would be mapped to individual modules/units, and teachers would be trained to infuse these competencies into the design of the assessments and classroom activities.

To continue the conversations with various stakeholders, **it is necessary to translate the document into Kurdish. Also, a preamble/introduction needs to be drafted. It was suggested to transform the document into a concept paper.** A preamble would include the role of the TF to guide selection of implementation workgroup members and facilitate discussions at various venues. As a selling point, reference should be made to SDG4 and its importance in national development.

Discussion focused on the initial engagement with the MoE. Who to visit? Question was raised as to whether to initiate conversations with the Minister or select experts. Prospective dates for visits were November 26 and 27.

* The point of starting with the Minister was to “check the waters” and ensure his support and guidance. For the Minister, the document should be more formal in structure.
* For initial review by experts, the document could remain in draft form as the experts would assist in expanding the document for further circulation and review. Since the KRG Cabinet has not yet been formed, it is probably best to start with the experts.

UKH agreed to proceed with the translation of the document. After translation, the document could be sent electronically to the MoE experts; a follow-up visit would be scheduled. Honar stated that the meeting with the Minister could be scheduled immediately after review by the experts.

Points regarding Tech Fluency:

* Under tech fluency, students need to understand and be able to responsibly use AI.
* While proficiency in tech fluency is placed in the Preparatory/Middle School years, the curricular introduction to tech and its applications begin much earlier.
* The challenge remains acquiring the funding to build the tech infrastructure within the schools.

**TVET**

There was no report on the workgroup since the last full meeting of the TF. Sarkhell presented the principal issues: the need to update the curriculum, update the lab/tech facilities to ensure they match contemporary workplace realities, build teachers’ capacity, and mobilize the master trainers who delivered trainings previously. From 2016-2019, models were drafted, but never implemented; teachers were trained, but the curriculum was not fully implemented.

A roadmap needs to be drafted so that stakeholders can appreciate the steps required for full implementation.

**Next Steps**

* **Translation of the K-12 Guidelines into Kurdish.**
* **Sharing of the document with experts for feedback on form and content.**
* **Editing and packaging of document appropriate for submission to Minister of Education for consideration.**
* **Schedule meeting for last days of November.**

**Meeting adjourned at 14:00**