



TeachersMOD

Future Elementary School Teachers
Modernization in Kurdistan

D2.1 Report on the state of the art on teaching methodologies and curricula in the basic education colleges at the HEIs in Kurdistan

October 2022



UNIVERSITÀ
DI PAVIA



utad

UNIVERSIDADE
DE TRÁS-OS-MONTES
E ALTO DOURO



UNIVERSIDAD
DE GRANADA



Authors

- University of Halabja, Kurdistan, WP2 Leader
- UNIMED, Mediterranean Universities Union, Italy, WP2 Co-Leader

Contributors

All Partners.

Partnership

- University of Pavia, UNIPV, Italy (Coordinator)
- UNIMED, Mediterranean Universities Union, Italy
- University of Alto Douro, UTAD, Portugal
- University of Granada, Spain
- University of Halabja, KRG Iraq
- University of Duhok, KRG Iraq
- Salahaddin University -Erbil, KRG Iraq
- University of Raparin, KRG Iraq
- University of Zakho, KRG Iraq

Website

<https://teachersmodproject.eu/>



Co-funded by the
Erasmus+ Programme
of the European Union

Document title: D2.1 Report on the state of the art on teaching methodologies and curricula in the basic education colleges at the HEIs in Kurdistan

Project title: Future Elementary School Teachers Modernization in Kurdistan

Project n. : 101083095

Work package: Benchmark study of teaching methodologies in HEIs partners from Europe and Kurdistan

Privacy status: Public

Abstract (for dissemination): A report which includes the state of the art about teaching methodologies and curricula in the HEIs in Kurdistan and on the good practices from the EU university partners.

Revision	Dated	Author
0.1	July 2023	UNIMED, University of Halbaja
0.2	October 2023	All Partners



Table of content

- Brief introduction of WP2
- Historical Background
- Overview of the Higher Education Sector in the Kurdistan region of Iraq
- University governance and organigram
- The reform process
- Basic Education in Kurdish universities
- Basic data on the 5 Kurdish HEIs in the project
- Basic Education colleges in the 5 Kurdish universities
- Survey main findings
- Lesson learnt from the European experience
- Recommendations
- Annex I – Survey to Kurdish universities
- Anne II – Survey to European universities

Brief introduction of WP2

Work Package 2 is the first thematic WP of the TeachersMOD project. It is titled “Benchmark study of teaching methodologies in HEIs partners from Europe and Kurdistan” and aims to investigate the state of the art in Basic Education colleges in Kurdistan, the teaching methodologies and needs of Kurdish universities, the experience of European universities and overall set the basis for all the subsequent activities foreseen in the project.

5

Leader of WP2 is the University of Halabja, co-leader is UNIMED - Mediterranean Universities Union. Tasks foreseen in WP2 are the following:

T2.1	<p>Benchmarking study</p> <p>The T2.1 foresees the design and launch by UNIMED, P4 of two benchmark surveys aiming at studying the current teaching methodologies and curricula of the basic education colleges in HEIs partners from Europe and Kurdistan. Specifically, a survey will be addressed to the EU HEIs partner in the project and another one to the KRG HEIs. The benchmarking study will enable, from one side, to compare the EU universities in terms of good practices in teaching methodologies and curricula in basic education that could be transferable, replicable and adapted into the partner country higher education system. From the other side, it will allow Kurdish universities to identify their gaps and needs in teaching methodologies and curricula to know their current practices in the field. Thereafter, comparing the results, this enables them to identify how well these targets perform and how they get their results. The two benchmarking surveys will be administered by UNIMED through an online tool that will allow HEIs in Kurdistan to eventually measure improvements within their institution. Additionally, they will identify opportunities and uncover strengths and weaknesses within their institution. The task T2.1 will be launched on M1 of the project and will finish in M3. This will inform the WP3 about curricula review and the WP4 for the teacher and staff training.</p>
T2.2	<p>Consultation workshop</p> <p>P7 UoH is responsible of this task T2.2. that starts in M3. This foresees indeed a consultation workshop with key university staff and relevant stakeholders to be organised in Halabja University, Kurdistan.</p> <p>The workshop, that will gather key staff from the basic education colleges within the HEIs in Kurdistan, will have the objective to present the data analysis</p>



	<p>and results from the T2.1 and discuss among the partners in order to collect further information and relevant knowledge that will inform the T2.3</p> <p>The consultative workshop will be organized in the University of Halabja P7 with the participation of two people per each HEI in Kurdistan, 1 person per EU partner, except the coordinating partner who will join with 2 people.</p>
T2.3	<p>Report on the state of the art on teaching methodologies and curricula in the basic education colleges at the HEIs in Kurdistan</p> <p>Finally, after the survey analysis and the consultative workshop, in the T2.3, the P7 UoH will release, with the collaboration of UNIMED, who has led the T2.1, the report on the state of the art about teaching methodologies and curricula in the HEIs in Kurdistan and on the good practices from the EU university partners. This preparation report will sum up all the work performed in this work package, thus representing a reference for all consortium members to understand the state of the art, as well as the baseline for training and actions plans in each HEIs in the WP3 and WP4.</p> <p>The report will be digital and in English. For wider diffusion and utilization, it will be also translated into Kurdish languages</p>

The result of the above-mentioned tasks is a **D2.1 Report on the state of the art on teaching methodologies and curricula in the basic education colleges at the HEIs in Kurdistan**, which includes the state of the art about teaching methodologies and curricula in the HEIs in Kurdistan and on the good practices from the EU university partners. This will serve as the baseline for training and actions plans in each HEIs in the WP3 and WP4.

A specific needs analysis report is produced also within this WP2 as a result of the discussions and working groups held first of all during the Kick Off Meeting at the University of Duhok on March 1-2, 2023 and during the consultative workshop held in Halabja University on April 13, 2023. This report, titled **D2.2 Needs Assessment Report**, includes the needs and gaps in teaching and learning in the basic education field in the Kurdish HEIs partners of TeachersMOD project.



Historical background¹

The historical, political and geographical context of the Iraqi Kurdistan region had its impact on the system, which had emerged from a strictly-controlled National Socialist government under Saddam Hussein. For a 10-year period following the downfall of this regime, the region thrived, higher education expanded and a market economy began to emerge. In two decades of hard working reconstruction, the region is now one of the distinguished parts of the Middle East . The *Other Iraq*, as it is often called by foreign journalists and politicians, is now governed by a secular, liberal, democratic system. Since 1992 all seven successive cabinets of the KRG have been working on the serious issues of protecting human rights, multicultural and multi-ethnic values, freedom of the media, and achieving social justice. These values are still top priorities of both the people and government. Currently, there are nineteen established consulates and offices from various countries, which facilitate cooperation, business and partnership processes (Reforming Higher Education in the Kurdistan Region, Hamarash, 2012). The Region has for the past ten years achieved development in building the infrastructure and consolidating the foundations of governance, following the need to develop and establish higher standards in the areas of science, technology and management, and to invest in people and increase the human capacities of professional cadres. Kurdistan's higher educational system is inherited from the 'old Iraq'- an outdated system that supported a closed-market and impeded educational progress. The Ministry of Higher Education and Scientific Research (MoHESR-KRG) and the various international communities have reformed the higher education institutions in order to make the system responsive to the needs of the public for highly skilled professionals (Higher Education policy-building in Kurdistan region of Iraq: perceptions of university representatives, N. Palander, 2013), creating a vision and long-term strategy, which resulted in a comprehensive process of change still ongoing.

The **Higher Education system in Kurdistan Region** started with the University of Salaheddin established in 1968. Before that, the Kurdish youth or students for the purpose of study were used to go to Baghdad and the countries around Iraq. After the uprising in 1991 the Kurdistan Region had still only one University and three technical institutions, which faced many challenges and problems, among which economic crises, migration of lecturers and the civil war in the years 1994-1997 (MoHESR-KRG, 2016).

In 1992 the Kurdistan Regional Government was established. At that time, there was no Ministry of Higher Education; nevertheless, a Higher Council for the educational affairs was

¹ Source: D1.3 Final report of the updated needs analysis, produced in the framework of the project APPRAIS, available here: <https://www.appraisproject.eu/final-report-needs-analysis/>



established to deal with higher education in Kurdistan. The members of the Council worked hard to establish, develop and maintain the institutions of higher education, but they were unable to bring about any tangible progress as the process was disrupted by the financial hardship and the civil war in the region. In fact, the period between 1991 to the war to remove Saddam Hussein from power was, for two reasons, a difficult one. First, the imposition of international economic sanctions on Iraq, including Kurdistan, in 1990 by the United Nations (in addition to the Iraqi economic sanction on Kurdistan which lasted until 2003) which meant that Kurdistan was under two severe economic sanctions concurrently - one by the international community and one by the Iraqi government. Second, the outbreak of civil war between Kurdish parties from 1994 to 1998, as a result of which the KRG was divided into two administrative entities.

This development brought further damage to the educational system, particularly higher education institutions (Ahmed, 2016). In fact, it was a great blow to the process of reforming the higher education in Kurdistan (Amin, 2013). In addition, due to decades of wars and instability, the KRG's higher education system witnessed several significant challenges concerning access to and the quality of education (Pacheco, 2013). Pacheco argues that, after the invasion of Iraq in 2003 by the USA army and its allies, and subsequently the collapse of the Ba'ath regime, many conferences were organised to address the challenges of higher education system, which led the Kurdish authorities to plan and implement the process of rebuilding, reforming and modernising the sector. That was a difficult task as both the Iraqi and Kurdish higher education systems had sustained heavy damages, with significant loss in their capacity to provide quality education with reduced services, and a widening gap between the educational opportunities and the demands.

According to Ali (2012) the Kurdistan Region of Iraq has made significant progress since 2003. They have broadly opened their investment doors to overseas investment and forces of the international free market, and therefore the need to progress to higher standards in management and technology is prioritised, so as to raise the human capabilities of professional cadres. In 2006 the unification of the two administrations (Sulaimani and Erbil) into a single one coincided with the formation of the Ministry of Higher Education and Scientific Research KRG. According to the MOHESR-KRG the higher education system that Kurdistan Region had inherited from Iraq was an out-dated and malfunctioning system (Ala'Aldeen, 2010). Thus, the Ministry mapped out a plan of modernisation of higher education institutions, in order to enable the system to be flexible and more responsive to the needs of the public for higher skilled professionals. The new Ministry's initial steps were concentrated on building the infrastructures rather than concentrating on quality. However, through contacts with universities all over the world, a more comprehensive reforming process was undertaken, as it is reported later in this document.



Key data about Higher Education in the Iraqi Kurdistan

- The Iraqi (including the Kurdistan Region) educational system was considered one of the best in the Middle East until the early 1980s. Schools and Universities were held in a very high standard.
- Numerous factors (Iran-Iraq war, the Gulf War and the overall geopolitical situation of the Region from the 80's until 2003) negatively affected the Country and all its institutions, including the Educational establishments, both in Iraq and in the Kurdish region.
- The Kurdistan Region, in the northern part of Iraq, had been working as per the Iraqi education system until the last decade of the twentieth century. After the uprising of the Kurds in 1991 and the establishment of the first Kurdish parliament ever in 1992 , the Kurdistan Regional Government was established. The Ministry of Education was one of the ministries in the Kurdish first cabinet.
- In 2006 , the Ministry of Higher Education and Scientific Research was also established.
- Population in Kurdistan: 5,314,840 (data referring to 2017)
- No. of students in Kurdistan: 127.175 (data referring to 2017)
- No. of students admission in Kurdistan: Public: 45.000 students; Private & Evening: 8.000 students.

Strengths of the Kurdish HE sector, as presented at the 6th MENA Regional tertiary education conference in June 2017, organized by the CMI in Marseille:

- Being able to maintain the Universities open and functional since June 2014 to date despite the threats of ISIS, Financial Crises & and Budget cut from Baghdad , Reduction of Oil Prices and overall geopolitical situation in the Region, also the influx of IDPs and refugees in the region.
- Development of KRG New Higher Education Plan.
- A new Strategic Planning for 2018-2023.
- Partial Financial Independency.
- Significant Increase in Scientific Promotion.
- Significant Increase in Published Papers.
- Significant Increase in Researches.
- New University Campuses.

Challenges for the present and future of the Kurdish HE sector, as presented at the 6th MENA Regional tertiary education conference in June 2017, organized by the CMI in Marseille, and as identified during the current research process:

- Dealing with the influx of IDPs and refugees. The Universities had to accommodate a large number of displaced students from higher educational institution from other



regions of Iraq that were in the war zones (Tikrit, Mosul, Anbar ..) as well as refugees from Syria.

- The raising number of students is creating an overburden in terms of facilities and physical plant.
- The financial crisis and the lack of Budget allocation from the central government, and the reduction in oil prices.
- Language barriers of Kurdish learners.
- Outdated teaching and learning methods and approaches.
- Establishing a quality culture, quality management, evaluation and assurance system for HEIs.
- Capacity building for both leaders and staff concerned with the modernization of the HE sector.

Overview of the Higher Education Sector in the Kurdistan region of Iraq²

The higher education sector in the region witnessed more expansion and radical changes at the end of 2009. Prior to 1991, there was only one public university, the University of Salahaddin (established in 1968), which was located in Sulaimanyah and eventually transferred to Erbil by Saddam Hussein in the midst of student protests and activism in Sulaimanyah. After the no-fly zone was instituted and security in the region increased, two more universities were opened, in Duhok and in Sulaimanyah, so that each governorate had a post-secondary institution. After 2003, the KRI experienced rapid growth in its number of universities. Four additional public universities were opened, two in Erbil and two in the district centers of Koya and Soran. The KRG allocated about 123.5 billion Iraqi Dinar (IQD) to establish four new public universities in the region in 2010: the University of Raparin in Rania city, the University of Halabja in Halabja city, the University of Garmian in Kalar city, and the University of Zakho in Zakho city. The purpose of establishing these universities was to ease access to Higher Education in areas that witnessed growth in the number of students yet lacked higher educational opportunities. Moreover, it provided hundreds of work opportunities. The creation of the universities had a major impact on the people settling in such areas especially in terms of creating social networks and an urban lifestyle. Eventually, more funds (around 72.750 million IQD) were allocated in 2011 for partial reconstruction of the universities of Salahaddin, Duhok, Sulaymaniyah, and Soran, and the technical institutes of Dokan,

² Source: D1.3 Final report of the updated needs analysis, produced in the framework of the project APPRAIS, available here: <https://www.appraisproject.eu/final-report-needs-analysis/>



Darbandikhan, Sulaymaniyah, Halabja, and Chamchamal. And as many as five additional public universities were planned to open post-2011. In addition to the growth in public institutions of higher learning, several private universities have opened since 2003 (Strategic Priorities for Improving Access to Quality Education in the Kurdistan Region—Iraq, G. Vernez, S. Culbertson, L. Constant, RUND Corporation, 2014). Therefore, the number of public universities increased to be 14 and the number of private universities to 10 (Selar Othman Ali, Higher Education Reform: A Study of Quality Assurance and Reform Policy of Higher Education in the Kurdistan Region-Iraq, 2017).

The expansion of the Higher Education sector was the outcome of several factors such as continuous increase in numbers of high school graduates, and the need for new specializations and departments, the continuous growth in population, and the settling of many foreigners and Kurdish migrants from Syria, Turkey, and Iran, along with Arab migrants from central and southern Iraq due to instability and unsafe living conditions. The expansion aimed at enrolling a greater number of students in higher education institutions, providing work opportunities, and making higher education more accessible. This was especially important at a time when for the middle and low class it was an economic struggle to aspire to higher education. Kurdistan's free higher education programs encouraged massive enrolment of students every year; in turn such a huge number of enrolled students definitely promoted the need for extra buildings, equipment, learning resources, qualified teaching staff, information technology, and administrative employees.

A 2008 U. S. Agency for International Development (USAID) sponsored report highlighted the needs for higher education in the Kurdistan region of Iraq. Firstly, the infrastructure of universities must be such as to allow universal Internet access to staff and students. Secondly, the universities must be able to become a part of the worldwide academic network. Thirdly, courses of study must be instituted to train students in fields appropriate to employment in local industry and lead to academic research that is relevant to local industry. Deference to the market, the desirability of joining the international knowledge economy and the inevitability of joining the global economic regime permeate these recommendations (Neoliberalism, Academic Capitalism and Higher Education in Developing Countries: The Case of Iraqi Kurdistan, D. Ray Back, 2016). All these factors, together with the raising number of students requiring access to HE, led to a massive reforming process,, started in 2009 and still ongoing (see next sections).

In fact, prior to 2014-2015, Kurdistan's universities were growing and the region's government placed considerable emphasis on enhancing their quality. Through no fault of its own, as a result of the series of unfortunate and interlocking macro events (including the economic crisis and the dispute between the national and the regional governments) public higher education funding support increasingly began to suffer during 2015. The KRG failed to pay salaries to its



workers, including university faculty members and staff, for many months, a situation that eventually resulted in strikes. The MOHES-KRG and university presidents met in February of 2016 to weigh restructuring options to reduce costs across the region's universities and re-launch the sector. The budget crisis had created an incentive for universities to introduce income-generating activities, such as tuition charges for graduate students, marginal undergraduate students and international students, as well as expanding evening courses and consulting services to government entities. As a matter of fact, academic capitalism remained more an orientation for universities than an institutionalized practice.

The Ministry of Higher Education and Scientific Research³

The Ministry of Higher Education and Scientific Research was first established in Sulaymaniyah city, then moved to Erbil city after the formation of the united Kurdish government in 2006. The MoHESR-KRG determines policy and curricula, and is also responsible for hiring teachers and staff. The MoHESR-KRG also determines placement in tertiary institutions by assigning students to universities hierarchically according to scores attained on examinations it administers at the secondary school level (Neoliberalism, Academic Capitalism and Higher Education in Developing Countries: The Case of Iraqi Kurdistan, D. Ray Back, 2016).

Currently the Ministry has an important part in managing Kurdistan's higher education system. In the recent years, it has attempted to reform the management structure of universities, by bringing in a modern democratic system, to provide the faculty ownership of their institution and offer protection to students' rights for quality education. The Ministry has been evaluating the financial system of universities through students' numbers, subject matter, quality teaching and research output. It has established teaching and research quality assessment procedures to evaluate performance and link them to pay and promotion. It is working on developing auditing mechanisms to guarantee the rule of law, control of corruption, a safe environment, gender equality and the protection of minority rights. The Ministry has also introduced funding schemes for student scholarships and research grants, to maintain compatibility with the Kurdistan's economy, where the government is spending \$100 million a year to send graduate students abroad (Higher Education policy-building in Kurdistan region of Iraq: perceptions of university representatives, N. Palander, 2013).

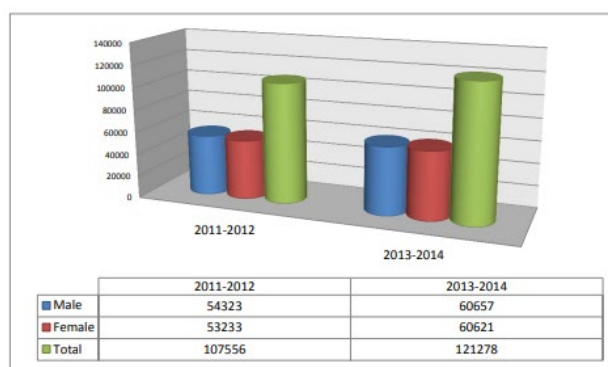
³ Source: D1.3 Final report of the updated needs analysis, produced in the framework of the project APPRAIS, available here: <https://www.appraisproject.eu/final-report-needs-analysis/>



Male and female students in Higher Education⁴

Following the liberation of Iraq in 2003, Kurdish higher education witnessed great expansion and progress, the number of enrolled students in higher education institutions increased to 76% of high school graduates (Heshmati and Chawsheen, 2008). In Kurdistan public and private higher education institutions, the total number of enrolled students in 2011/2012 was over 107 thousands, of which about 53 thousand were female and about 54 thousand were male. This number increased to 121 thousand almost evenly divided between males and females in 2013-2014 (Selar Othman Ali, Higher Education Reform: A Study of Quality Assurance and Reform Policy of Higher Education in the Kurdistan Region-Iraq, 2017).

The data shows that the number of female students in public institutions is higher than the number of male students, and vice versa in private institutions. The reason is that female students usually accept to register in the programmes offered in public universities after graduating from high school because, mostly, they do not have their own incomes to fund their study and apply to private universities. But, it is the other way round for male students. They can work during the day or afternoon in order to fund their study in private universities. In addition, safety conditions and social development in the region can be regarded as factors for enrolling more female students in Kurdistan higher education. However, having almost equal number of male and female students in Kurdistan higher education leads to the questions whether there is a relationship between students' attitude and gender, and whether there is a difference between students' attitude and the type of the university (Selar Othman Ali, Higher Education Reform: A Study of Quality Assurance and Reform Policy of Higher Education in the Kurdistan Region-Iraq, 2017).



Students in Higher Education by gender (Selar Othman Ali, Higher Education Reform: A Study of Quality Assurance and Reform Policy of Higher Education in the Kurdistan Region-Iraq, 2017)

⁴ Source: D1.3 Final report of the updated needs analysis, produced in the framework of the project APPRAIS, available here: <https://www.appraisproject.eu/final-report-needs-analysis/>

Admission procedures⁵

Students can apply to higher education institutions after graduation from preparatory school (high school), which is usually at the age of 18. Students in universities are assigned to academic programs depending on their scores on the secondary-school national exam. Highest scorers are typically assigned to medical schools, next highest to engineering schools, and so on, in a hierarchy of professions and academic specialties centrally administered by the government. The reform process of the HE sector in Kurdistan has mainly led two main changes to the system of admission to higher education. The first change was the launch of the "Zankoline project" (MoHESR, 2011, p. 54) which is an electronic system for admission to higher education institutions to replace the outdated and burdensome method of hardcopy applications. The old system required high school graduates to fill in an application form and required students to travel from all part of the region in order to submit a hardcopy to the Central Students' Board. This led to a massive crowd of prospective students in front of the Board every year. The change was undertaken for various reasons such as adapting to the use of technology in higher education, as well as saving money and time. However, there were some obstacles, mainly concerned with the applicants' lack of skills in accessing and using the Internet. It caused a tremendous load on the system when it first launched. As a result, the Board accepted hardcopies of application forms in addition to the electronic application form and, the MoHESR-KRG provided training on how to fill in the online application form, providing free Internet access at the ministry.

The second change in admission was the introduction of a "parallel education system" (MoHESR, 2011, p. 56) that was not available before the reform process. The latter is not an alternative to the free higher education system which is still available. The parallel system requires applicants to pay tuition fees in order to study in higher education institutions in the region. The objectives of this program are to help universities to have their own income, to be independent financially, and to offer higher education programmes to a wider community of learners. It is rather a plan to decrease the massive financial load on the KRG and urge universities to secure an alternative income. This programme states that 70 per cent of tuition fees are allocated to the department offering a degree program, 20 per cent to projects undertaken by higher education institutions, and 10 per cent to the MoHESR-KRG. The programme has terms and conditions concerned with the applicants' eligibility and offers discounts to top students and government employees.

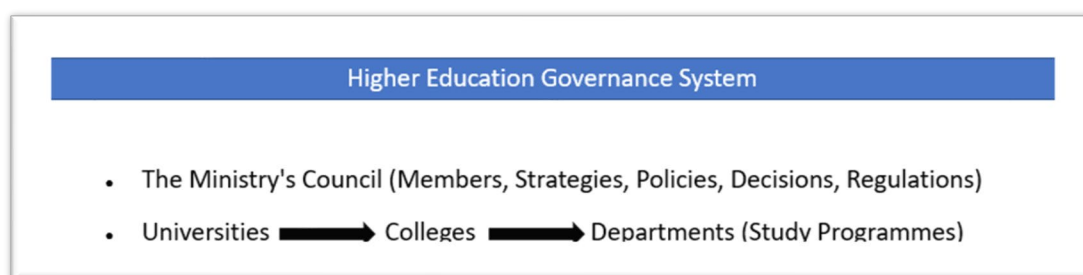
⁵ Source: D1.3 Final report of the updated needs analysis, produced in the framework of the project APPRAIS, available here: <https://www.appraisproject.eu/final-report-needs-analysis/>



University governance and organigram⁶

According to what indicated by the Ministry of Higher Education and Scientific Research the Higher Education Sector is structured at different levels, starting from the Ministry's Council, deciding on strategies, policies and regulation, going down to the HEIs - where a university council takes strategic decisions, informed by colleges and departments, deciding on study programs.

15



Looking at the organizational charts of the 8 Kurdish universities in the project, we can represent their managerial model. All the universities have an the executive body, most of the times called University Council. The Council acts as an advisory body to the university President. The Council is chaired by the President, sees the participation of the vice-presidents, deans and/or faculty members. In some cases, the University Council also sees the representatives of the scientific research centers. The University Council decides upon the scientific aspects of the university. According to the legislation on Higher Education Institutions, all Presidents are appointed by the Ministry's Council. The President stays in charge for a period of 4-years, which is renewable for one time. Each university has 2 or 3 vice-presidents with a coordination and advisory role, working each on a set area of competence. The President names the vice-presidents appointed by the Ministry Council: Vice-President for Academic Affairs also called Vice-President for Scientific and Postgraduate Studies, Vice-President for Administrative and Financial affairs, Vice-President for student affairs. The President appoints Deans, Heads of departments, branches and institutes.

The university has in its organizational structures also Directorates and Centers, such as:

- Directorate of Quality Assurance
- Bologna process council
- Directorate of International Relations Affairs
- Directorate of Registrar

⁶ Source: D1.3 Final report of the updated needs analysis, produced in the framework of the project APPRAIS, available here: <https://www.appraisproject.eu/final-report-needs-analysis/>

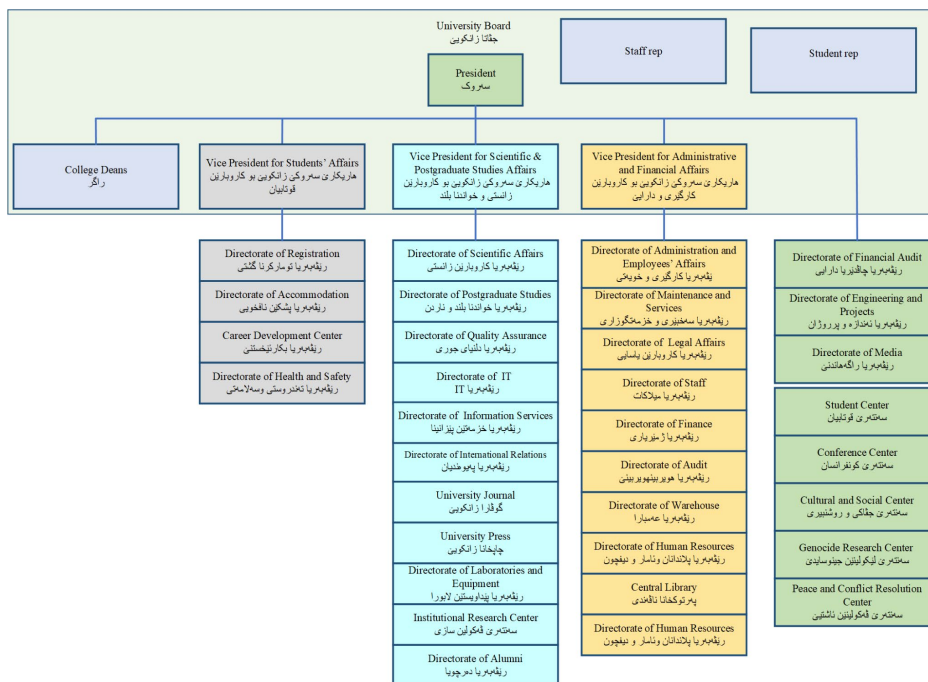


- Directorate of Human Resources
- Directorate of Post-graduate studies
- Directorate of Health & Safety
- Auditing and finance monitoring directorate
- Media directorate
- Information technology directorate
- E-learning Center
- Pedagogical Training and Academic Development Center
- Scientific Research Center
- Career Development Center
- Language Centre

Some universities, such as DPU, also have a College and Institute Council; others such as the University of Sulaimani also have a Gender Equality Center; others, such as the University of Duhok has also a Central Library and a Directorate for Legal affairs and a Genocide Research Center.

Here below the organizational chart of the University of Duhok as an example of the management model.

University of Duhok organizational chart



The reform process⁷

The Kurdistan Region has inherited a complicated and outdated higher education system from the "Old Iraq", where the higher education institutes were originally developed to suite a country with a closed-market with little hope of a higher standard of living or of rapid educational advancement. All the universities were a carbon copy of each other; the mission of all universities was the same: "to provide university seats to 100% of high school graduates nationwide". The approach used to assess the quality of education was to monitor the attendance of the students in the classroom, and to conduct discriminatory final examinations (Reforming Higher Education in the Kurdistan Region, Hamarash, 2012). In the new Kurdistan, reformation of higher education was urgently required in order to harmonize the antiquated system and to fulfil the need for highly skilled professionals. Moreover, in the last decade, the massification of the higher education sectors urged the MoHESR-KRG in 2009 to plan a reform process. The Ministry adopted a new roadmap to reform the higher education system whose mission to achieve quality in HEIs, because the old model of managing universities was not adaptable with current developments and it's improvements were limited (MHESR, 2009). In 2003 after the removal of Saddam's regime, there was a great deal of optimism regarding the process of reconstruction of the country on the democratic and federal bases. Based on this optimism, in 2009 the ministry of higher education and scientific research of the Kurdistan Region Government (MHESR-KRG) has started a reform policy. The reform process has covered all the higher education institutions in the Kurdistan Regional Government (KRG), whether they were public or private higher education institutions.

According to Ala'Aldeen (2010), former Minister of the MHESR, "*It is not a secret that the current system of higher education, which Kurdistan has inherited from Iraq, is dated and largely dysfunctional. Its pyramid-style management structure concentrates decision-making authority at its summit. There is little transparency, democracy or accountability in the system, and the role of staff and students in management is negligible. Internal audit, performance monitoring and quality assurance is virtually non-existing. In short, the existing system is a major barrier for progress, incapable of healthy evolution or modernization*" (MHESR website).

The new Higher Education roadmap was based on 4 main strategies. The first strategy focused on bridging the gap between quality and quantity since the region's economy is growing, creating more demand for professionals in the oil, tourism and other industrial areas. Accordingly universities have to end the teaching of conventional topics since they do not

⁷ Source: D1.3 Final report of the updated needs analysis, produced in the framework of the project APPRAIS, available here: <https://www.appraisproject.eu/final-report-needs-analysis/>

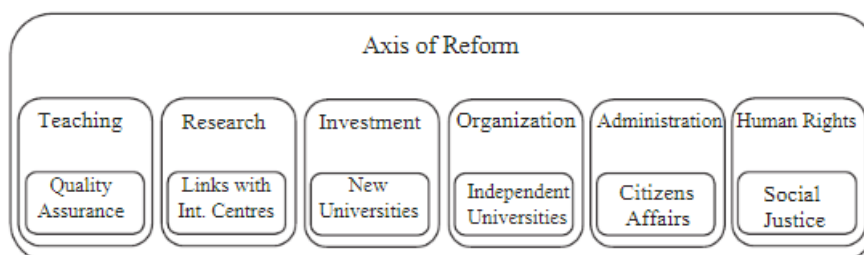
accommodate to the present reality. The second strategy has geared towards reviewing the role of the Ministry, since previously the Higher Education Council chaired by the Prime Minister controlled higher education institutions. The Ministry of Higher Education and Scientific Research (MHESR) was established in 2006. The third strategy was based on the independence of universities. The goal of Kurdistan's government is to improve the standards of higher education institutions in order to be as successful as the universities in the West. Thus independence of higher education institutions is seen as a primary rationale, that the Ministry must give academic, administrative and financial control over to these institutions. In order to transfer power, the universities must become more democratic, transparent and accountable through radical reform of their management structure that will later lead to independence. The last strategy focused on redrafting the higher education law by collaborating with the Higher Education Committee, since the previous law was not suitable to modernization. (Higher Education policy-building in Kurdistan region of Iraq: perceptions of university representatives, N. Palander, 2013).

The main objective of the Higher Education reform is to help Kurdistan's higher education institutions to "achieve excellence in teaching and research, and become internationally competitive; make higher education increasingly market orientated and to help future graduates to be competitive and highly employable" (MHESR website). Further, MHESR has changed the PhD program from three to four years of study, which includes a requirement that students need to study abroad for at least 18 months to gain extensive research opportunities.

The report "A Roadmap to Quality: Reforming the system of Higher Education and Scientific Research in the Kurdistan Region of Iraq" provides a summary of the strategy and how it is being implemented on several fronts since November 2009 (MHESR-KRG, 2010). The method to reform the system as outlined in the report is divided into the following areas:

- Reforming Teaching and establishing a modern Teaching Quality Assurance (TQA) system.
- Reforming the research training and funding system to revitalize scientific research, promote innovation and link our scientists with their counterparts in international research centers of excellence.
- Building capacity by investing in people and infrastructure.
- Establishing an institutional licensing and accreditation system.
- Reforming the management structure of the universities and the technical institutes to promote University independence.
- Reforming the administrative system to minimize bureaucracy and put students and staff first





Higher Education Roadmap (Reforming Higher Education in the Kurdistan Region, Hamarash, 2012).

The reform policy aimed to implement international standards of quality of higher education in the Kurdish higher education sector and raise its quality to meet the needs of the society and markets in the region. The policy is a comprehensive one and is presented in detail in the MoHESR-KRG report (2011). The reform referred to a wide number of aspects related to Higher Education. The administration and infrastructure section introduced changes concerned with: students' admission; new public universities, and university independency; Kurdistan Board of medical specialties; technology and communication; and international academic cooperation. The second section introduced the reform focusing on quality assurance and accreditation in the higher education sector, including aspects concerned with: teaching quality assurance and curricula development; academicians' further development; postgraduate and research and scholarship programs; assessment and accreditation; and social justice and safety. For the purpose of the current report, only a few aspects of the reform are reported in details, those which relate to the APPRAIS project topics. These sections are drawn from the thesis "Higher Education Reform: A Study of Quality Assurance and Reform Policy of Higher Education in the Kurdistan Region-Iraq" (Selar Othman Ali, 2017).

Independency and Structure of Higher Education Institutions

The Kurdistan Parliament in the KRG adopted Law No. 10 in 2008, based on the same Iraqi law of higher education No. 40 on 04/04/1988. The reform process aimed to change this Law and therefore enacted new legislation especially for higher education in the Kurdistan region. The purpose was to secure autonomy of universities in the region and allow flexibility in making changes in the sector to be consistent with the rapidly growing economy in the region. The reform policy included establishing a board of trustee in each university to minimize bureaucracy and hierarchy, and to secure autonomy. The policy suggested establishing a review board responsible for accountability and acknowledgment. These changes allow the board of trustee to run the university and make its own decisions. Despite the plans for gaining autonomy, so far presidents of universities do not have the authority to make decisions on various administrative and financial issues relating to universities such as employing new staff, transference of staff to another ministry, and grants to allow senior administrative staff to travel abroad. Another section in the reform policy indicates reorganizing the administrative structure of universities. The reform integrates the duplicated departments in each university, to form



faculties to include similar-discipline schools. Therefore, each university will consist of approximately five to seven faculties.

International Academic Cooperation

One of the main objectives of the reform process is internationalization, and introducing Kurdish academicians to international universities. For this purpose, the Ministry launched its international conference in December 2010 and attracted a thousand participants from over a hundred countries and universities from the USA, UK, France, Germany, Malaysia, Ireland, South Korea, Holland, Spain, Sweden, Turkey, Jordan, Iran, and Iraq. The conference organized 36 workshops and seminars, signing 27 memoranda of understanding with different universities, and further collaborations mainly focused on scholarships and training courses for Kurdish students. In the attempt to improve the standards and quality of universities, the reform also aims to meet the demands of the current market economy and engage in international competitiveness.

20

Quality Assurance

One of the focuses of the Kurdish higher education reform is to develop academic programmes, research, and international academic collaboration in order to raise the quality of academic programmes (MoHESR-KRG, 2011). This emphasis is a prompt by the poor quality and out-dated resources still used in universities and technical institutions in the region. The objective of the quality system is to reinforce trust and confidence in teaching, academic programs, and training in the Kurdistan higher education sector. The quality assurance system focused on teaching quality assurance, academics' development, research and international academic cooperation, and a new system of assessment and accreditation.

In the reform package, the MHESR introduced new methods for accountability, among which Total Quality Assurance, Student Feedback Forms for Academic Instructor, Continuous Academic Development, and adjustments to the university structure (MHESR, 2009). The aim of introducing such novelties is to provide a system for evaluating performance (Khailany & Linzey, 2011), generating a more accountable system of higher education. Moreover, MHESR recommended the university staff to evaluate their performance against set Key Performance Indicators annually. As a consequence, HEIs need to introduce various performance management practices to cope with strategic developments and become more result-oriented, and finally improve university overall performance.



Basic Education in Kurdish universities

After the 2003 invasion of Iraq, the Kurdistan Regional Government (KRG) initiated a comprehensive reform of the education system in the region with substantial international assistance. In the 1990s, KRG was unable to afford significant increases in teacher salaries and training programmes, so one of the top priorities was to eliminate the pervasive political ideology from the curriculum. The elimination of formerly prevalent political ideology from the curriculum was another objective. The newly formed Ministry of Education instituted a national curriculum commission with the charge of revising all educational programmes. Due to insufficient funding in the 1990s, school buildings in 2003 needed renovation and lacked basic hygienic amenities. In addition, most institutions lacked library and laboratory resources.

The **mission B.A. degree program** at Colleges of Basic Education is to prepare graduates to become teachers at MOE schools (years 1-9), to be able to use the language effectively and clearly in topics related to teaching. The program of this college focuses mainly on the skills needed to become a successful teacher at MOE schools. The program offers tailored courses in certain fields based on student needs. These courses are designed to help students become well-rounded teachers that are capable of teaching in any environment.

The **relationship between the Ministry of Education and the Ministry of Higher Education** is rather weak. Even if they have strategies, they are not complementary and do not complete each other. Each ministry works for its own. Neither of the Ministries organize regular training activities for the teachers at Basic Education colleges, rather only sporadic workshops, such as pedagogy training. Respondents report lack of coordination between the two Ministries, and a lack of a solid strategy for Basic Education. In addition, some stated there is no sufficient cooperation between Education and Higher Education to improve teachers' skills and to develop a strategic planning process, since the two Ministries are mostly independent from each other. However, their relationship very recently has improved and there is more cooperation happening between them, for example, the launching of evening classes in Basic Education colleges to help those who have Diploma in teaching to study further and have their BA degree. Moreover, the information flow between the two Ministries has increased, and recently, they organized a two-day workshop at Raparin University for all Basic Education colleges. Cooperation between the two institutions was strengthened very recently to ensure that colleges are providing the schools with qualified primary school teachers.

On average, classes have between 30 and 35 **students**, even though they can rise up to 50-60 students in some cases. Of all students, about 80-90% graduate during the regular time, while about 10-20% need one extra year or more to complete their studies. There are some student representatives in classes or in other scientific committees, but their role is only



advisory. Students' representatives do not intervene in the university governing bodies, but are mostly heard when it comes to teaching methodologies or assessment procedures, always only in the form of a consultation or an advisory purpose.

In terms of **evaluation of teaching**, students are involved in the assessment process. They give feedback on their teachers at the end of every semester, but apparently the assessment is not very accurate and does not result in any plausible outcomes. This is managed by the Quality Assurance Directorate. The teachers are usually provided with the feedback the next year. The feedback is just quantitatively given at a rate. Most of the respondents see the process more as students giving feedback *for* or *against* professors, while it should be seen more (especially according to the Bologna process principles) as a means for educators to identify current strengths and weaknesses, and work in the areas that need improvement. Moreover, the assessment is done only through a questionnaire which is often non-adequately participated (only few students respond in most cases).

Basic data of the 5 TeachersMOD Kurdish Partner HEIs

TeachersMOD features the participation of 5 Kurdish universities:

- University of Duhok [1992]
- University of Zakho [2010]
- Salaheddin University - Erbil [1981]
- University of Raparin [2010]
- University of Halabja [2011]

23

All the Kurdish universities in the project stated that their institutions are more teaching than research oriented, but that the vision of the university includes both teaching and research as driving factors. The Kurdish universities in the project include both historical and new universities, as reported above (in brackets the year of foundation). All institutions offer Bachelor and Master degrees, while some also offer Postgraduate Degrees (UoD, UoZ, SUE) and others also Certificates and Diplomas.

Number of faculties and colleges

- University of Duhok: 19
- University of Zakho: 7
- Salaheddin University - Erbil: 16
- University of Raparin: 5
- University of Halabja: 7

Number of units and centers

- University of Duhok: 8
- University of Zakho: 14
- Salaheddin University - Erbil: 20
- University of Raparin: 18
- University of Halabja: 5

Number of national students (academic year 2021/2022)

- University of Duhok: 23.330; male = 10.325; female = 13.005.
- University of Zakho: 10.058
- Salaheddin University - Erbil : 26.000
- University of Raparin: 5773 (female: 3769; male: 2004)
- University of Halabja: 3318



Number of international students (academic year 2021/2022)

- University of Duhok: 11
- University of Zakho: 0
- Salaheddin University – Erbil: 300
- University of Raparin: 0
- University of Halabja: 0

Number of national academic staff

- University of Duhok: 1965 (male: 1221; female: 744)
- University of Zakho: 527 (male: 355, female: 172)
- Salaheddin University - Erbil: 2570
- University of Raparin: 306 (male: 244, female: 62)
- University of Halabja: 207

Number of international academic staff

- University of Duhok: 4
- University of Zakho: 7
- Salaheddin University - Erbil :20
- University of Raparin: 20
- University of Halabja: 0

Number of national administrative staff

- University of Duhok: 111
- University of Zakho: 606
- Salaheddin University - Erbil :+4000
- University of Raparin: 654
- University of Halabja: 78

Number of international administrative staff

- University of Duhok: 0
- University of Zakho: 0
- Salaheddin University - Erbil :0
- University of Raparin: 1
- University of Halabja: 0



Number of national students in Basic Education Colleges (academic year 2021/2022)

- University of Duhok: Bachelor students 3550 (female: 2484; male 1066). Master students 48 (female: 30; male: 18). Doctorate students 7 (female: 5, male: 2).
- University of Zakho: 1264 (male: 492; female: 772)
- Salahaddin University – Erbil:3000
- University of Raparin: 1631 (male: 521; female: 1110)
- University of Halabja: 590

Number of national professors in Basic Education Colleges (academic year 2021/2022)

- University of Duhok: 226 (male: 128; female: 98)
- University of Zakho: 52 (male: 31; female: 21)
- Salaheddin University - Erbil : 170
- University of Raparin: 82 (male: 60; female: 22)
- University of Halabja: 23 female and 170 male

Number of temporarily students abroad

- University of Duhok: 0
- University of Zakho: 20 PhD students and 2 master students, fully financed by UoZ
- Salaheddin University - Erbil : 0
- University of Raparin: 1 in Erasmus+ mobility
- University of Halabja: 0

Number of refugees or IDPs, enrolled in the Basic Education Colleges

- University of Duhok: 5
- University of Zakho: 216 IDP
- Salaheddin University - Erbil : 0
- University of Raparin: 0
- University of Halabja: 0



Basic Education Colleges in the 5 Kurdish universities

University of Halabja-College of Basic Education

26

Bachelor Degree Program in the Department of English Language-UoH

Overview of the program

Location:

University of Halabja, College of Basic Education, Department of English Language, Kurdistan Region of Iraq, Halabja

Language of Instruction: English

Pace: Full time

Duration: Four years

Study type: Campus

Start date: September

Mission Statement:

The mission of the English Language B.A. degree program at Colleges of Basic Education is to prepare graduates to become English Language teachers at MOE schools (years 1-9), to be able to use the language effectively and clearly in topics related to English language and teaching, and to continue postgraduate studies in English language teaching, linguistics, and literature. The program focuses mainly on the skills needed to become a successful English language teacher at MOE schools. The program offers tailored courses in English language teaching, linguistics, and literature based on student needs. These courses are designed to help students become well-rounded English language teachers that are capable of teaching in any environment.

Vision:

The English Language Department aspires to become the leading department in the country. This can be achieved by setting pedagogical standards of excellence in preparing highly



Co-funded by the
Erasmus+ Programme
of the European Union

qualified English language teachers (years 1-9), contributing to the intellectual development of the society, enhancing intercultural communication, and meeting the needs of the labor market in aspects pertaining to foreign language teaching and learning.

Program Learning Objectives:

- 1- Graduates will be able to communicate effectively in both written and spoken English.
- 2- Graduates will have a thorough understanding of the principles and application of procedures, activities, and techniques of teaching as well as the ability to reflect on their teaching.
- 3- Graduates will acquire knowledge of key issues and theoretical background of English language teaching, linguistics, and English literature.
- 4- Graduates will have a solid understanding of the concepts of education, foreign language learning and teaching, and forms of educational evaluation, testing, grading, and examination.
- 5- Graduates will be capable of bridging the cultural gap between their native culture and English culture.
- 6- Graduates will be able to communicate effectively in both written and spoken English.
- 7- Graduates will have a thorough understanding of the principles and application of procedures, activities, and techniques of teaching as well as the ability to reflect on their teaching.
- 8- Graduates will acquire knowledge of key issues and theoretical background of English language teaching, linguistics, and English literature.
- 9- Graduates will have a solid understanding of the concepts of education, foreign language learning and teaching, and forms of educational evaluation, testing, grading, and examination.
- 10- Graduates will be capable of bridging the cultural gap between their native culture and English culture.
- 11- Graduates will be able to conduct academic research in areas related to English language teaching and learning.
- 12- Graduates will be able to use literature as a means to teach English language creatively and learn about the target culture.

Program Learning Outcomes:

- 1- Communicate effectively in English through different mediums: academic and non-academic, formal and informal.
- 2- Identify and explain the various types of linguistic knowledge, such as grammar, syntax, and phonology, and the different genres of literature, such as fiction, drama, and poetry.
- 3- Apply key theories and concepts to the teaching of English as a second language.
- 4- Plan and manage English language lessons in an engaging and creative manner.
- 5- Develop classroom materials and activities for effective language instruction and support students with individual needs.
- 6- Evaluate student learning using formative and summative assessments.
- 7- Categorize and analyse texts in terms of language, style, tone, and genre.
- 8- Apply key transferable skills such as digital literacy, communication, judgment, collaboration, creativity, and critical thinking in their teaching.
- 9- Identify and address ethical concerns related to their teaching career.
- 10- Apply modern and effective teaching methods and techniques to enhance students' learning experience.
- 11- Practice academic research writing in the field of English language teaching and learning.
- 12- Teach English language effectively through using different literature texts.

Methodology:

Teacher-Student Centred Class

Bachelor Degree Program in the Department of Arabic Language-UoH

Overview of the program

Location:

University of Halabja, College of Basic Education, Department of Arabic Language,



Co-funded by the
Erasmus+ Programme
of the European Union

Kurdistan Region of Iraq, Halabja

Language of Instruction: Arabic

Pace: Full time

Duration: Four years

Study type: Campus

Start date: September

Program Description

The program of study in the department is meant to equip students with the knowledge and practical skills necessary for teaching Arabic as a foreign language in the basic schools (1st – 9th grades) in Iraqi Kurdistan Region (IKR).

*The four years programme is organized around some key themes: language skills, language description, language learning and language teaching, literature, Grammar, Psychology, methods of teaching, text analysis...etc.

Challenges and perspectives:

In 2010, a platform to reform the system of higher education was declared by the Ministry of Higher Education and Scientific Research in Iraqi Kurdistan (MOHE). A great emphasis of the platform was given to adopt new methods of teaching and update the knowledge and skills of teachers with a new philosophy in the process of teaching and learning (MOHE, 2010).

The intention of this platform has been premised on the potential to challenge the inherited out-of-date higher education system of the "old Iraq", and approach a modern and westernized system of higher education to prepare students to realize the job demands of the local market (MOHE, 2010).

Although a great deal of investment took place to change the teaching system from teacher-centred-system into student-centred system, the response of the teachers, students and policymakers about their pedagogical and conditional implementation of how to achieve the transformation seem to lack consideration.

Expectations:

- Develop teaching and learning programs for the staff of our department

- Transfer others' experience in areas of Language-learning, skills development and merge new generations in this experience.
- Training and follow up with the staff and students on how to develop, share learning objects.
- Improve the quality of teaching and learning by building the capacity of our staff to enhance how to evaluate, develop and design courses.
- Enhancing cooperation with abroad partners through mutual visits to develop strategies how to move from teaching to learning and developing scalable sustainable solutions.

Bachelor Degree Program in the Department of General Science-UoH

Overview of the program

Location:

University of Halabja, College of Basic Education, Department of General Science,
Kurdistan Region of Iraq, Halabja

Language of Instruction: English

Pace: Full time

Duration: Four years

Study type: Campus

Start date: September

Mission

The mission of the Department of General Science program is to study the sciences in the fields of chemistry, biology, physics, mathematics, and computers through contemporary courses to prepare a well-educated generation, enabling students to become good teachers in schools and skilled people in factories, and enhance graduates to achieve their academic potential by creating an environment that promotes:

- Frequent interactions between college and students.
- Independent thought, collegial exchange of ideas, and high ethical standards.
- Development of innovative instructional techniques.



- Use of modern educational technology in lecture and laboratory courses.
- Provide teaching based on the latest and most advanced trends in different fields of science.
- An ability to illustrate the environmental issues facing our natural environment.
- Supporting scientific inquiry of a significant nature by the individual department and student investigators.
- Promoting the development of innovative interdisciplinary research programs
- Provide qualified teachers for science lessons to schools in the province.
- Student training on laboratory equipment that gave students the opportunity to find job opportunities in the private sector.
- Analysing material samples for companies within the province will be an income for the university.

Vision

1. In order to compete with other scientific departments elsewhere, the department of general science is stepping up.
2. The general science department graduates are anticipated to make effective teachers because they are well-versed in both science and education.
3. Graduates from the General Science department are educated about new practical and theoretical curricula as well as scientific progress.
4. To best prepare students to teach general sciences, teachers introduce them to fundamental natural scientific concepts like biology, physics, chemistry, and geology.
5. The general science department is confident in students' capacity to adjust to difficult circumstances while receiving appropriate instruction.

The Bachelor Degree Program in the Department of Social Sciences

Overview of the program

Location:

University of Halabja, College of Basic Education, Department of Social Sciences

Kurdistan region of Iraq, Halabja.

Pace: Full time



Co-funded by the
Erasmus+ Programme
of the European Union

Duration: Four years

Study type: Campus

Start date: September.

A brief overview of the Department:

The Kurdistan Regional Government's Ministry of Higher Education and Scientific Research established the College of Basic Education in Halabja on November 6, 2008. It was a part of Suleimani University at the time and had one department called the Department of Social Sciences, then other departments gradually opened, then became the University of Halabja. This department has awarded degrees to over a thousand educators, scholars and professionals, throughout its fourteen-year history.

Program Description:

The training and provision of primary school-capable educators is the emphasis of this department's activities, with preparation and provision being the ultimate objective. This department's curriculum includes a wide range of subjects, including psychology, history, geography, English language, and teaching methodologies. A graduate with a degree in this field is therefore eligible to become a specialized teacher in elementary schools, where they can instruct children in all humanities and social disciplines.

Mission:

- The formation of an intelligent, well-educated, and environment-aware individual.
- Participating in the development of Kurdish society, notably in the cultural and civilizational spheres
- Educate the future generation with qualified teachers who are informed in science and other contemporary facets of life.

Vision:

The objective of the Department of Social Sciences is to educate persons to become competent cadres in the field of social sciences so that they can participate in the process of building the cultural infrastructure of Kurdish society as well as educational institutions.

Why is the department of Social Sciences important?



In today's globalized world and liberalized economy, it is expected that colleges will be able to produce a trained labour force and human resources to fill the need. Because universities are transnational, this is the case. In a different sense, this means that any degree that cannot lead to employment on the current job market is no longer necessary. On the other hand, according to the United Nations convention and several development efforts, advancement is impossible without attaining higher levels of knowledge. Consequently, it is crucial to educate and instruct the younger generation. The Social Sciences is one of the most important subfields of research that can be utilized to prepare the future generation for positive change, respecting human rights, and living in peace.

Method of Teaching:

The lectures will be primarily theoretical. On the other hand, other programs mix theory with practice. These include, among others, Natural Geography, General Psychology, Professional Skills, the University Work Environment, and the Fundamentals of Computing. The way that teaching is done has significantly changed. It is worth mentioning that the Bologna process helped us to make our classes more student centred.

Salahaddin University-Erbil, College of Basic Education

Salahaddin University-Erbil (www.su.edu.krd) was established in 1981. Today, with about 28000 students, more than 2600 academic staff and over 3500 admin, finance and technical staff, SU - Erbil has been considered as one of the oldest and largest comprehensive university in Kurdistan Region-Iraq. For about 40 years, Salahaddin University-Erbil (SUE) has been providing high-quality, relevant education in a diverse range of fields through innovative courses, excellent teaching and up to date facilities. Salahaddin University –Erbil ranks among Iraqis largest comprehensive universities of pure, applied sciences and humanities. Education and teaching in SU is practice-oriented, career relevant, performed in both semester and annual intense study courses leading to accredited Bachelor, Master and PhD degrees.

All SUE Colleges are using IT in education and training, meeting rapidly evolving industry needs, optimizing study and teaching of students for high-level professional practice in fields of Engineering, Pure Sciences, Education, Basic Education, Business & Management, Social Science, Cultural studies, Information Sciences, Agriculture, Law and Political Sciences. In teaching, the university uses PowerPoint presentations technologies and spreads their experience in the Kurdistan Region of Iraq. Today the SUE is well involved in developing E-Learning in the teaching process as well as working on internationalization of the learning and education systems. In numerous research projects, the SUE staff members impart their experience gathered in development and application of modern technology to national and



partner institutions, e.g. in more than 10 Kurdish projects, Erasmus+, other national education and research projects. Including student practice, education, training and graduation research works and market needs.

All SUE curricula have been designed to meet rapidly evolving industry needs, preparing students for high-level professional practice in the fields mentioned above. Study, teaching, support/ challenge the development of innovative ideas of SUE students. In teaching, the university uses all kinds of E-services and communication technologies and spreads their experience in all Iraq and regional projects. Based on innovative ideas, various E-services, developed together by scientists and students of SU for use in projects, have already been presented during the conferences and seminars since 2010. Accordingly, all SUE information technology will be updated.

All research activities of faculties, staff members and students are led and supported via university internal research and innovation transfer centres. These centres are supporting student's innovative works and enable inclusion of innovative ideas in study and practical training. The staff members of the several colleges have experience in transferring research results to industry and including open questions of industry and economy into teaching and study. 2 College of Basic Education:

College of Basic Education at Salahaddin University-Erbil, was established in the year 2000. Now it consists of seven scientific departments in both morning and evening attendance. The departments are:

- 1- Department of General Science
- 2- Department of mathematics
- 3- Department of Kurdish language
- 4- Department of English language
- 5- Department of Arabic Language
- 6- Department of Social sciences
- 7- Department of Kindergarten

The mission of the College of Basic Education at SUE is to produce well qualified primary school teachers to teach up to grade 9 for the ministry of education. The aim of the college is to fill the gap of necessary upgraded teachers to participate in the basic education in the schools of Kurdistan Region.

Needs:

The curriculum (coursebook) of teaching needs to be developed and improved to balance the teaching method and raise it to the level of the curriculum of the schools of the European countries. Also, the capacity building of the academic staff of all the departments of the College

of Basic Education is an important task to be carried out and to be taken under consideration. The pedagogy and developing and improving of the teaching methods are urgently needed. Acquiring the experience of the European countries' universities in the teaching methodologies is necessary for internationalization of higher education, in order to progress the existing teaching methodologies in the College of Basic education, both for humanities, social and scientific departments.

Gaps:

Integration of the teaching methodologies in all the colleges of Basic Education in Kurdistan Region. The time has come to produce the standard methodologies of teaching coursebooks for all the colleges of Basic Education. By that we mean unifying the coursebook for all. Bringing in the Bologna process and implementation of the ECTS system are necessary and required conditions for the students' mobility among the colleges of Basic Education in Kurdistan Region. Internationalization of the Colleges of Basic Education is also an important task to be tackled. Open doors for international students for admission to the Colleges of Basic Education in Kurdistan will create multi-cultural integration. Open doors for international academic staff (hiring) to work in the Colleges of Basic Education in both teaching and research processes is also important to be taken under consideration. For internationalization, the English languages of the students and the academic staff must be improved. The subjects taught in English at different stages of the teaching must also be increased. Pay more attention to the academic debate and entrepreneurship in the teaching process are required. Integration of the curricula taught at the Colleges of Basic Education with what is taught in high schools, (to be complementary one with the other).

This can be achieved via a strong well-planned cooperation between the Ministry of Higher Education and Scientific Research and the Ministry of Education of Kurdistan Region (in fact. These two ministries should be integrated with each other because; we believe both have the same mission and vision)

University of Zakho-College of Basic Education

Date and year of foundation: 8th July 2010

Number and names of faculties and colleges:

1. Faculty of Science/ 6 Scientific departments
2. Faculty of Humanities/ 6 Scientific departments
3. College of Administration and Economics/ 3 Scientific departments
4. College of Engineering/ 3 Scientific departments
5. Faculty of Education/ 4 Scientific departments



6. College of Basic Education/ 5 Scientific departments
7. College of Medicine/ 2 Scientific departments

Number and name of department:

1. Faculty of Science
 - Department of Environmental Science
 - Department of Biology
 - Department of Chemistry
 - Department of Physics
 - Department of Mathematics
 - Department of Computer Science
2. Faculty of Humanities
 - Department of Islamic Studies
 - Department of History
 - Department of Kurdish Language
 - Department of Arabic Language
 - Department of English Language
 - Department of Turkish Language
3. College of Administration and Economics
 - Department of Banking and Financial Sciences
 - Department of Economic Sciences
 - Department of Management Sciences
4. College of Engineering
 - Department of Mechanical Engineering
 - Department of Petroleum Engineering
 - Department of Civil and Environmental Engineering
5. Faculty of Education
 - Department of Physical Education and Sport Sciences
 - Department of Mathematics
 - Department of Geography
 - Department of General Psychology
6. College of Basic Education
 - Department of Kurdish Language
 - Department of English Language
 - Department of Arabic Language
 - Department of General Science
 - Department of Social Science
7. College of Medicine
 - Biomedical Science
 - Clinical Science

Study program, services provide and Centre unions available:

A. Study program:

- Bachelor
- Master
- PhD

B. Centres

- ICT and Statistics Centre
- Pedagogical Training and Academic Development Centre
- Scientific Research Centre
- Career Development Centre
- Centre of Applied Remote Sensing and GIS
- Language Centre
- Zakho Centre for Kurdish Studies
- Media Unit

C. Directors

- Director of Quality Assurance
- Directorate of Engineering and Projects
- Director of International Relations
- Director of Registrar
- Director of Scientific Affairs
- Director of Postgraduate Affairs

Rank of the institution and accredited programs or units:

Rank: 23 out of 122 Iraqi Universities and 4762 out of all Universities in the world.

Accredited programs and units: MHE – KRG and MHE Iraq.

College of Basic Education:

College of Basic Education at University of Zakho, was established in the year 2017. The College of Basic Education provides morning and evening classes, and students are enrolled in all the departments through two systems: The Zankoline and Direct systems. Now it consists of five scientific departments in both morning and evening attendance. The departments are:

1. Department of Kurdish Language
2. Department of English Language
3. Department of Arabic Language

4. Department of General Sciences
5. Department of Social Sciences

Needs

The teaching curriculum needs to be enhanced and refined in order to achieve a balance in teaching methods and align it with the curriculum followed in international standards. It is crucial to prioritize the capacity building of the academic staff in all departments of the College of Basic Education. Urgent attention is required to develop and improve pedagogy and teaching methods. It is important to learn from the teaching practices of European universities to internationalize higher education and advance the current teaching methodologies in scientific departments of the College of Basic Education. Improving pedagogical skills is essential for the academic staff members at the college of basic education to enhance their teaching abilities. By developing their skills, the staff members can more effectively connect students' learning outcomes with the demands of the labour market. Additionally, a focus on improving teaching methods can facilitate better student engagement and learning outcomes. The incorporation of innovate and experiential teaching methods can also help cultivate well-rounded students who are equipped to contribute meaningfully to society. Ultimately, investing in pedagogical skills will enable the college of basic education to ensure that graduates are well-prepared and equipped with the tools they need to succeed in their future careers.

Gaps

There is a need to integrate teaching methodologies across all the colleges of Basic Education in the Kurdistan Region. It is crucial to develop standardized teaching course books that can be used uniformly across these colleges. Implementing the Bologna process and the ECTS system is essential to facilitate student internal and external mobility. It is important to prioritize the internationalization of the Colleges of Basic Education, which can be achieved by admitting international students and hiring international academic staff for teaching and research. To support internationalization, there should be a focus on improving English language proficiency among students and academic staff, as well as increasing the number of subjects taught in English. It is necessary to emphasize academic debate and entrepreneurship in the teaching process. Furthermore, integrating the curricula of the Colleges of Basic Education with high schools' curriculum is important to ensure a complementary educational experience. All the relevant departments at the college of basic education are required to create stakeholders' events each academic year to invite the private sector to the college. On the other hand, creating a group of researchers at the college to link and make strong relationships among the college and private sectors and students as well.



University of Duhok (UoD), College of Basic Education (CBED)

Introduction

The UOD College of Basic Education (CBED) was founded in 2003 to meet the need for new competent teachers in accordance with the KRG mainstream strategy for educational reform. The main goals of this institution are to prepare responsive teachers who are up to the current academic requirements, as well as to design programs with majors to improve the educational process in KRI, which is exposed to the region's challenging dynamics.

39

The CBED consists of the following departments:

- 1- Department of Kurdish Language (DKUL)
- 2- Department of English Language (DENL)
- 3- Department of Arabic Language (DARL)
- 4- Department of Mathematics (DMAT)
- 5- Department of History (DHIS)
- 6- Department of Geography (DGEO)
- 7- Department of Special Education (DSED)
- 8- Department of Sciences (DSCI)
- 9- Department of Educational Guidance (DEDG)

The College now employs 158 academic staff members, 68 members of the supporting staff, and about 4890 undergraduate students. The College of Basic Education features four laboratories in total, as well as a library with more than 10,000 reference volumes in the humanities and sciences. One of the labs is the "Science Lab," which is part of the Department of Sciences, while three of the labs are "Computer Labs" that belong to the Department of Mathematics.

Vision

The College of Basic Education strives to be a leader in the improvement of teaching and learning as well as in the advancement of knowledge, all while offering the highest quality services. Additionally, the College is concentrating on training professionals who are qualified to offer outstanding educational and associated services to enhance a people's life and better prepare them to tackle challenges.

Mission & Goals

One of the top priorities of the College of Basic Education is to prepare highly qualified teachers and educators who can help improve the standard of education in KRI, as well as



researchers and academics who are skilled at assessing the value and significance of their teaching, research, and leadership. By making the best use possible of educational technology, the College also considers how learners will enhance their abilities in the teaching and learning process. Additionally, the College works to instil in its faculty, staff, and students the importance of diversity, tolerance, and democratic ideals.

The College of Basic Education provides a four-year Bachelor degree in different majors, with certain departments also offering master's and doctorate degrees.

40

College Premises

The college of Basic Education is located on the main campus of the university, which is located in the city of Duhok. The college building comprises three stories, each with 12 lecture halls, a departmental office, teaching staff rooms, and student services facilities.

Staff Information

The College of Basic Education has 158 teaching staff members and 68 support staff members. The following histogram illustrates the number of employees separated by their academic titles:

Department of Kurdish Language - DKUL

The Department of Kurdish Language (DKUL) offers a 4-year Bachelor degree in Kurdish Language. DKUL educates students for teaching careers so that they may deliver Kurdish language instruction in schools throughout the KRI. The teaching staff members impart educational abilities to students using cutting-edge strategies and methods of instruction. Since the academic year 2004/2005, 949 students have graduated from morning classes, while 168 students have graduated from evening programs since the academic year 2012/2013. The department offers postgraduate students, and 13 students have completed their Master's degrees so far.

Department of English Language - DENL

The English Language Department is aimed at preparing students to teach English as a foreign language in schools throughout the Kurdistan Region. It addresses the requirement for qualified teachers who contribute to the advancement of English as a foreign or second language teaching. One of the most significant courses taught at the department is methods of teaching English as a foreign language. The goal is to provide a theoretical foundation for teaching and learning concepts, as well as to enable students to benefit from current research and perform practice-oriented research at the department. It is an essential component in preparing university students to teach English in both elementary and secondary schools. The



department has begun offering an MA in TESOL. Currently, ten students are pursuing master's degrees in the department. A BA in English as a Foreign Language is available from the department. In addition, as a teaching system, the department has just accepted the Bologna Process. The following are the courses offered by the department.

Department of Arabic Language - DARL

The Department of Arabic Language was established recently, in the academic year 2019/2020. It provides both morning and evening classes. The degree is four years long and is structured into eight semesters using the Bologna Process System. This department contributes to the graduation of Arabic language teachers for elementary schools. It aims to prepare students to teach Arabic to non-native speakers utilizing current approaches. It provides students with the language abilities they need to enhance their intellectual, cultural, and creative performance, as well as to preserve scientific dialogue between the ancient Arab linguistic and intellectual legacy and modern linguistic studies. DARL helps students develop their leadership, scientific, creative, and professional personalities, as well as their language and literary abilities. The department has its own library, which has hundreds of specialized literature.

Department of Mathematics - DMAT

The department of mathematics seeks to develop well-qualified mathematics instructors to meet the demand for teachers in the Kurdistan Region who can influence teaching and learning techniques and processes. The department offers highly competent academic staff members who can give professional and academic courses to students utilizing cutting-edge teaching approaches. A total of 887 students graduated from the morning classes between academic years of 2006/2007 and 2018/2019. In addition, 121 students have graduated from evening programmes during the academic year of 2012/2013. The department provides a bachelor's degree in mathematics.

Department of History - DHIS

In 2017/2018, the Department of History was created in the Basic Education College. Academic staff members strive to provide students with educational information related to teaching history as well as current teaching methods and strategies. The department's study period is four years, split into eight semesters according to the (Bologna Process) method. A BA in history is available from the department.

Department of Geography

The Department of Geography was established in the 2017/2018 academic year in response to a shortage of geography instructors in the region's schools. With its highly experienced



academic staff members who can give students professional and academic courses employing cutting-edge teaching methodologies, the department offers a bachelor's degree in geography.

Department of Special Education - DSED

The Special Education department was established in 2015 in response to the educational sector's demand for graduates in this field. A bachelor's degree in special education is offered by the department. It aspires to teach skilled professionals and instructors who can aid and support students with special needs and learning challenges. Between 2015/2016 and 2018/2019, 135 students graduated from morning sessions

42

Department of Sciences - DSCI

The department of sciences qualifies students to be competent general science teachers in Kurdistan Region schools. The department attempts to implement the most effective general science teaching methods and approaches in elementary and secondary schools. The department was established in 2017/2018. Both morning and evening programs have a four-year study period. The department provides a bachelor's degree in science.

Department of Educational Counselling -DEDC

The educational counselling department was formed in the 2019/2020 academic year. It strives to train trained professionals and instructors capable of assisting and dealing with the educational needs of educational counselling. The department provides a bachelor's degree in educational counselling.

Needs Analysis and Specific Objectives

The higher education system in Iraq was inherited from the higher education system in the United Kingdom during the twentieth century, when the College of Medicine was founded by the English during the colonization of Iraq in 1927, and then the University of Baghdad was established in 1957, also according to the British system. Despite a few scattered adjustments at the college or departmental level, the changes in teaching methodology, marking system, test approaches, class managements, and the majority of the curriculum approach to society have been essentially the same since then.

The Kurdistan Region's partner universities agreed that the governmental primary school system in Kurdistan needed to be modernized by improving the quality of future teachers. Kurdistan's Basic Education colleges are the principal source of elementary school instructors



in the province. Our present primary school teachers are 75% graduates of Basic Education Colleges and 20% graduates of a two-year teacher preparation program equal to secondary school.

Our Basic Education Colleges in Kurdistan are the primary sources of training for elementary school teachers in government institutions. Due to the difference in quality, there is a great desire among the population to enrol their children in private primary schools rather than governmental institutions. To boost the performance of the governmental education system, the first and most important step is to improve the quality of our graduates from Kurdistan's Basic Education Colleges. The ultimate beneficiaries are the youngsters in the Kurdistan Region's governmental elementary schools, who will become future citizens and leaders.

University of Raparin-College of Basic Education

The College of Basic Education was opened in Rania in 2009 as part of Koya University. Initially, it consisted of three departments: Kurdish Language, Arabic Language, and Computer and Mathematics. The college was supervised by Dr. Bawadin K. Mawlood, Dean of Humanities College. In 2011, as a result of a reform introduced in higher education in the region, the college was renamed to the School of Basic Education under the Faculty of Basic Education and Human Sciences. Later, in 2013, the school was again renamed. This time to the College of Basic Education and it became independent, after its separation from the Faculty of Human Sciences. There are now 31 people working full-time in the college with one part-time employee.

Mission

The College of Basic Education is committed to preparing proficient teachers in particular specialties and departments so that they become qualified educators and teachers in Basic Education, i.e. from Kindergarten to Grade 9.

Vision

The college attempts to reach to the higher position of university learning through providing a typical atmosphere for learning, teaching and researching. Additionally, through the implementation and use of human capacities, the college aims to resolve the education problems, raise science and education quality and develop human capacities in the Kurdish society.



Objectives

College of Basic Education attempts to:

- Prepare knowledgeable and skilful cadres in the related scientific and educational fields to the teaching and learning centres.
- Pay attention to the education sector and become a developed channel of Kurdish society.
- Enhance scientific and professional levels of the college.
- Resolve education problems in Kurdistan Region through conducting scientific research.

Survey main findings

To investigate priorities, teaching methodologies, and other aspects of the Basic Education in Kurdish universities, a survey was developed by UNIMED and distributed among the teaching staff and academics of the Kurdish universities. All in all, 163 answers were collected.

The most common and used **teaching methodologies in Basic Education** are one-way teaching (where the teacher is the main speaker in the classroom), question-answers approach, communicative approach, and a limited use of technology. Most professors deliver lectures and seminars in a teacher-centred approach. Sometimes lecturers promote discussion and group work, but in general a traditional approach is the most common. Some respondents stated to have a student-centred approach and to use blended methods, to encourage participation and collaborative work.

In other words, the teaching methodologies used in basic education are often traditional and lecture-based, with a strong focus on memorization and repetition. However, there is also growing recognition of the importance of student-centred approaches such as group work and discussion, as well as project-based learning.

Most of the respondents stated that **the university adopted the Bologna Process principles in the Basic Education colleges**, even if there are still shortcomings. Some teachers have received training on the Bologna Process implementation, but not all of them and only in the form of seminars or workshops. When applied, 30 ECST for each semester are accounted for Basic Education degrees, 60 ECTS per year. ECTS are distributed over 4 to 6 modules per semester. The minimum number of ECTS for a module is 4 and the maximum number so far is 10.

When asked if they have participated in **mobility and exchange programs**, teachers at Basic Education colleges split into two big groups: some have taken advantage of travels abroad (in particular in collaboration with German universities) and others have never participated in mobility programs.

To the question: **What are the departments in the basic education colleges you think are relevant and necessary to become future primary school teachers? And why?** respondents provided information as follows.

All departments are considered relevant since they all reflect primary school needs:

- Mathematics
- Kurdish Language



- English Language
- Arabic Language
- History
- Geography
- Science
- Education
- Child development
- Social studies
- Special Education
- Educational Guidance
- Art
- Physical Education

All of the above-mentioned departments are relevant and necessary to become future primary school teachers since all are needed in the local schools both in public and private sectors. They provide the necessary knowledge and skills to become effective educators, understand child development and behaviour, and teach various subjects effectively.

Among the answers, one respondent mentioned the Department of Curricula and Teaching Methods, because until now there is no such department in any of the universities of the Kurdistan Region of Iraq, and also because there are many problems in the curricula in basic education schools and other educational stages. They are all working to prepare the student as an effective teacher in the basic educational stages.

Moreover, one of the important departments that must be opened (since it is not present in all universities) is the department of Special Education because there are a large number of people with special needs in the Kurdistan Region who leave school because there are no graduates from the special education departments in basic schools.

When it comes to the **employability of the graduates**, the universities do not have specific measures to tackle the issue. According to the respondents, there is no specific strategy and for some it is not even a university responsibility. Most universities have a Career Development Centre, which has however still a very limited role in the matter, since it does not have a long-term plan. The role of the CDC is to train and prepare the graduates for the labour market but its capacity is still limited. Through the CDC centre of the university, students are given skills development opportunities and are then assisted in finding jobs in the labour market, eventually creating links created with private sector bodies to give students internships and hands-on experiences. The issue of employing graduates is considered relevant but not yet on the university main agenda, therefore there is no clear strategy for that.

Indeed, the university does not currently have a specific plan or initiative in place to address the issue of employability of graduates from Basic Education Colleges. This is a significant



challenge that many universities face, and while there may be some efforts to support graduates in their job search or provide career guidance, there is no comprehensive strategy in place to ensure that graduates are equipped with the skills and knowledge necessary to succeed in the job market. The departments and the programs of study need a big improvement in order to meet the needs of the market.

No specific measures are put in place to track the employability of graduates and eventually put in place corrective measures. Most of the respondents stated that this is the responsibility of the government. More coordination should be put in place between Ministries, to track graduates' employability and support job placement.



Lesson learnt from the European experience

1. Introduction

This section of the D2.1 Report presents the main findings from the Survey sent to the European University partners of the TeachersMOD project about teaching methodologies in their faculties of basic education.

48

UNIMED submitted the survey composed of 14 questions, in the majority of open-ended questions, to the three EU university partners: The University of Pavia in Italy as the project coordinator, the University of Granada in Spain and the University of Alto Duro in Portugal. The Survey was opened to the answers on early March until April 10th, 2023 and received 14 answers coming from the academic staff of the three EU universities partners of the project

Some preliminary results were also presented during the Consultative workshop in Halabja on April 13th, 2023 and discussed with the Kurdish partners with the aim to explore any potential lessons learnt and good practices from the European universities to adopt and adjust in the Kurdish higher education institutions.

In the following section, the report presents the results according to the main topic of the questions.

2. Key findings from the Survey to the EU university partners

First of all, the survey asked the EU universities to select the topics that in terms of training and capacity building activity they believe are expert and can be responsible in the near future of TeachersMOD when training activities will be organized in the WP3 and in WP4.

University of Pavia

- Contemporary and modern history
- Methodologies for teaching history
- Gender studies
- Conflict studies

University of Granada

- Sustainability and social responsibility



-
- Inclusive education
 - Teaching innovation methodologies
 - Teaching in a second/foreign language
 - Assessment, syllabus design and evaluation

UTAD

- Teaching Methodologies
- E-learning and digitalization
- Soft Skills
- Citizenship Education

2.1. Teaching methodologies

The European universities have been asked also to **identify their most common and used teaching methodology in their involved faculty** and the list below is providing us with a very good and comprehensive list of the main methodologies used in teaching in Spain, Portugal and in Italy:

- Master Class, Collaborative Approach, Discovery Method, Case Study, Project Work, and Inquiry/Problem-Based Learning
- Collaborative and cooperative methodologies, project-based learning, flipped classroom, gamification, service learning and learning communities
- Case study, problem solving, learning-service, problem-based learning, challenge-based learning, project-based learning, action research in the classroom
- Gamification, constructivist approach, cooperative learning, blended learning
- In the first lessons the expositive methodology is privileged, afterwards active methodologies are used, with the promotion of students' active participation and involvement in their learning process, through the development of projects, organization of portfolios and autonomous group work, based on the analysis of different materials made available by the teachers (scientific articles, statistical data from different sources; news published by the press; audio-visual resources, such as videos or PPT, among others).



2.2. Employability of graduates and tracking professional insertion

An important topic has been addressed in the survey as well: the issue of employability of graduates from the basic education colleges in the EU universities, in other words, in the survey it has been asked the universities to describe what they are doing to enhance employability of graduates from the basic education colleges. The issue of employability is perceived as a very sensitive issue in the KRG institutions, especially in the basic education field.

50

The University of Granada has a specific management unit for this, which is the Office of the Vice President for Students and Employability who manages the employability issues.

Moreover, Granada University is offering training activities on employability through the ALUMNI unit. They also offer training and extracurricular internships through the Centre for the Promotion of Employment and Internships (CPEP).

Finally, through the Vice-Deans of Students and the UGR Emprendora Unit (UGR Entrepreneurship Unit), Granada University is promoting entrepreneurship among the students and in the training curricula.

The University of Granada has the Employment Observatory of the Centre for the Promotion of Employment and Practices (<https://empleo.ugr.es/observatorio/>) whose mission is to extract, analyse and disseminate data on the labour market insertion of graduates at the University of Granada on a regular and continuous basis in order to improve their employability. Through the employment observatory, whose mission is to extract, analyse and disseminate data referring to labour insertion.

The University of Trás-os-Montes and Alto Douro (UTAD) in Portugal, tackles the employability issues through their Quality Management Office (GESQUA), under the Dean's Office for Quality. The system monitors and collects information, ensures its analysis and disseminates it to the various levels of management in all aspects of its mission, involving employees, faculty, students, and external partners. The UTAD provides continuous training for Primary School teachers, such as Refresher Courses for Teachers.

Finally, the University of Pavia gives support to the students to promote their employability, through the activities of the Orientation Centre which maintains ongoing relations with the world of work, promotes placement activities and monitors the job placement of graduates.

They also have the Technological Pole which has the aim to promote and support the establishment and development of new enterprises. Another tool that the University of Pavia uses is the so-called UniVenture project that has the main goal to transfer entrepreneurship and innovation through complementary skills, as well as between the university and



entrepreneurs in the local economy (start-ups & SMEs). Finally, the University of Pavia monitors the job placement of its students through the AlmaLaurea system (<https://www.almalaurea.it/en>). AlmaLaurea is an employment services company that provides services to facilitate the matching of qualified labour supply and demand through the intermediation, research and selection of personnel in synergy with universities and competent public institutions and the working world. Their work is to support young graduates in order to facilitate their entry into the working world, with the intention of also helping companies to grow and, more generally, to make an active contribution to the national economy.

2.3. Gender studies and academic training contribution

Another topic which has been inquired through the survey was to explore the way the "gender studies" could contribute to improve the academic training and competences of the teachers in the EU universities. We can synthesize the results and answers given by the three EU university partners of TeachersMOD as follows:

- By developing the tools to identify gendered assumptions and practices in teaching methodologies;
- By enhancing the future teachers' capacity to reflect critically on the teaching materials and to develop more inclusive approaches to teaching and relating with the students in the classroom;
- By developing the capacity to use gender as a category for engaging critically with the language, the methodologies and the content of curricula in basic education in order to be able to teach some essential critical thinking skills;
- By proposing innovative ways to reflect about the role of the basic education teacher in promoting a more inclusive and just society; by promoting more inclusive languages, tools and course proposals to faculty and students.
- It allows future teachers to develop skills in promoting gender equality from childhood, by combating the prejudices and stereotypes that still exist around the world.

2.4 Strategic plan of European HEIs

The Survey asked also if the universities have a specific strategic plan regarding the involved faculties to the project. The importance of good strategic planning is recognised throughout higher education. All universities and colleges understand the need to clearly identify their mission and objectives, their priorities and targets for improvement, and the action to be taken to achieve them. This is one of the reasons the project survey wanted to inquire on the strategic plans by the EU universities since they could represent an example for the Kurdish HEIs to be inspired and to look at when they will have to review their syllabus and curricula and work on the action plan under the WP3.



The results show that the University of Granada has its own 2030 strategic plan which affects all faculties. It is led by the Office of the Vice President for Institutional Policy and Planning and it is composed of a series of strategic objectives that can be achieved through different actions that can be evaluated through different indicators. It arises from the review carried out by the Quality Commission of the Faculty based on the Management Report and is approved by the Faculty Board. All information is available at the following link: <https://oficinavirtual.ugr.es/ConectaDocumenta/verDocumento.jsp> . For a shorter English version, it is possible to consult this link: <https://canal.ugr.es/UGR2031/en/>.

The main principles are the following:

1. The University must be open to learning, knowledge and debate.
2. The University must promote processes of social, cultural and economic transformation.
3. The University must be committed to its environment and to the goals of sustainable development.
4. The University must be people-oriented and inclusive.
5. The University must be focused on leadership and excellence.
6. The University must be aware of its tradition and historical relevance.
7. The University must be proud of itself in order to reinforce a sense of belonging among the people who make up its community.

The University of Pavia has a three years strategic planning from 2022 to 2025, which has been approved by the Academic Senate at its meeting on December 19, 2022, and by the Administrative Council of the University of Pavia at its meeting on December 22, 2022.

2.5 Gaps, problems and obstacles that Kurdish partners from TeachersMOD project have to face

Finally, in the survey, the EU universities were asked to answer to the questions “What they think about gaps, problems and obstacles that Kurdish partners from TeachersMOD project have to face and below is the summary of their answers:

- The project training should focus on communication and the adaptation of different strategies to the KRG context. Our Kurdish partners should make a cooperative effort with their other partners to study their educational needs in order to implement new training models.
- Language of teaching and study materials
- The problems and obstacles that the Kurdish partners face must be seen as challenges that will be surmountable from the very training they are going to receive, with the tools, methodologies and resources that are going to be offered throughout the training process



Annex I – Survey to Kurdish universities

State of the art of needs and gaps about teaching methodologies and curricula in the HEIs in Kurdistan region of Iraq

53

This survey, addressed to university staff from the basic education colleges of the 5 Kurdish HEIs partners of TeachersMOD, aims at drawing up a state of the art about the current teaching methodologies and curricula of the basic education colleges in HEIs partners from Europe and Kurdistan.

The survey will also allow Kurdish universities to:

- identify gaps and needs in teaching methodologies and curricula;
- identify good practices in teaching methodologies and curricula in basic education that could be transferable, replicable, and adapted

I - GENERAL INFORMATIONS About your University

1. How would you describe the profile of your institution? Please choose one option.

More teaching than research oriented
More research than teaching oriented
Higher National College

2. How would you describe the mission of your institutions. Please chose one :

Teaching
Research
Both

3. Year of foundation of the university:

4. Type (check all that apply):

For profit
Independent
Private
Public
Not for Profit
Other (specify)



Comments

5. Degrees offered (check all that apply):

Bachelor

Master

Doctorate

Certificate

Diploma

Other (specify)

Comments

54

6. Number of Kurdish students at your university (academic year 2021/2022) – Please provide the number of female and male students

7. Number of Kurdish professors at your university (Please specify the categories according to your academic status – full professor, associate professor – Typologies of contract) – Please provide the number of female and male professors

8. Number of Kurdish students in the basic education colleges (academic year 2021/2022) – Please provide the number of female and male students per each typology of diploma

9. Number of Kurdish professors in the basic education colleges (Please specify the categories according to your academic status – full professor, associate professor – Typologies of contract) – Please provide the number of female and male professors per each typology of diploma

9. Number of Kurdish administrative staff

10. Number of Foreign students (academic year 2021/2022)

11. Number of Foreign academic staff

12. Number of Foreign administrative staff



13. Number of temporarily students abroad (Please provide geographical location - mobility + type of scholarships + scholarship providers)

14. Number of refugees or IDPs, enrolled in the basic education colleges?

55

II – NEEDS, GAPS AND PRIORITIES IN TEACHING BASIC EDUCATION

Please provide:

- a) the full list of the departments at your college of basic education
- b) the full list of subjects taught in each course and correspondent diploma
- c) the language utilized for teaching each subject and the language for the respective materials (Arabic/Kurdish/English/other language)
- d) the current methodology of students' evaluation

If your College of Basic Education offers a subject related to

- a) "teaching methodologies", please provide the syllabus and learning outcomes
- b) "pedagogy/psychology/sociology" please provide the syllabus and learning outcomes
- c) "gender studies", please provide the syllabus and learning outcomes
- d) "kurdology" please provide the syllabus and learning outcomes
- e) "contemporary and/or modern history" please provide the syllabus and learning outcomes
- g) "research methodologies" please provide the syllabus and learning outcomes

15. What are the departments in the basic education colleges you think are relevant and necessary to become future primary school teachers? And why?

16. What are the main topics to be included in the training activity for basic education teachers?

17. What are the main needs in teaching basic education at your institution?

18. Select 3 topics you feel are most relevant for your institution in terms of training and capacity building activity

19. What are the obstacles, problems and challenges you have to face dealing with teaching basic education?



20. What are the most common and used teaching methodology in basic education?
21. Do you have any training course in English?
22. Has your university adopted the Bologna process principles in the basic education colleges?
23. If yes, which is the minimum number of ECTS in your training courses?
24. Have the teachers at your basic education colleges participated in any international mobility exchanges (with EU, US and other foreign countries)?
25. Have the teachers from the basic education colleges at your university received any training on the Bologna process implementation?
26. Does the Ministry of Education or Higher Education regularly organize training activities for the teachers at basic education colleges?
27. What is the relationship between the strategy of the Ministry of Education and the one of the Ministry of Higher Education for improving the skills and capacities of the basic education colleges teachers?

III – CONNECTION WITH THE LABOUR MARKET

28. How does your university tackle the issue of employability of graduates from the basic education colleges?
29. Are you aware of the unemployment rates of your graduated students (for example average unemployment rate 6 months after graduation)
- Yes
- No
30. What does your university do in terms of tracking graduates' employability in basic education colleges?

IV - FUTURE STRATEGIES



31. Please describe the subjects in which your university would like to receive capacity building training
32. Please describe the Scientific Domains in which your University would like to enhance its research activities
33. Please indicate the top 3 Scientific Domains in which your university would like to specialize in the forthcoming years
34. Please indicate 3 administrative domains in which your university would like to receive capacity building trainings
35. Does the University have a specific strategic plan for the basic education colleges for the next years? If yes, please describe it below and describe also how it is formulated and by whom it is approved
36. What do you expect from TeachersMOD in terms of impact and sustainability of results?

V - STUDENTS

37. What is the average class size?
38. How many students in percentage are coming from the city area of your University and how many from other regions?
39. What is the percentage of students who graduate during the normal course and what is the percentage of students that need extra years to graduate?
40. Is there any academic committee where students' representative are involved?
If yes, students' opinion is mandatory or advisory?
41. Is there any student union in your HEI? If yes, please list them.
42. Is there any possibility for the students to evaluate their teachers?



Annex II – Survey to European universities

Benchmark of teaching methodologies, curricula and good practices in Basic Education in European universities

58

This short survey is addressed to the EU universities, partners of TeachersMOD project, with the aim to benchmark teaching methodologies and curricula content as well as to identify good practices in teaching methodologies and curricula in basic education that could be transferable, replicable, and adapted in the Kurdish universities.

- 1) Which faculty/ies are you planning to involve in the project activities?
 - 2) Please provide:
 - a) the full list of the departments at your involved faculty/ies
 - b) the full list of subjects taught in each course and correspondent diploma
 - c) the language utilized for teaching each subject and the language for the respective materials
 - d) the current tools used for the the students' evaluation
 - 3) If your involved faculty offers a subject related to:
 - a) “teaching methodologies”, please provide the syllabus and learning outcomes;
 - b) “pedagogy/psychology/sociology” please provide the syllabus and learning outcomes;
 - c) “gender studies”, please provide the syllabus and learning outcomes;
 - d) “contemporary and/or modern history” please provide the syllabus and learning outcomes;
 - e) “research methodologies” please provide the syllabus and learning outcomes
 - 4) Select the topics that in terms of training and capacity building activity you think your University is an expert and can be responsible?
-



- 5) What are the most common and used teaching methodology in your involved faculty?
- 6) Do you have any training course in English? If yes, which ones?
- 7) Which is the minimum number of ECTS in your training courses in the involved faculties?
- 8) How does your university tackle the issue of employability of graduates from the basic education colleges?
- 9) Are you aware of the unemployment rates of your graduated students in the field of basic education (for example average unemployment rate 6 months after graduation)?
- 10) What your university does in terms of tracking graduates' employability in basic education colleges?
- 11) Please describe the methodologies in which your university could deliver some capacity building and training to the Kurdish colleagues
- 12) Does the University have a specific strategic plan for your involved faculty for the next years? If yes, please describe it here below and describe also how is formulated and by whom is approved?
- 13) What do you think about the gaps, problems and obstacles that Kurdish partners from TeachersMOD project have to face?
- 14) In which way the "gender studies" could contribute to improve the academic training and competences of the teachers?