



Careers, Education and Training Advisory Board (CETAB)

Report for the Term 2003 – 2006

Presented to
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**THE
WORLD
FEDERATION**

OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES

Registered charity in the UK No. 282303



1 INTRODUCTION

1.1 This report will focus on the activities of the Careers Education Training Advisory Board during the term 2003-2006.

1.1.1 The Board has worked toward the goals outlined in the Strategic Plan (2003), and has made recommendations for the next term.

2 DISCUSSION

2.1 Educational Loan Schemes

Ayatullah Seestani has given a ruling on education loans; stating that Khums funds can now no longer be given out as education loans. In line with this, we have ceased to offer loans from Khums funds, and due to limited funding, we have had to turn down a number of requests.

2.1.1 The provision of such loan schemes has created a lot of interest in the community from students with an excellent academic record and who, without the scholarships, would not have gained the opportunity to study for world-recognised qualifications. With the provision of loans; they will now have a window of opportunity, leading to economic upliftment for themselves and their community.

2.1.2 Currently, 154 students have been provided loans by CETAB.

Country of student	No. of students
Sweden	1
Canada	9
Dubai	3
India	12
Iran	1
UK	63
Malaysia	1
Pakistan	6
Tanzania	9
United States	21
Kenya	2

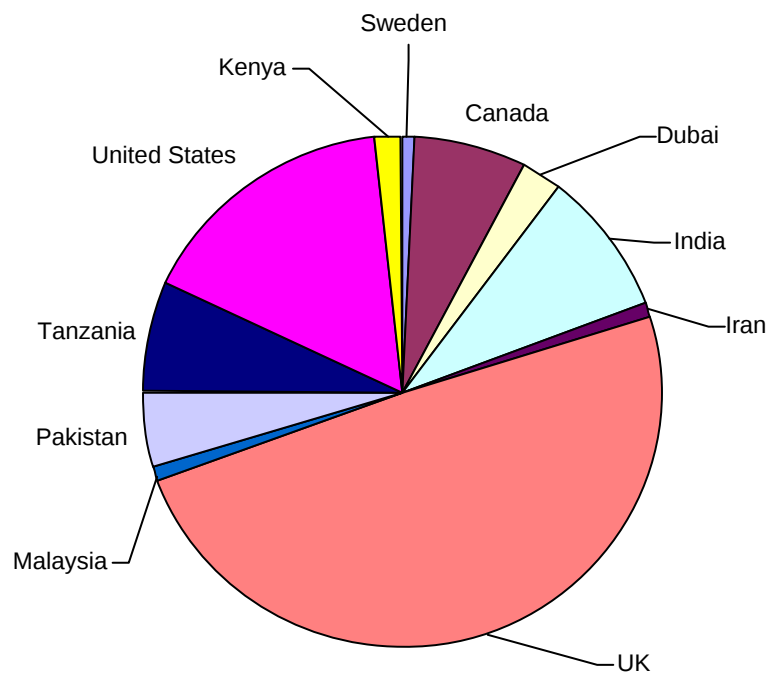
2.1.3 Half of the students sponsored are from the UK, and this can be accounted for due to:

- Increased awareness of the scheme
- Most U.K students choose to stay in their home country for higher education.

2.1.4 The pie chart below indicates the students sponsored country of origin.



Students' Country of Origin

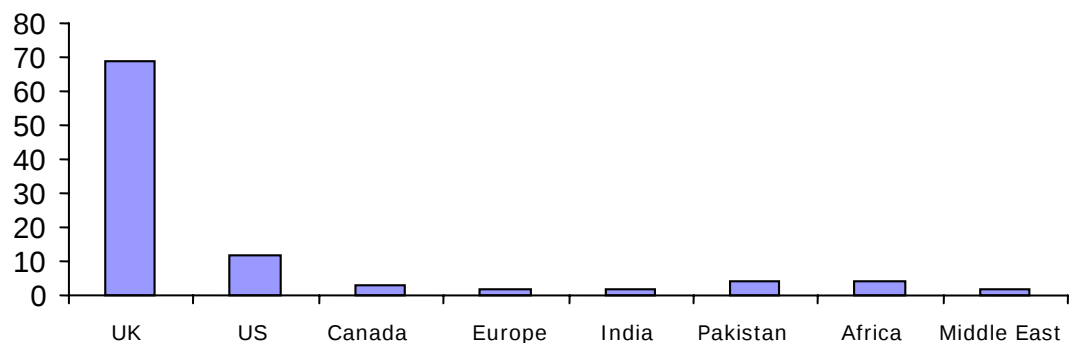


2.1.5 The bar chart below indicates that the majority of students choose to study in the UK.

2.1.6 The Board, having recognised that the majority of students choose to study in the UK, has advertised areas where optimum affordability and high education quality can be found. Malaysia, Australia and Singapore have been highlighted as examples. The UK will remain a popular destination due to:

- Presence of relatives & community
- English-language courses
- Future migration prospects
- Marriage.

Location of Where Sponsored Students Have Chosen to Study





- 2.1.7 In general, is a trend by our students towards the traditional subjects of engineering and medicine; but there is a movement towards computing and finance, as students have recognised that the skills gained in these areas are highly sought after. We have also noticed a movement towards increasingly specialist career areas (not necessarily through our Loan Application Process) from students.

2.2 Finances

The figures below provide an indication of the status of the loans administered by CETAB.

Total Amount Loaned:	£1,275,138.64
Amount Repaid:	£649,430.78
Amount Outstanding:	£625,707.86

- 2.2.1 The Board has handled the responsibility of chasing overdue loans since 2000. This had been highlighted as a major problem, as many students (for a variety of reasons) were unable to meet their repayment schedule. The Board has contacted ex-students in this situation.

- 2.2.2 Where outstanding amounts were settled, the ex-student was presented a certificate to prevent any future misunderstandings. All those who still owe money are requested to contact the Board to discuss the situation in strictest confidence.

2.3 The Hiridjee Family Loan Scheme

The Board was pleased to launch another student loan scheme; this time through the kind courtesy of the Hiridjee Family; with this program set up specifically for female students. Two students per annum will each receive a loan of £10,000 (for a maximum of three years), to allow them to pursue a course of their choice.

2.4 Pharmacy Student Sponsorship Scheme

The Board, in conjunction with the Education Board of Africa Federation, launched a scheme in December 2005 that enables pharmacy students coming from any Jamaat in Africa to work in the UK.

- 2.4.1 This scheme is a terrific opportunity for pharmacists from our community in Africa. Applicants, who must have successfully completed a degree in Pharmacy, as well as one-year pre-registration in Africa, will be required to undertake a conversion course (approximately 9 months) at the Aston University with the cost being given as a loan.

- 2.4.2 On successful completion of the exams, the student will be offered a placement at a Birmingham Pharmacy for a minimum of 3 years. Repayment of the loan will resume at the start of placement. The



student will be expected to repay 75% of the loan (25% being considered as an award) over a 4 year period.

2.5 Student Support Network

This network was launched in autumn of 2002 with its main objective being to foster links between our worldwide community students. The Students Support Networks mission statement is to:

'SSN is dedicated to providing a wide range of services for students within our communities and one of its main goals is to provide interaction between University students on a world-wide level across all Jamaats'.

2.5.1 Currently, our community is spread across the world and our youth are pursuing further education across the globe. SSN therefore aims to assist all community students, regardless of geographical or academic background.

2.5.2 An email-based discussion forum has been set up which has provided an environment where overseas and local students can network and ask for assistance from their peers. The forum is also a vibrant arena for the students to express themselves and share news about events and activities taking place in their region.

2.5.3 Furthermore SSN encourages students to share their experiences - especially those students who have had to adapt not only to a new environment but also to a new culture and a new way of living. To this end several of the SSN members have written articles that have been published in various community magazines world-wide.

2.5.4 In the term 2003-2006, the SSN network continued to grow. As of June 2006, the network has 725 members.

2.6 Leadership Development Programme

We have pledged to be proactive in identifying and training the leaders of tomorrow. Further to this, we have organised a Leadership Development Program, which since its inception in 2004, has become an annual event.

2.6.1 The main aim of the programme is to explore the participants' full potential, and help them to develop their leadership, interpersonal and strategic skills. It also enables the participants to understand the main developments in leadership theories and styles. During the 2½ day weekend event, participants learn to understand their own personal characteristics and to understand the impact of their personality on others, especially in the community.

2.6.2 The Leadership Development programme is not an easy guide to being a good leader; it is a taster of the types of qualities that make good leaders. The aim is not to create a particular type of leader, but to allow participants to explore the skills they have and



to think about what type of leader they want to become whilst understanding the impact their actions have upon others.

- 2.6.3 The Leadership Development Program was extended to America in 2005, with two sessions initially organized (20-21 August & 24-25 September 2005). These programs would be facilitated by Anita Simpson, who has over 10 years experience in presenting leadership seminars.

2.7 Facilitation Skills Course

This course is designed to enhance their facilitation skills, which included allowing participants to discover how to create a 'thinking environment' and 'space'; as well as focusing on conflict resolution and observing the facilitation of the actual course and learning from this experience.

- 2.7.1 This course was held in the Latimer Conference Centre (24-26 March 2006, UK) and the aim of the course was to encourage community workers to facilitate group discussions, group dynamics and lead teams in a more effective manner.

- 2.7.2 The participants learnt how to play the role of a thinking partner and thus allow others to express themselves incisively and thoroughly. This is particularly important in many areas of community and professional work including chairing meetings, dealing with fellow volunteers and planning and running events.

2.8 Information Articles

During this term, the Board has published various articles on the website. There has also been a concerted effort to add to previous case studies we have published on studying in different countries and regions throughout the world, with the emphasis in this term on highlighting the fantastic opportunities available in non-traditional countries of study.



3 RECOMMENDATIONS

- 3.1 ZCSS and CETAB to merge into a unified Board with a clear education agenda. This merger will allow the vision of education to be achieved through universal policy making; in order to increase overall efficiency and reduce any duplication. This new Board entitled Zainabiya Education Board will need to build upon the existing work of CETAB and ZCSS, to progress the agenda into the next stage of cross-regional development.
- 3.2 Realising the vision of having an independent loan scheme for students through a Bank for regional federations. Build upon the success of ZAKMEF.
- 3.3 Offer Leadership/facilitation courses globally in partnership with Regional Federations.
- 3.4 Increase awareness of alternative countries for choice of higher education for potential students.
- 3.5 Create more student gatherings through SSN for local and overseas students. Support local and regional networks.
- 3.6 Actively publicise SSN for new students worldwide.