

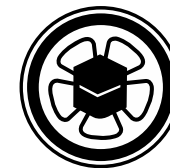


TERM 2011-2014

Third Executive Council Meeting

**18-19 May 2012
Dar Es Salaam, Tanzania**

Let's chart our progress. Together.



**THE
WORLD
FEDERATION**
OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES



we exist to serve

Madrasah Centre of Excellence

Naushad Mehrali



we exist to serve

MADRASAH CENTRE OF EXCELLENCE

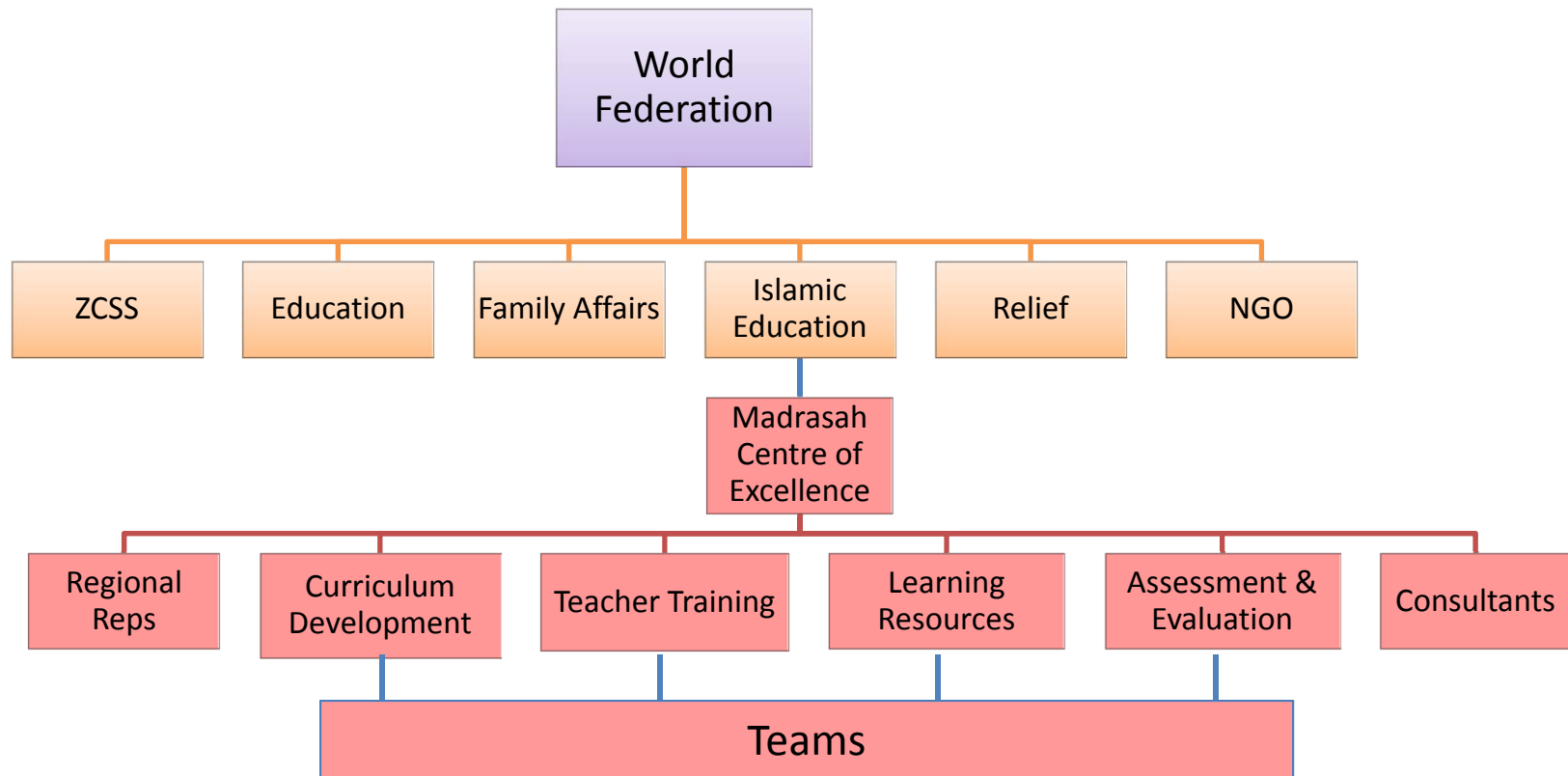
Vision: Nurturing Piety

Mission: Enabling a learning environment that instils the values of Qur'an and the Ahlul Bayt (AS)



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Structure of MCE



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Goal – Madrasah Centre of Excellence

A global structure to provide focus and to become a central place for Madaris to seek help and support in the running of their institutions.



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Goal – Curriculum Development

The development of a robust and evolving global curriculum framework that encapsulates regional variation, modern methodologies, support material for students, teachers and parents whilst retaining core knowledge and spiritual ethos



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Goal – Teacher Training

To facilitate the provision of training to meet the training needs of the madrasah teachers. It would also create a body that represents Madrasah teachers globally, providing support and a forum for teachers to interact, share valuable experiences and learn.



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Goal – Learning Resources

To create and/or revamp Learning Resources which can be used by Students, Teachers and Parents an to provide a comprehensive resource centre where resources can be shared globally encouraging development of new ideas and innovation.



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Goal – Assessment & Evaluation

To co-create, pilot , implement and evaluate a process for assessment and evaluation of madaris. It would create a learning environment for all where the students, teachers and institutions are examined and evaluated with a view to continually improve.



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Update – Assessment & Evaluation

- Developed standards of assessment of Madrasah
- Designed Madrasah Assessment & Evaluation Process (MAEP)
- Conducted Madrasah Assessors Training Programme in Birmingham 27 – 29 April 2012
- Prepared Madrasah Assessors Handbook
- Carried out first pilot assessment at Hyderi Islamic School, South London on 12 May 2012



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Developed standards of assessment of Madrasah

- Madrasah applies principles of good corporate governance
- Teaching by suitably qualified or experienced teachers
- Systems and processes for assessment of progress in madrasah
- Madrasah has positive impact on children, parents, community, society



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Madrasah Assessment and Evaluation Process (contd)

How does the process work

Step 1

Madrasah fills out self-certification form on 4 standards

Step 2

Trained assessors carry out assessment of Madrasah

Step 3

A report is issued. If Madrasah is fully compliant, no further action required or areas identified for room for improvement. If partially compliant, MCE would work with madrasah and provide developmental support

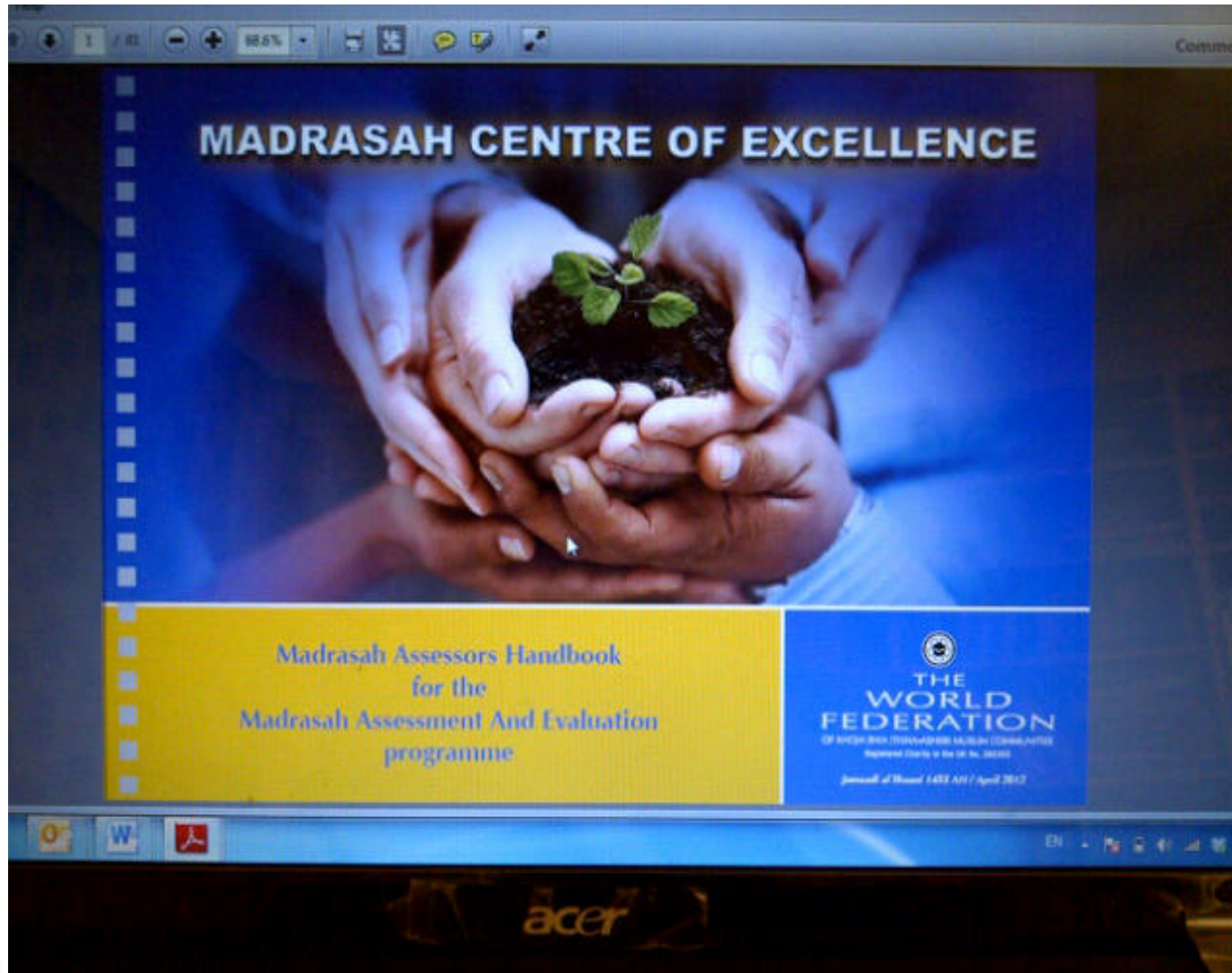
Step 4

Follow up visit by assessors if required.



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Prepared Madrasah Assessors Handbook



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Update – Curriculum Development

- Survey of Madaris and analysis of feedback – Feb 2012
- Collation of curriculums from main madaris worldwide and drawing up a comparative chart. Fiqh completed.



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Update – Learning Resources

- Gathering data on resources currently used by Madaris worldwide
- Preparing a framework for gathering resources
- Comparisons being made with different secular education resources
- Finalising sitemap for learning resource needs for the website
- Feedback obtained from madrasah teachers



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Update – Teacher Training

- Training workshops held in Mombasa, Nairobi, Dubai, Birmingham, Peterborough.
- Discussions held with City & Guilds and Open University with a view to validating teacher training programme for madrasah teachers.
- Teacher training questionnaire prepared for assessing training needs of madrasah teachers.



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Next 12 months – Curriculum Development

- Share and evaluate existing curricula by tabulating and analysing themes, subjects, topics
- Draw up terms of reference and form a panel of experts
- Create a curriculum framework subject by subject
- Assist madaris with implementation of curriculum framework



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Next 12 months – Teacher Training

- Hold regional workshops to define training needs for madrasah teachers
- Develop tailored courses for subject and classroom teaching
- Deliver training courses
- Partner with training organisations and seek accreditation
- Provide an online platform to represent teachers



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Next 12 months – Learning Resources

- Complete gathering data on Madrasah learning resources currently used globally
- Complete evaluation of resources gathered to identify gaps and compare with secular education resources
- Fill in the gaps
- Develop an online resource bank
- Match resources to curriculum framework



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Next 12 months – Assessment & Evaluation

- Pilot a process for assessment and evaluation in 6 madaris – Hyderi (South London), Daressalaam, Nairobi, Leicester or Peterborough, Orlando, Toronto
- Design methodology for assessment and evaluation of madrasah
- Conduct training for new assessors in each region
- Commence real assessment of madaris



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Next 12 months – General

- Compilation of Madrasah Profile and Madrasah Teacher Profile
- Recruit IT Developer



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Conclusion

- Long – term project. 5 – 7 years
- Important to work closely with madrasah
- Obligatory to safeguard the future of our children in this world and in the hereafter



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