

Defining a way forward for The World Federation and the Madrasah Agenda

Delivering the Objectives of The World Federation Madrasah Retreat





- This document summarises the work undertaken following the Madrasah Retreat in February 2011 to construct a proposed 'plan of action' for the Madrasah strategy.
- It is intended to be a document outlining the strategy for the Madrasah programme of The World Federation.
- The figures in this document are all based on market averages and are 'best guestimates' at the time of writing this document.

A structured approach to define the strategy...



Introduction (background, notes, Retreat info).

Why is Madrasah important to The World Federation?

- Section on each work stream (vision & how is it important?)
- Overall importance of Islamic Religious Education to The World Federation.

Where do we need to get to?

- Profile of a successful, relevant organisation for each work stream.
- Compare these with our current state to come to conclusions on requirements.

What we already have

- Review on relevant World Federation outreach and Madrasah current resources & best practices.

How?

- High level project plans and resource requirements for each work stream.
- High level cost assumptions.

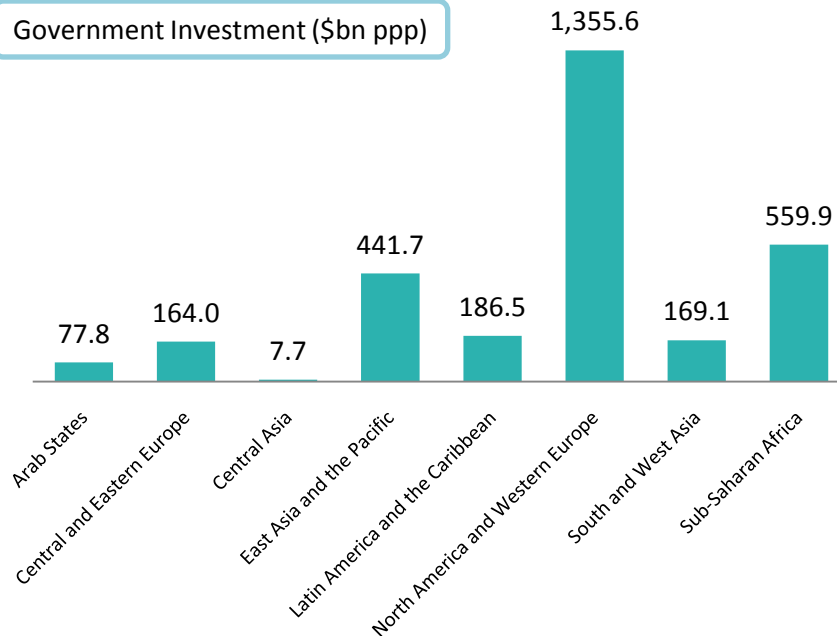
Appendix (concept papers, Retreat documents, other data).

Why is education important?



Governments around the world had dedicated over \$2.4 trillion in 2004 to education, highlighting its global importance.

Government Investment (\$bn ppp)



Total **2.46 trillion PPP\$** (purchasing power parities).

Source: UNESCO Global Education Digest 2007.

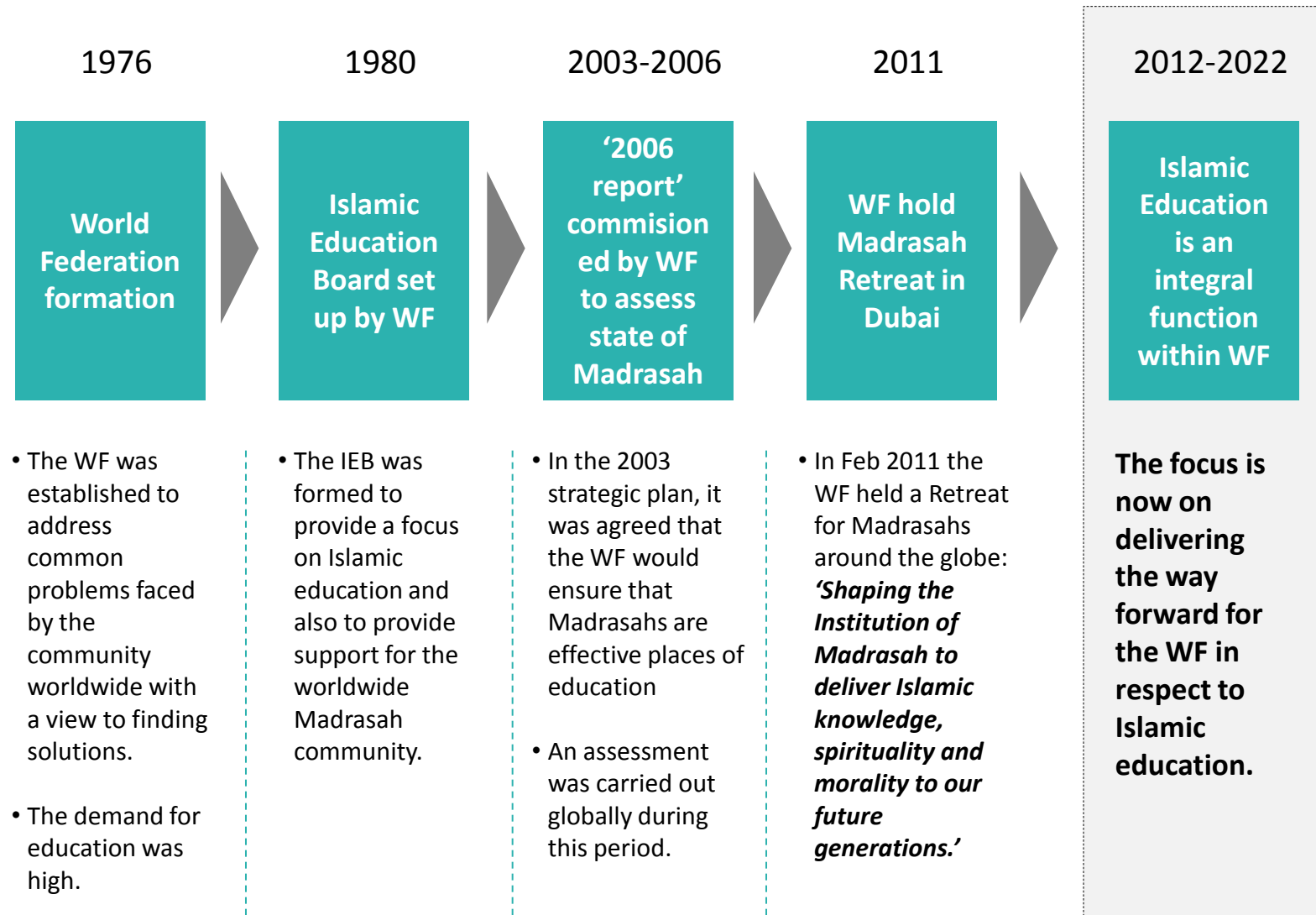
"Are those equal, those who know and those who do not know?" It is those who are endued with understanding that receive admonition."
- (Az-Zumar: 9).

"Acquire knowledge, it enables its possessor to distinguish right from wrong; it lights the way to heaven."
- Prophet Muhammad (SAW).

"Verily, knowledge is a lock and its key is the question."
- Imam Jaffer Sadiq(A.S).

"Knowledge gives life to the soul."
- Imam Ali (A.S).

WF has been on a journey of development over time and is looking to revive its focus on Madrasah



At the Madrasah Retreat 5 key areas were prioritised as work streams to solve existing challenges...



	The Challenges...	...impact if not addressed/resolved
Curriculum Development	• There is no single, agreed upon curriculum (many different curricula are used). • Children receive varied 'levels' and content of education during their Madrasah lives (standards vary).	• Children will have varied levels of knowledge. • The credibility of curricula used will be questioned. • Creates 'competition' between Madrasahs for the 'best/most appropriate' curriculum.
Teacher Training	• Teachers at Madrasahs are primarily voluntary and therefore may not have appropriate & adequate teaching the skills needed. • There is no universal teacher training methodology for all Madrasah teachers.	• Poor levels of teaching. • Non uniform standards across Madrasahs. • Teachers are not developed and motivation levels could suffer. • Students don't get the best level of teaching.
Learning Resources	• There are countless examples of innovative learning material globally however these are not shared. • Resources are not shared in an organised way. • There are various 'untapped' media avenues to explore.	• Madrasahs will work in silos. • Resources are not used to their full potential. • Children and teachers suffer. • We will always be 'behind the curve'.
Continuous Assessment & Evaluation	• There is no 'standard' set for Islamic education • Madrasahs are not assessed on an ongoing basis against their peers. • There is no information collected on an ongoing basis to help with decision making.	• Uninformed decision making = limited progress. • Non uniform standards across Madrasahs. • No drive for continuous improvement.
Organisational Structures	• Where a structure exists there is no global or regional consistency .	• There will be no leadership or accountability to drive progress and change. • Madrasahs will have no central place to coordinate activities globally. • Madrasahs will continue to work in silos.

The Vision

What do we already have?

Benchmarking the vision
Where we need to get to?

The Plan
How do we get there?

Appendix

“The only limits are those of vision”



We have been working on defining our overall vision and purpose...



‘Nurturing Piety’

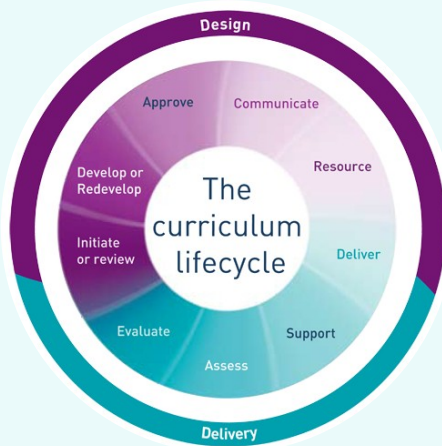
*Mission: Enabling a learning environment
that instils the values of Quran and the
Ahlul Bayt (AS)*

... this is then translated into the individual workstreams

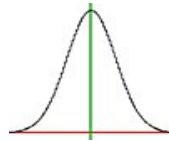
Curriculum Development



A **framework** that can be **tailored** to individual Madrasah needs which is **reviewed periodically**.



Benefits



Standardisation

Irrespective of size or location all Madrasahs will use elements/framework of the same broad curriculum.



Tailored

Can be 'made to fit' individual Madrasah needs which makes it applicable to all Madrasahs, a single solution for all.



Transferability

One curriculum globally will not affect parents or children if they move between locations.



Future

Constant evolution of the curriculum will make it relevant and able to cater for future generations.

Who can we learn from ...





A **body** that **represents** **Madrasah teachers** globally, providing **support** and a **forum** for teachers to **interact** and **learn**.



Benefits



Creating Learning Communities

Interacting and sharing valuable experiences of teaching and learning with peers.



Creating new avenues of thought

Explore understandings of 'gifted', 'talented' and 'preconceived' ideas of the learning ability, which in turn helps to positively shape their classroom practice.



Coordinated support

A place where teachers can reach out to for support and guidance.



Representation

Provides a 'voice' for Madrasah teachers within the WF which can raise issues and concerns on behalf of its members.

Who can we learn from ...



Learning Resources



A **comprehensive resource centre** for teachers, parents and students where resources can be **shared globally** encouraging development of new **ideas** and **innovation**.



Benefits



Collaboration

Sharing of skill sets and best practises so everyone can all learn from each other.



Accessibility

Access to experts for all.



Reach out to people who have no Madrasah

Gives community members who wouldn't otherwise have access to education an opportunity to learn.



Innovation and Creativity – moving with the times

Delivering education in current media – e.g. Wii Pray. Make Madrasah current and relevant to the times/students.

Who can we learn from ...



Continuous Assessment & Evaluation



A **learning** environment for all where the students, teachers and institutions are **examined** and **evaluated** with a view to **continually improve**.



Benefits



Keeps you informed

Being informed allows you to make better decisions about improving the Madrasah/Islamic Education.



Highlights areas of need

Allows you to focus on specific areas of need and tailor the material to the needs.



Benchmarking

Allows Madrasah to compare and be compared so as to enable learning from each other.



Tracks progress

Tracks progress for the Madrasah as a whole and individual teachers, students and parents.

Who can we learn from...



Organisational Structures



A **designated department** at the hub of the wheel, whose focus would be to attain **harmony** amongst the Madrasahs and **realise** the **visions** by **coordinating the work streams**.



'Putting the pieces together'

Benefits



Structure and governance

Provides a structure for the Islamic education within WF and around the work streams.



Leadership, accountability and direction

Individuals are assigned to deliver progress and to play integral parts in the organisation.



Clear vision and focus

Structure provides focus and allows WF to push forward with continuous improvements.



Support for all Madrasahs

Provides a central place for Madrasahs to seek help and support in the running of their institutions.

Our 5 work streams can provide the solutions...



The Challenges...		...the solution
Curriculum Development	• There is no single, agreed curriculum (many different curriculum are used). • Children receive varied 'levels' and content of education during their Madrasah lives (standards vary).	• A framework that can be tailored to individual Madrasah needs which is reviewed periodically.
Teacher Training	• Teachers at Madrasah are primarily voluntary and therefore do not have the teaching skills required. • There is no universal teacher training methodology for all Madrasah teachers.	• A body that represents Madrasah teachers globally providing support and a forum for teachers to interact and learn.
Learning Resources	• There are countless examples of innovative learning material globally however these are not shared. • Resources are not shared in an organised way. • There are various 'untapped' media to explore.	• A comprehensive resource centre for teachers, parents and students where resources can be shared globally encouraging development of new ideas and innovation.
Continuous Assessment & Evaluation	• There is no 'standard' set for Islamic education. • Madrasahs are not assessed on an ongoing basis against their peers. • There is no information collected on an ongoing basis to help with decision making.	• A learning environment for all where the students, teachers and institutions are examined and evaluated with a view to continuously improve.
Organisational Structures	• Where a structure exists there is no global or regional consistency.	• A designated department at the hub of the wheel, whose focus would be to attain harmony amongst the Madrasahs and realise the visions by coordinating the work streams.

The Vision

Why is Madrasah important to WF?

What do we already have?

Benchmarking the vision

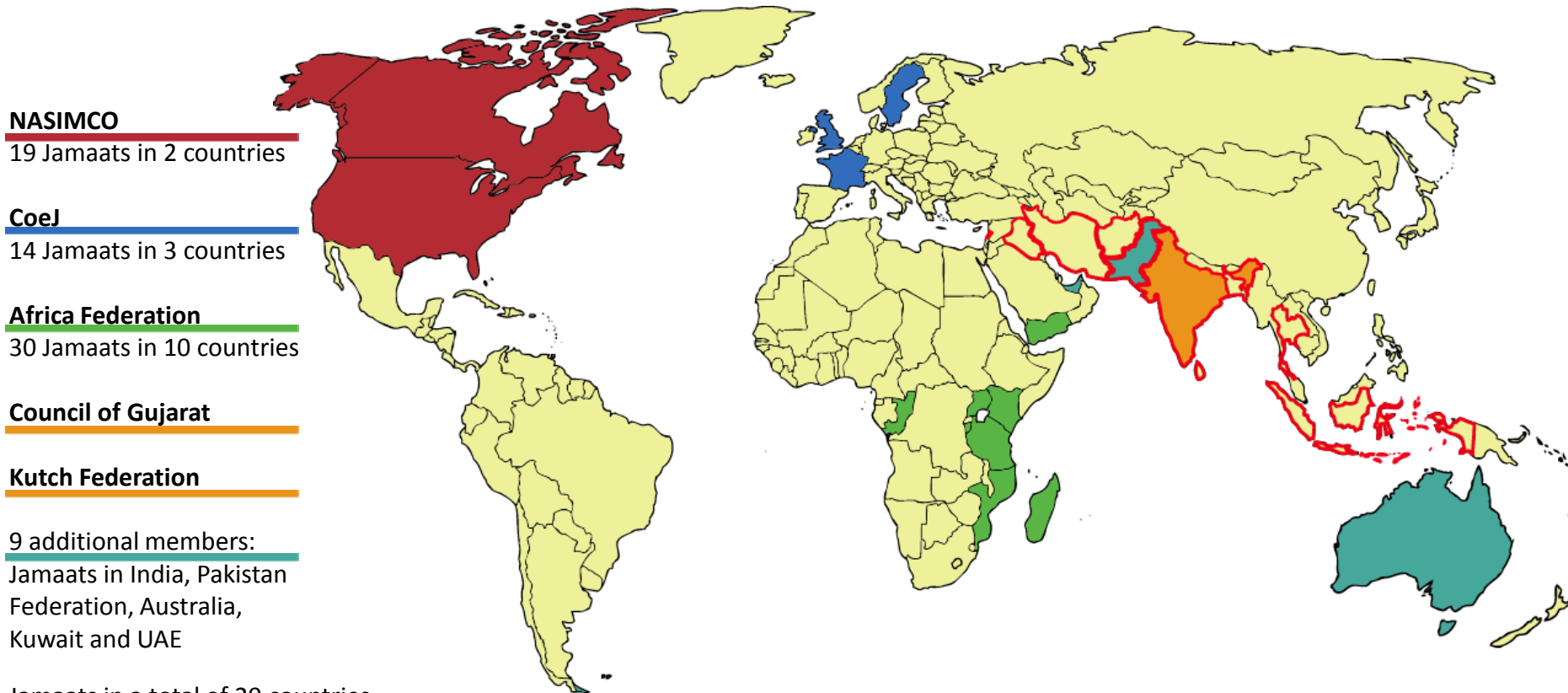
Where we need to get to?

The Plan

How do we get there?

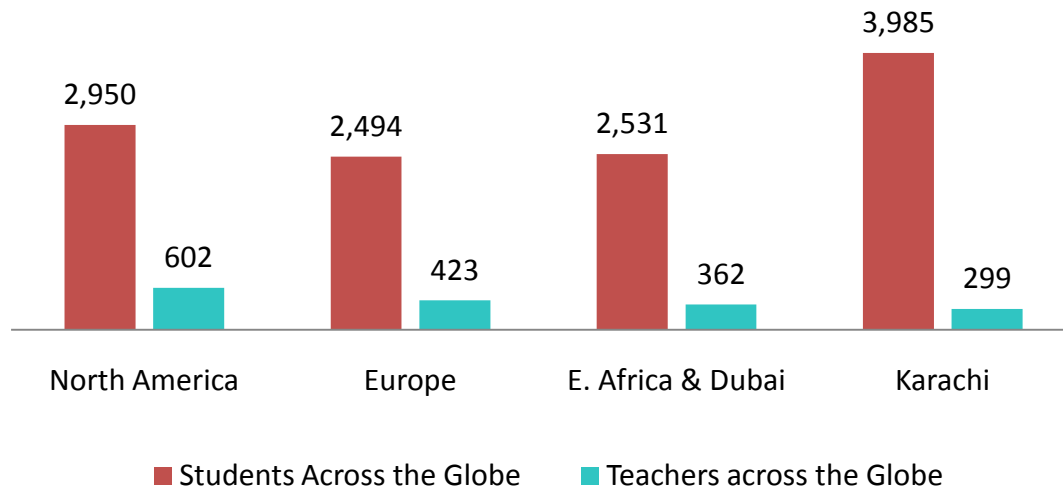
Appendix

WF has a truly global representation

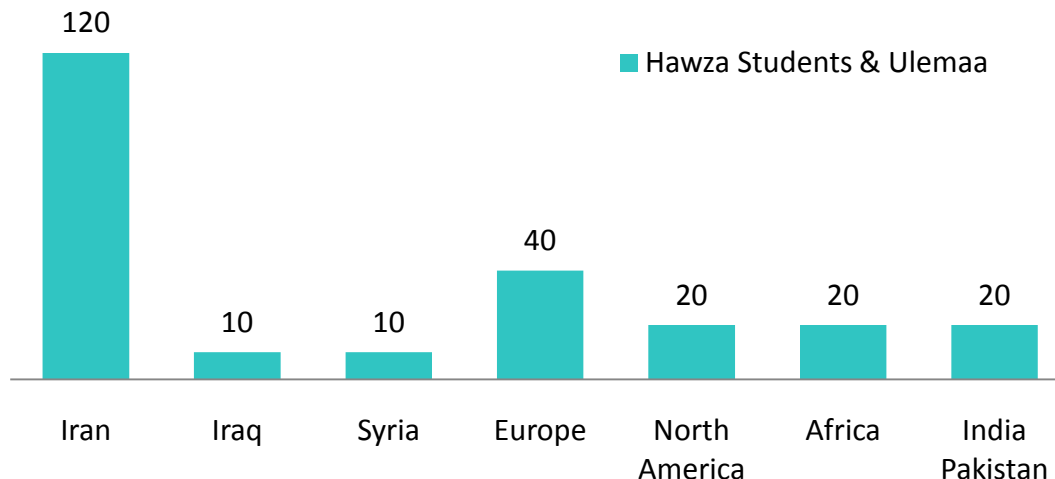


Relief and Economic Development
Significant presence in Middle East and Asia

We have 1,700 committed teachers and over 200 hawza students and Ulama across 5 continents



- There is a drive to help and contribute to the Madrasahs amongst our community.
- We have managed to attract over 1,700 teachers globally.
- The majority of these are voluntary who give up their free time to Madrasah .



- The World Federation has access to 240 Ulama and hawza students spread across the globe.
- We can use the knowledge and experience they have gained from their studies in Islamic education to enrich the Madrasah programme of work.
- Many of the students hold long term relationships with WF after their studies so are easily accessible.

Teacher Training practices vary across Madrasahs...



Madrasahs currently adopt a variety of methods to train their personnel...

1. One day/hourly short classroom based courses

Madrasahs look to external trainers, be they qualified teachers in the community or external providers of teacher training, to run short training courses.

Hyderi Madrasah uses Roehampton university lecturers to run training on a weekly basis for teachers...



2. Online courses

Many institutions provide online and classroom led individual short courses which teachers and Madrasahs are using...



3. Mentoring programmes

Many Madrasahs use the experienced teachers to train the younger/less experienced teachers within the Madrasah.

"...Young teachers have to assist for 2 years before they can have a class. They also go through training classes during the 12th grade..."

- Batul Mehdi
(Headmistress Minnesota Madrasah).

4. Professional qualifications

The VLC centre in Mwanza only uses qualified teachers...

"...We have professional teaching staff in our Madaris. All teachers are qualified and have a good background of both Hawza (Seminary) and University level degrees..."

- Murtaza Alloo, Visual Learning Centre, Mwanza.

We have a wealth of resources produced in numerous formats...



Manuals, workbooks, and other printed resource.



Books

Articles



Periodicals



Websites and online resource libraries.

There are c50 Madrasah websites at present.

More than 50% of the Madrasahs use a website of some form.

Over 10 have free 'downloadable' resources.

E learning... extending the classroom online.

There are 3 e-learning environments in use amongst our Madrasahs.

They use computer and network-enabled transfer of skills and knowledge.

They include web-based learning, computer-based learning, virtual classroom opportunities and digital collaboration.

Content is delivered via the Internet, intranet/extranet, audio or video tape, satellite TV, and CD-ROM.

Broadcasting educational programmes to your TV.

Created by the Madrasah in France in May 2008, Khoja TV uses the internet to send video files between a central server and a multimedia player like the family television set.

Khoja TV hosts programmes for all ages including: Recitation of Quran, Majalis, Marshiya, Cartoons & Recorded Madrasah Classes.

It broadcasts in Gugurati, French, Urdu, Arabic, English & Farsi.

On average 200 views per day.



Virtual learning... recorded lectures available online.



The Academy for learning Islam is an online Islamic school aimed at children, youth and adults. It provides courses in the form of online lectures. There are over 20 courses ranging from seminars to in depth courses on Nahjul Balagha.

iPhone and iPad apps.

Shia Mobile dedicates itself to producing shia literature and resources for the iPhone, Blackberry and others.



of apps which targets and parents. These ran, dua, history and

Its important to leverage what we already have and not reinvent the wheel



	What we already have...	...how do we leverage it
Curriculum Development	- Over 100 Madrasahs worldwide with curricula that vary Madrasah to Madrasah. - Over 240 students and learned scholars 1,700 teacher including some professional teachers.	- Set up a think tank with all various curriculum writers. - Involve students and scholars to help with the 'religious' aspects and leverage the professional teachers for the delivery and structure of the syllabus.
Teacher Training	- We have 1,700 teachers globally. - Training is already provided in places on an ad-hoc basis. - External training and trained teachers are hired by some.	- Using the dedicated teachers and develop them further. - Encouraging more people to be involved in Madrasahs. - Learn from other Madrasahs and share best training practices where possible.
Learning Resources	- Many books, manuals are produced locally. - We already have 3 Visual Learning Environments (VLE). - A range of media exists where education is delivered: online, books, podcasts, iPhone apps...	- Don't dismiss existing websites. - Share source code and utilise existing skills to build online tools. - Share books and all other resources and ideas - Give access to all...
Continuous Assessment & Evaluation	- Individual Madrasahs have their own means of assessments and standards of attainment. - Teachers, admin staff and parents who care.	- Utilise teachers, admin staff and parents to carry out self assessments of the Madrasah. - Share knowledge and experience amongst all Madrasahs.
Organisational Structures	- Other WF departments are structured and have accountability to the board. - The World Federation has governance surrounding its team...	Create a governance structure that fits into the WF existing structure.

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Appendix

All educational institutions have or strive for a standardised curriculum



The National curriculum serves over 90% of all students and over 20,000 schools across England...

- In 1989, England implemented the National Curriculum for state schools, which made prescriptive demands on teaching content for age groups from 0 to 19.
- The National Curriculum is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent. It sets out:
 - The subjects taught.
 - The knowledge, skills and understanding required in each subject.
 - Standards or attainment targets in each subject - teachers can use these to measure the child's progress and plan the next steps in their learning.
 - How the child's progress is assessed and reported.
- Within the framework of the National Curriculum, schools are free to plan and organise teaching and learning in the way that best meets the needs of their pupils.



- **Consistency is important when setting a curriculum.**
- **Give schools freedom to teach in a way that best meets their students needs.**

The IIPS in Syria undertook a similar exercise over the last 2 years...

- The IIPS was newly established in Damascus.
- A 4-5 person team was formed and created a curriculum for the Institute.
- Numerous curricula were collected from different institutes to build the IIPS curriculum.
- Bits and pieces were added from the various curricula and the majority was built by the team from scratch to develop a new curriculum.
- Lesson plans were also developed but these did not work successfully as the needs changed within the Institute.

- **Gather a team of people together to discuss best ways to form a curriculum.**
- **Use 'the best bits' of the existing curriculum out there – don't reinvent the wheel!**

We need to combine all the existing efforts into a single agreed curriculum which is kept up to date



Build

- Share the existing curricula/syllabi to evaluate and gather feedback.
- Leverage the expansive knowledge base we already have to review and develop the content.
- Encourage Madrasahs to have an open mind.
- Appoint a panel of experts from various fields to combine the 'best' aspects of all the existing curricula and develop/further enhance the content.
- Ensure there is constant communication with the stakeholders throughout the process.
- Implement the agreed, standard curriculum framework across the globe.
- Madrasahs should be involved throughout the process, ensuring the implementation is smooth and everyone has had the chance to input and comment.

Maintain

- Form a team to maintain the curriculum to ensure it is up to date, own the curriculum, and answer any questions.
 - Could include the initial panel of experts?
 - Representatives from Madrasahs.
 - People with administration skills.
- Define a process to review the curriculum periodically.
- Create a portal where Madrasahs, teachers and parents can suggest changes or comment on the curriculum.

Support for teachers is not just training....



Teachers TV provides support to teachers, school leaders, parents, and student teachers...

A website and former free-to-air television channel, which offers video, practical/classroom resources, support materials and an active online community to support the development of anyone working in education in the UK, including teachers, school leaders, governors, teacher trainers, student teachers and support staff.



The Department makes 3,500 15min Teachers TV programmes and related content freely available on a non-exclusive basis.

The service had **400,000 registered users**.
It provided **783,000 training day sessions online** in 2009.
It claims to have saved schools an estimated **£235m**.

"Why it works is simple. Teachers can't usually eavesdrop inside each other's classrooms"

Brian Lapping - chairman of Teachers TV.

- A portal to allow teachers to interact and learn from one another to share resources can be powerful and can save institutions money.

Roehampton University is launching a teacher training course specifically for Islamic education...

Roehampton University is one of the principal providers of teacher education in the UK.



Each year, more than 600 students graduate from Roehampton having successfully completed an award leading to Qualified Teaching Status.

Roehampton is offering 3 courses designed specifically for the teaching of Islamic Education from September 2011, these are:

1. Islam and Education.
2. Teaching and Islam.
3. Postgraduate Certificate in Islamic Education (PGCIE).

- WF could partner with Roehampton University to utilise their new courses which have been designed specifically with the Madrasah teacher in mind.

The Madrasah Teachers Association (MTA) is a channel through which teachers can access the support they need...



Build

- Set up a Madrasah Teachers Association (MTA) to represent the global Madrasah teachers community.
- Set up regional sessions with Madrasah teachers to find out their specific training requirements.
- Liaise with Roehampton university to arrange potential partnering with them.
 - Review course content.
 - Discuss methods of delivery (e.g. day courses, qualifications, distance learning).
- Investigate any other potential partnerships globally.
- Agree on a suite of courses and providers that the WF can provide globally.
- Build an online portal to allow teachers to share thoughts, experiences and best practices.

Maintain

- Form a team to sit on the MTA and represent each region around the world.
- Hold regular workshops (e.g. bi-annually) to ensure the training requirements are kept up to date.
- Continuously search for new organisations to partner with.
- Maintain the online teachers portal and ensure new teachers are provided with login details and training on how to use it.

Sharing resources and expertise gives everyone access to the 'best' globally...



A virtual learning environment can give reach millions...

Lynda.com is a virtual learning website set up to deliver information technology courses online.



Lynda recognised that IT professionals were not the type to attend classroom based courses and identified that the virtual learning world would be ideal for them.

This model gives access to courses and information to millions globally.

- There are **40,000 video tutorials** with 95% produced in house.
- **20 million visitors** per year or 1.6 million per month.
- There are over **3,400 hours of content** or a **143 solid days of information**.
- **Experts brought** on from all over the country & sometimes **all over the world** and the information taught is produced and published.
- **over 125 instructors** and they earn royalties based on views.

- **Producing video based training can give students access to experts (like the scholars in Qum/Syria) without them having to be physically present.**

@ School provides an easy to use interactive forum where parents, teachers and students can access relevant resources...



Organised around the UK National Curriculum for primary education at home or school at Key Stage 1 (KS1) and Key Stage 2 (KS2).

Provides online tests, interactive exercises, worksheets, pictures and much more based on curriculum subjects.

- **A resource pool with designated areas for teachers and parents can act as an interactive portal for all Madrasah resources globally.**

Collate, analyse and share what we have and fill in the gaps...



Build

- Gather data on Madrasah resources currently used globally.
 - Template sent to each Madrasah to complete.
- Create an online tool to store, share and capture these resources.
- Market research.
 - Investigate practices used by other institutions.
 - Carry out a survey.
 - Collate all research information.
- Validation of material by Alim/group of scholars.
- Look at current resources against requirements and identify gaps.
- Liaise with Madrasahs, Ulama and others to 'fill the gaps' by creating new resources.
- Investigate new and innovative resources. e.g. computer games, VLE.

Maintain

- Maintain online tool.
- Manage process whereby Madrasahs can upload 'new' materials so that these can be validated and then shared.
- Continuously investigate new resource requirements and make available easily.

The Madrasah Assessment and Evaluation Process (MAEP) can act like a Madrasah assessment centre



Ofsted is a national body which regulates and inspects to achieve excellence for learners of all ages...

Ofsted is the office for standards in education, children's services and skills.



Ofsted assess services in local areas with a view to ensure that the focus is on the interests of the children, young people, parents, adult learners and employers who use them.

Ofsted carry out hundreds of inspections and regulatory visits each week and publishing the findings within the Inspection reports area of their website.

Structure and Governance

Ofsted has a Board which is responsible for setting the strategic priorities, targets and objectives for Ofsted; it ensures HMCI's functions are performed efficiently and effectively.

The Board has five members including the Chair and HMCI, appointed by the Secretary of State for Education.

MAEP is about raising standards in our Madrasah globally through a process that is designed, detailed and implemented by those working in the Madrasah. The idea is to use the Madrasah to assess themselves...

Madrasah fills out a on line self-certification form on the four standards for Madrasah.

The Islamic Education Department would then select organisations for visit to assess compliance of these standards

If, as a result of the visit, the organisation is found not to be compliant to a standard(s), developmental support provided to help the organisation become fully compliant

The organisation is revisited by the IED to assess the progress made on those standards where it was previously not compliant.

Assessment is not inspecting nor naming and shaming...it is about supporting and developing...



MAEP Principles...

1. It needs to be light touch. It should not be burdensome to the Madrasah being assessed.
2. It should be developmental in its approach. The process should not be perceived to be inquisitorial. It is about supporting the Madrasah to become the best they can.
3. It should be proportionate. It should not be focusing on issues with little or no relevance to the overall picture of purpose of assessment and evaluation.
4. It should be information driven. It should be about supporting Madrasah to look at their own data and translate it into information for them to act upon.
5. It should be transparent. Whatever is done in the process is for the Madrasah to see.

- **Assessment and Evaluation would give the Madrasah confidence that they are performing the best they can...**

STANDARDS FOR ASSESSMENT FOR MADRASAH

Standard 1

Madrasah apply principles of good corporate Governance.

Standard 2

Madrasah ensures that teaching is provided by suitably qualified and or experienced personnel.

Standard 3

There are systems and processes in place to assess the children's progress in the Madrasah.

Standard 4

Madrasah has a positive impact in the lives of the children, the parents, the local community and The local wider society.

- **Standards would establish a baseline from which to operate.**

The Madrasah Evaluation and Assessment Process (MEAP) is a channel through which Madrasahs self improve and achieve authentic transformation...



Build

- Set up an assessment team to represent the global Madrasah teachers community.
- Liaise with organisations such as Advertising Standards Agency and others involved in self regulation to arrange greater understanding of the process.
 - Review how self regulation through self assessment works.
 - Discuss methods of assessment visits.
- Investigate any other potential partnerships globally with other self regulation bodies.
- Design a process of self assessment and self regulation and compliance visits.
- Agree the process of self assessment and self regulation and compliance visits.
- Undertake a pilot using the methodology outlined.

Maintain

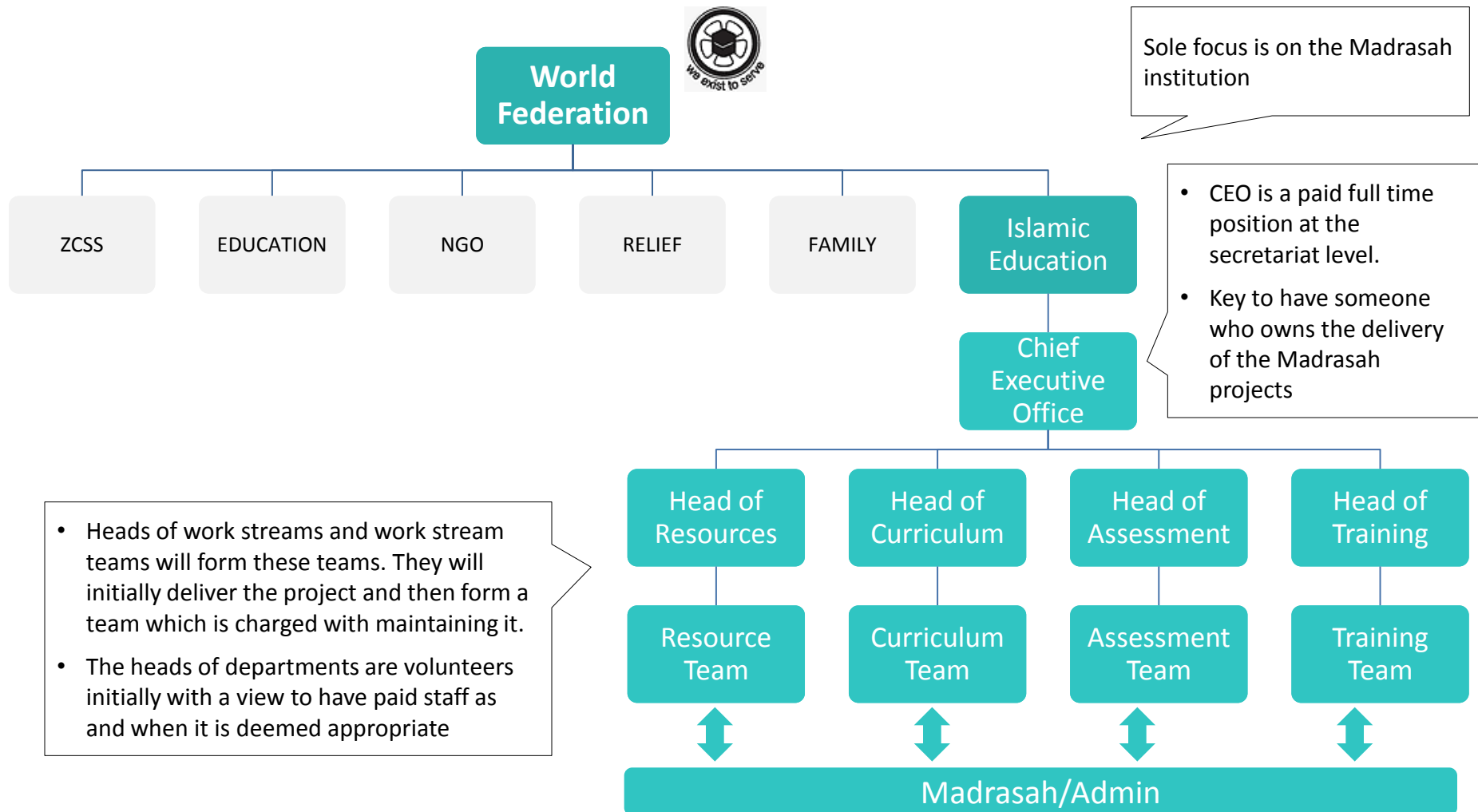
- Hold regular workshops in regions to ensure Madrasah teachers are informed of the process of self assessment, self regulation and compliance visits.
- Continuously search for new organisations who are involved in this with a track record of achieving change through such processes.

We need to **build** and then **maintain** each work stream to transform our vision into reality



	Build	Maintain
Curriculum Development	• Share and evaluate existing curricula. • Form a panel of experts – ‘think-tank’. • Create a flexible curriculum. • Encourage Madrasahs to have an open mind.	• Ongoing review of content. • Portal to share ideas, lesson plans and comments. • Continuous feedback from Ulama and Madrasah input.
Teacher Training	• Regional Madrasah workshops to define needs. • Tailored classroom courses. • Partner with reputable training organisations. • Create a body to represent teachers globally.	• Centralise Madrasah teachers body. • Portal to share insights and experiences. • Hold regular workshops with teachers. • Continuously search for new institutions to partner with.
Learning Resources	• Create online tool to share resources. • Evaluate current resources and identify gaps. • “Scholarly” review of information.	• Manage process whereby Madrasahs can upload ‘new’ materials so that these can be validated and then shared. • Continuously look for new media and creative teaching methods.
Continuous Assessment & Evaluation	• Set up an assessment team. • Design and agree the process. • Undertake a pilot using the agreed methodology.	• Ongoing visits and collection of data from Madrasahs. • Continual refinement and improvement of the process.
Organisational Structures	An established permanent area within the WF will be in charge of building these visions and will house the various groups that maintain them.	

A Madrasah *Centre of Excellence* will be the vehicle that delivers and maintains the strategies for the Madrasah portfolio



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Action plan: Curriculum Development



0 – 6 Months

6 – 18 Months

18 Months – 3 Years

Analyse

Share existing curricula.

Collect and analyse feedback from Madrasah.

- Set up a storage site on the internet for curriculum and feedback to be shared.
- Select 6-8 well established curricula to upload into the site.
- Prepare feedback questionnaire and analyse the results.
- Regular contact with Madrasahs to encourage feedback.

Build

Recruit curriculum group.

Create the curriculum.

Periodic review process.

- Form a panel of experts that includes:
 - Islamic scholars.
 - Educationalists.
 - Madrasah principals.
 - Student representatives.
- Prepare outline of core subjects.
- Incorporate feedback .
- Identify gaps in current curriculum.
- Prepare curriculum.
- Distribute for final approval.
- Set up a process for regular review.
- Update as necessary.

Implement

Engage all Madrasahs and encourage Madrasahs to use local expertise and have an open mind.

Implement curriculum globally .

- Contact all Madrasah and ascertain level of support required.
- Keep Madrasah informed throughout the process so implementation is seamless.
- Arrange workshops for teachers and heads to go through the proposed curriculum.

Resources Required: Curriculum Development



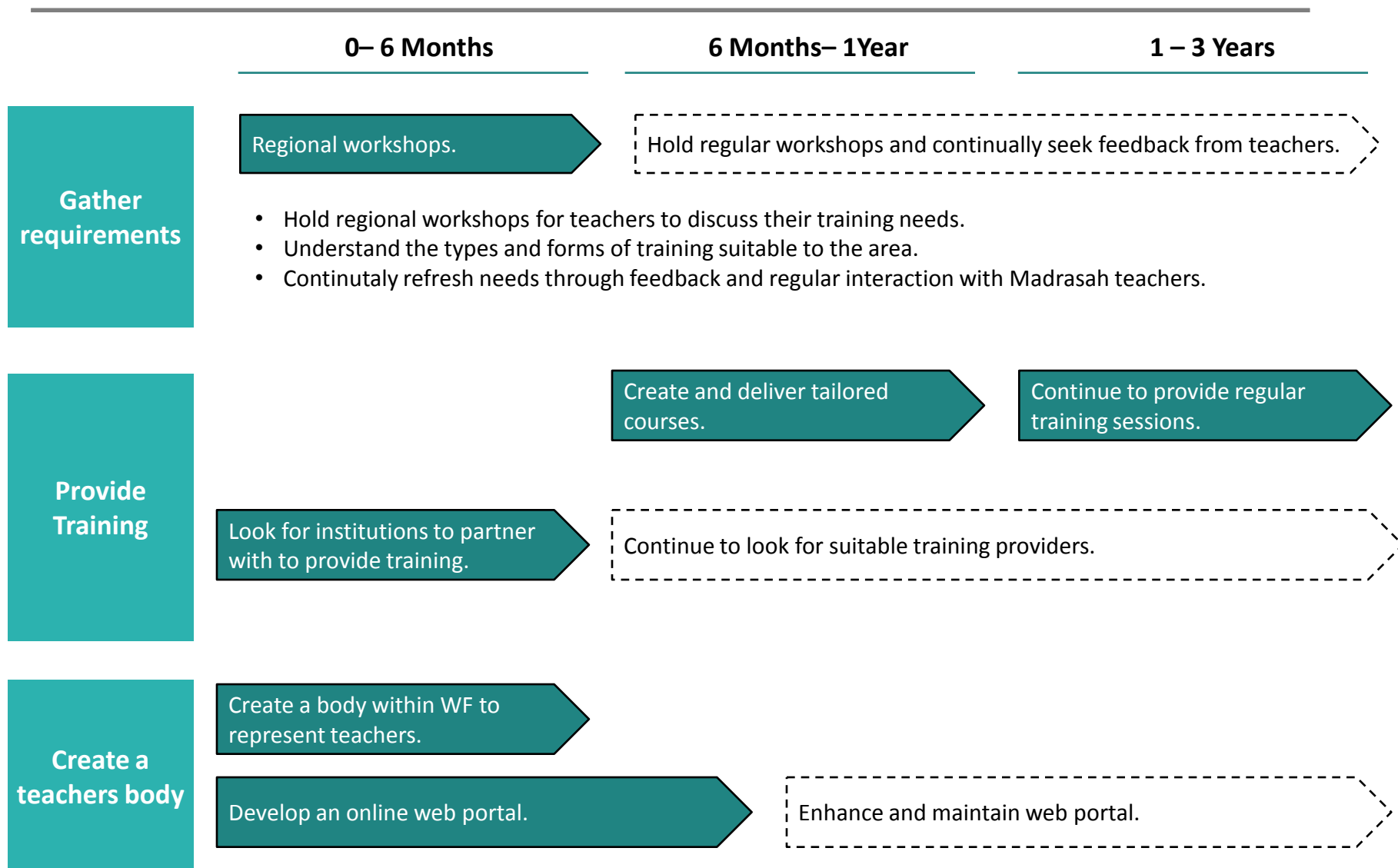
	WF Resource Required	Time	Cost	Madrasah Resource	Time*
0-6 months	Online storage space and URL.		£1,200	Volunteer from each Madrasah to give feedback on behalf of the institution.	2 hours per week
	One off cost for Design & setup.		£5,000		
	Part - time technical developer.	300 hours	£3,000		
	Part-time admin to maintain information on the site and collate and administer feedback.	5 days then 1hr/week	£400 £10/hr		
	Total 0-6 months			£9,840	
6-18 months	Hold ‘think tank’ sessions with panel of experts to agree and create a draft curriculum.	9-12 months	£5,000 (fees) £5,000 (travel)	Volunteer from Madrasah to give feedback and help implement and tailor curriculum for ther institutions needs.	5 hours per week
	Initial printing, documenting and distribution.	1 month	£10,000		
	Admin to collate, administer feedback and liaise with Madrasah.	5hr/mth	£10/hr		
	Total 6-18 months			£20,600	
Every year there after	Annual review by panel of experts.	5 days	£1,000	Volunteer to continue to give feedback and liaise with WF on all issues faced.	2 hours per month
	Part time admin to continue to collate and administer feedback.	5hr/mth	£10/hr		
	Total yearly			£1,600	
Total Build Cost: £30,440			Total Maintain Cost: £1,600 per year		

* Time is per Madrasah

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* Time is per Madrasah

Action Plan: Teacher Training



Resources Required: Teacher Training



	WF Resource Required	Time	Cost	Madrasah Resource	Time+
0-6 months	Online storage space and URL.		£1,200	Teachers time required to attend workshop.	6 hours
	One off cost for Design & setup.		£5,000		
	Part - time technical developer.	300 hours	£3,000		
	Set up workshops for Madrasah teachers.	1 day per region	£1,000*		
Total 0-6 months			£10,200	6 hours	
6-18 months	Design training programmes for each region/Madrasah and collate feedback post training sessions.	1 month then 5 hr/mth	£400 £550	Teachers time required to attend initial course.	6-8 hours
	Deliver initial training courses.	6-8 hours per course	£10,000		
	Total 6-18 months				
Every year there after	Annual review of training needs.	1 day per region	£1,000*	Teachers time required to attend courses.	1-3 days per year
	Daily/3-day instructor led courses (see appendix for examples of courses that could be provided).		£60,000**		
Total yearly			£61,000	1-3 days per year	
Total Build Cost: £21,150			Total Maintain Cost: £61,000 per year		

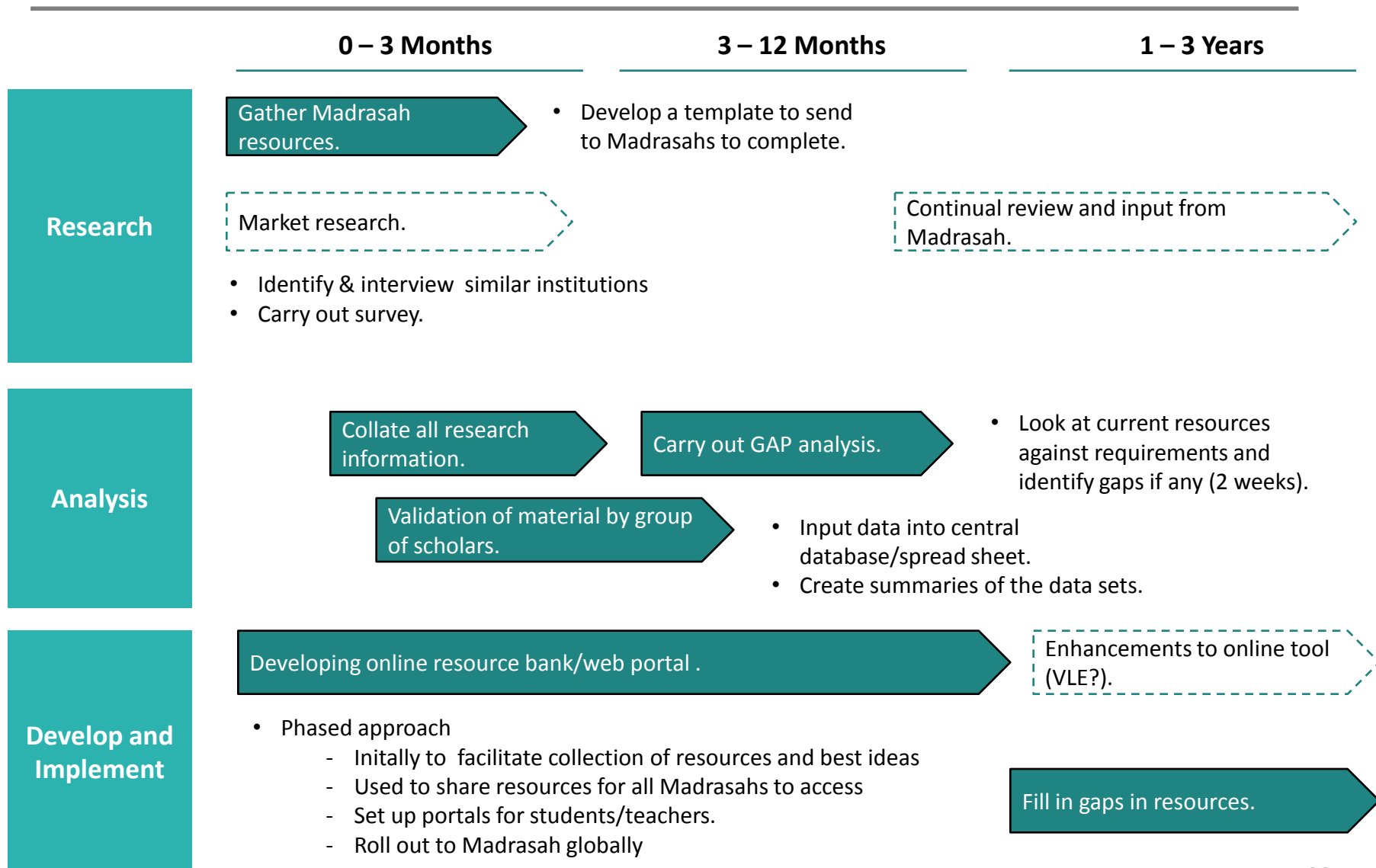
* Based on 10 regional workshops of £100 each.

** Based on 5% of teachers on 3 day course and 80% following the course

* Based on 10 regional workshops of £100 each.

** Based on 5% of teachers on 3 day course and 80% of all teachers on a day course.

Action Plan: Learning Resources



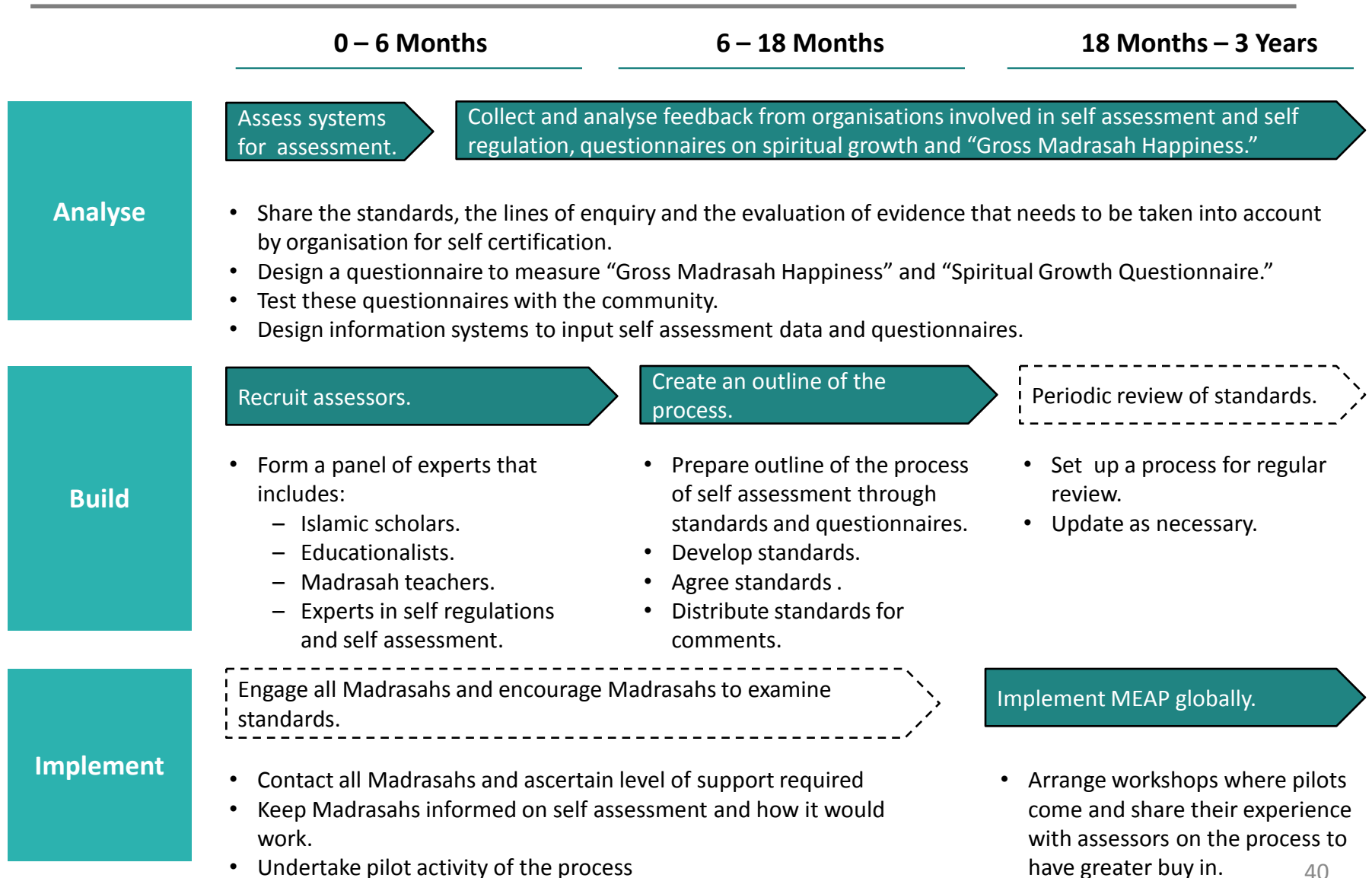
Resources Required: Learning Resources



	WF Resource Required	Time	Cost	Madrasah Resource	Time*
0-6 months	Online storage space and URL.		£1,200	Madrasah admin staff to send resource data to WF representative and liaise on web portal requirements.	1 day
	One off cost for Design & setup.		£5,000		
	Part - time technical developer.	300 hours	£3,000		
	Collate data from Madrasah and upload onto site.	1 month	£1,000		
	Total 0-6 months		£10,200		1 day
6-18 months	Analyse current resources and highlight gaps in resources – push onto Madrasah to ‘fill them in’.	4 weeks	£1,000	Madrasahs to continue to update and upload resources, be trained on web portal and roll out to students and teachers within their institutions.	4hr per week
	Team of scholars and professional school teachers to look at resources and ‘validate’ from religious and teaching aspects.	3 months	£5,000 (fees)		
	Total 6-18 months		£6,000		4 hours per week
Every year there after	Further development of site to include other features and innovative resources.	400 hours	£4,000	Madrasah continue to update site with new resources and review resources for relevance.	1day per month
	Maintenance of site and resources.	2hrsper week	£1,000		
	Total yearly		£5,000		12 days per year
Total Build Cost: £16,200			Total Maintain Cost: £5,000 per year		

* Time is per Madrasah.

Action Plan: MEAP



Resources Required: MEAP



	WF Resource Required	Time	Cost
0-6 months	Design two questionnaires and pilot these in various settings.	15 days	£15,000
	Design information systems for questionnaires .	15 days	£15,000
	Design information systems for on line assessment.	10 days	£10,000
	Total 0-6 months		£40,000
6-18 months	Panel to prepare processess for visits, piloting the process and workshops	12 months	£12,000
	Collate and administer feedback and liaise with Madrasah.	1 day per month	£1,000
	Total 6-18 months		£13,000
Every year there after	20 compliance visits per year. This includes travel, preparation of visit, report writing and supporting Madrasah through the assessment. Each assessment would be done by 2 people.	40 days	£70,000
	Total yearly		£70,000

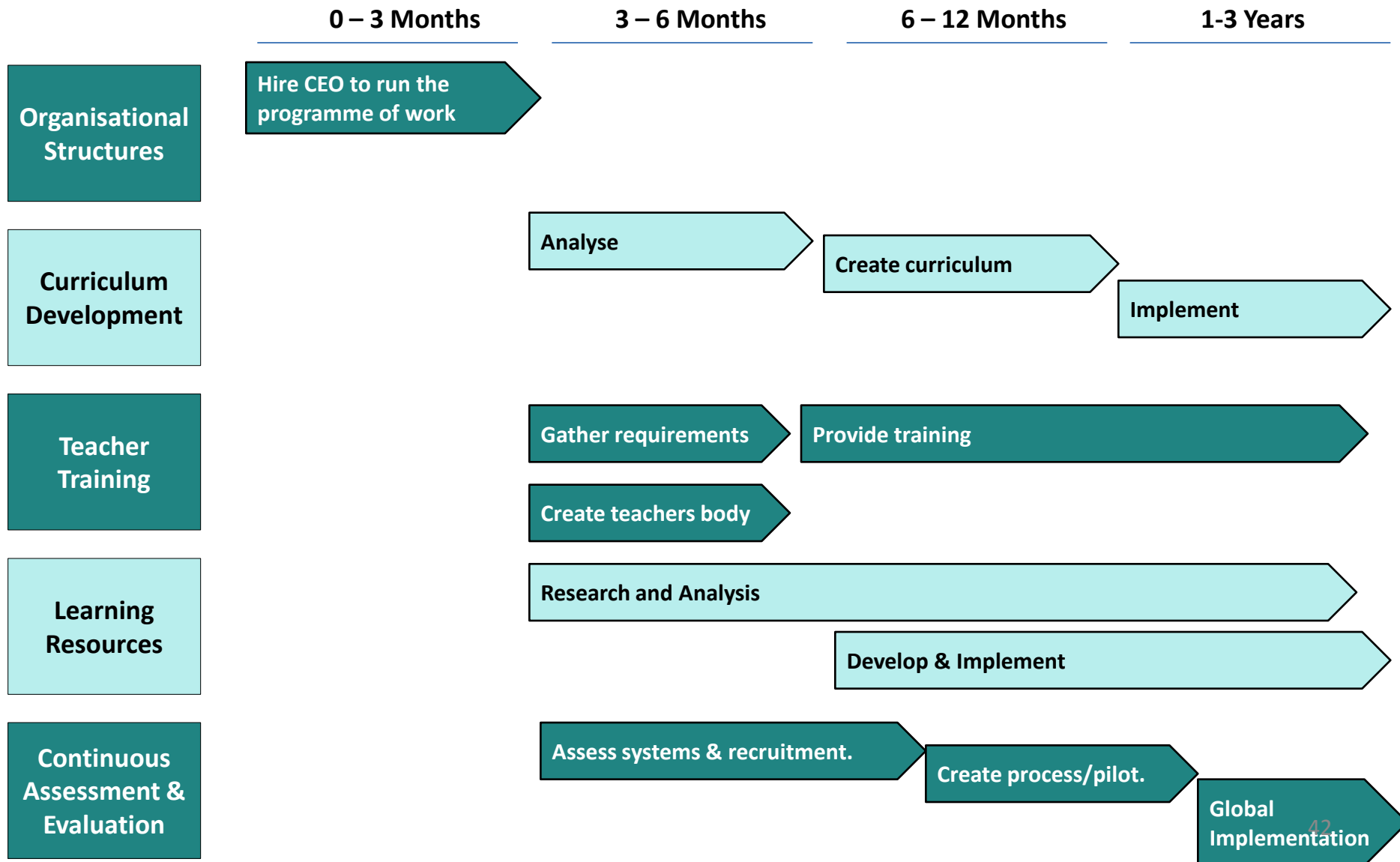
Total Build Cost: £53,000

Total Maintain Cost: £70,000 per year

Madrasah Resource	Time*
Volunteer representative from each Madrasah to examine process.	3hr per week
3 hours per week	
Madrasahs to give feedback on process and attend workshops.	5hr per week
5 hours per week	
Madrasah to work with assessors and carry out self assessment.	2days per month
2 days per month	

* Time is per Madrasah

Hiring a CEO of to run the programme of work is the first step in a 3 year plan...



We can be more efficient by sharing resources across work streams



	Curriculum Development	Teacher Training	Learning Resources	Assessment & Evaluation	Organisational Structures
Website	...to share and comment on existing Curriculum. 	...as a portal for teachers to interact. 	...to store and upload resources ...to host VLE/ e-learning environments. 	...for online assessment. 	
Admin resource	...to collate and distribute feedback. 	...to organise workshops. 	...to collate documents ...to administer site and content. 	...to distribute self assessment forms ...to gather feedback and produce reporting. 	...to handle office admin ...to assist CEO in delivering programme of work. 
Madrasah representative	...to give feedback and input. 		...to input Madrasah resource and be trained in usage of online portal. 	...to complete self assessment and submit data on Madrasah. 	...to liaise with the WF. 

We need to dedicate funds to build and maintain our vision...



	Build	Maintain	
Organisational Structures	£50,000	£50,000	Salary (+travel) for full time head of IE, needs to be competitive. Essential to delivery of the work streams.
Teacher Training	£21,150	£61,000	
Learning Resources	£16,200	£5,000	
Continuous Assessment & Evaluation	£53,000	£70,000	
Curriculum Development	£30,400	£1,600	
<i>Saving</i>	<i>(15,000)</i>	-	Saving from sharing of the same website and web development/design time.
Total:	£155,750	£187,600	

We need to think about any risks or issues that we could face in order to do our best to mitigate them...



	Risks that we could face...	...and how we mitigate them
Curriculum Development	• The curriculum that is created may not be agreed and ultimately not adopted by Madrasahs. • Curriculum may be out of date by the time it is agreed.	• Ensure that Madrasahs are consulted throughout the process and work closely with the curriculum team. • Gather feedback at all steps of the creation process. • Ensure curriculum is reviewed to keep it relevant.
Teacher Training	• Teachers may not wish to devote time to training. • We may not find training solutions for all the needs of the teachers.	• Aim training at those who are interested. • Continual research into the best providers and sources of teacher training.
Learning Resources	• There may be scope creep when developing the online portal. • Ensure we are not re-inventing the wheel and wasting time creating resources which already exist.	• Ensure development of online tool is managed properly and additional development is planned accordingly. • Thorough analysis of the resources we already have.
Continuous Assessment & Evaluation	• Madrasahs may feel intimidated by the process and ultimately not buy into it. • The process relies heavily on the Madrasahs being on board if they are not it doesn't succeed.	• It is not compulsory for Madrasahs to do the assessment. • Ensure there is clear communication to the Madrasah
Organisational Structures	• We may not be able to attract the right type of person to head the team and deliver the Madrasah portfolio.	• Ensure salary is competitive. • Advertise extensively and ensure the job spec is comprehensive and suitable for the role.

“The only limits are those of vision”



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Continuous Assessment & Evaluation: Yasin Rahim, Sajjad Walji, Arif Vakil, Nasrin Tejani, Mukhtar Karim, Shehnaaz Somji

Organisational Structure: Mahmood Hooda, Razahusein Rahim