

MCE Update

Dear Sukaina Jagani-Pasha

Salaamun Alaikum,

1. The Panel of Experts retreat for curriculum development took place in Milton Keynes, UK on 2nd-4th November. In addition to the MCE team, the attendees included Syed Muhammad Rizvi (Canada), Khalil bhai Jaffer (Canada), Bashir bhai Dattoo (USA), Sheikh Mohammad Shomali (Qum), Dr Abdullah Sahin (Markfield Institute, UK), Maurice Irfan Coles (Islam & Citizenship Education Project, UK), Dr Shiraz Thobani (Institute of Islamic Studies, UK), Razia bai Janmohamed (Madrasah Principal, Tanzania) and Sajjad Govani (Madrasah Principal, UK).

Nine papers were presented on topics such as *Status Quo on Madrasah Curriculum*, *Component Structure of Madrasah Learning*, *Crises of Conscience Theme in Madrasah Curriculum*, *Learner-Centred Approach to Islamic Education and its Reflection in the Curriculum*, and *Weaving Spirituality in the Curriculum*. The external consultants shared their expertise and experience in the field of curriculum development in an Islamic environment.

After the intensive deliberations over two and a half days, the objectives of the meeting were met. These were:

- o To agree on the approach to be adopted for teaching the curriculum i.e. subjects to be integrated in the early years and segregated in later years
- o To agree on the outline of a framework curriculum and charting out a methodology for progressing to a curriculum and syllabus in the future.

It was agreed that the draft framework should be ready by 31 March 2013.

2. At the Executive Council Meeting of the World Federation held in Antananarivo, Madagascar on 10-11 November 2012, MCE was once again one of the main items on the agenda. The presentation on the update of MCE's activities generated a lot of interest with the attendees which in turn led to an hour of questions.

Training Needs Survey

Further extracts from the report of training needs survey carried out with 100 madrasah teachers in East Africa in August 2012.

1.

Do you think teacher training should be made compulsory for teachers in the madrasah?	Yes	No
No. of teachers	94%	6%

2.

Do you have access to training materials for teachers? E.g. teaching guides, videos	Yes	No
No. of teachers	48%	52%

3.

Do you have a document that states the roles/duties of a madrasah teacher?	Yes	No
No. of teachers	43%	57%

4.

Have you attended any teacher training programmes within the madrasah?	Yes	No
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No. of teachers	78%	22%
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5.

If yes to 4 above, how many training days have you attended in the last 12 months?	1-2 days	3-5 days	5+ days
No. of teachers	60%	27%	13%

6.

Did you find the teacher training helpful?	Yes	No
No. of teachers	96%	4%

7.

Have you received any teacher training elsewhere (outside the madrasah)?	Yes	No
No. of teachers	46%	54%

Assessment & Evaluation

Having examined the first three preliminary standards of assessment and evaluation of madrasah, we will now look at the line of enquiry which would be followed in order to assess compliance with the **fourth** and last standard.

Standard 4 Impact of Madrasah

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

Desired Outcome: The students are able to transform their learning to the positive development of their local jamaat and neighbourhood.



Impact of Madrasah on The Students



Impact of Madrasah on The Jamaat



Impact of Madrasah on Local Community



Are there processes in place to get feedback?



Learning Resources

Here's a website that may be of interest to madrasah teachers.

Website address www.islamicplayground.com
Approximate age range 4-12 years
General summary of contents Children can navigate the site easily to find activities that they like. Includes colouring pages, word searches, recitation practice, puzzles, quizzes and more
Good points • Ease of navigation by target group • Engaging activities already created for children to use • Immediate feedback (happy faces, 'Masha-Allah' for correct responses) • Colouring pages and Quran recitation practise activities are generic – can use technology in the classroom
Not so good points • As the website has been developed by Sunnis, some of the terminology will not be familiar to our children
Areas of caution • Teachers should use it selectively for younger children
Suggested improvements • Useful for any IT wizards in our community who want to develop such websites • Create the same activities using Shia teachings

Madrasah Details

In order to have accurate data on each madrasah and to keep in touch with them, we have started to build a database of madrasah and their teachers. A request form for data collection was sent to all madrasah principals for completion. **We have received only 24 madrasah profiles to date. Madaris that have not yet returned the forms are once again reminded to do so as soon as possible.** If you have not received the form, please notify us at mce@world-federation.org

We Need Your Feedback

We look forward to hearing from you with your feedback, suggestions and opinions on this important initiative of The World Federation. You can contact the Head of MCE by emailing him at mce@world-federation.org or call him on + 44 (0)121 246 3575
