



THE WORLD FEDERATION

OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES
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Madrasah Retreat Report

Safar / Rabi' ul-Awwal 1432 (February 2011)

Dubai

Report of the WF Islamic Education Madrasah Retreat



Executive Summary

A Madrasah Retreat was organised and hosted by The World Federation's Islamic Education department on 3 – 6 February 2011 in Dubai.

The Retreat was attended by 82 participants from 25 localities throughout the world.

The Retreat addressed core issues in the area of Madrasah and produced an Action Plan for The World Federation to take forward (Appendix A). The Action Plan comprises five strategic priorities:

- Continuous Assessment and Evaluation
- Teacher Training
- Curriculum Development
- Organisational Structures
- Learning Resources

A number of Madaris and individuals volunteered to assist The World Federation in the delivery of the action plan.

Background

The World Federation is committed to keeping Tableegh and the Islamic Religious Education of our younger generation as its focus and priority. In order to advance a structured and global approach to understanding and meeting the needs of Madrasah, The World Federation embarked upon holding the first global Madrasah Retreat in the history of the community.

Theme, Aims, and Objectives

The Madrasah Retreat was organised and structured to meet the following theme, aim, and objectives:

Retreat Theme: Shaping the Institution of Madrasah to Deliver Islamic Knowledge, Spirituality, and Morality to our Future Generations.

Retreat Aim: To achieve consensus and agree the direction of travel to enhance the institution of Madrasah across the world.

Retreat Objectives:

- To co-create a vision for the institution of Madrasah.
- To co-create an action plan for the realisation of our vision.
- To share ideas, experiences and learn from participants from across the world.
- To network with practitioners, experts and enthusiasts in the field.



Participants worked intensively to meet the objectives

Deliberation Process

Day 1: Thursday 3 February 2011

In his welcome address on Thursday 3 February, Sayyid Aliraza Naqvi, Assistant Secretary General for Islamic Education, outlined the importance of the Madrasah Retreat and emphasised that it was a truly global event with a high number of attendees that would focus its deliberations upon the future Islamic education of our younger generations. Sayyid Aliraza stressed the responsibility of all of the attendees in making the Retreat a success.

Day 2: Friday 4 February 2011

The proceedings commenced with a reflection from the Holy Quran by Shaykh Mohammad Zakaria, in which he spoke on the theme of vision and mission. Sayyid Aliraza Naqvi then welcomed the participants to the Retreat and handed over the processes for discussion to the facilitators: Dr Akber Mohamedali, Shaykh Komail Rajani, and Dr Sarfraz Jeraj.

The participants introduced themselves to one another, and shared their expectations and fears from the Retreat (Appendix C).

The participants were also given an overview of the facilitation principles and processes that would be used in the Retreat. The Retreat used a series of six data-sets upon which to build the strategic plan to realise the vision for Madrasah. Those six data-sets were to be:

- Vision and Values
- History of Madrasah up until 2010
- Sharing of Current Good Practices in Madrasah
- Madaris Questionnaire Results
- Challenges and Issues in Madrasah
- Madrasah as part of a Whole System

Hassanbhai A M Jaffer then presented the first paper of the Retreat: *'The History of the Institution of Madrasah in our Community'*. Following this presentation, participants reflected upon a new awareness they had gained as a result of the presentation and paper of Hassanbhai that could have an impact on the current and future running of Madrasah (Appendix D).

In the afternoon participants took the centre stage and presented the good practices of their individual Madaris. The session demonstrated the vast extent of dedication and commitment of Madaris, and the range of skills, knowledge and expertise that they possess. The session facilitated the sharing of good practices where Madaris could learn from one

another, and the networking of participants to join together to produce further resources and develop new ideas (Appendix E).



The Retreat enabled sharing of ideas from across the world

In the early evening, participants were introduced to the concept of visioning, its importance, and how to develop a vision. Participants then created their own visions in their table groups and presented these to a plenary session. The visions demonstrated that Madrasah activists of the community share a united approach in wanting to achieve excellence in all our Madaris (Appendix F).



Visions emerged through group-work

The evening finished with the remembrance of Allah (swt), the Ahlul Bayt (as), and the concept of unity through an awe-inspiring discourse on the concept of *Wilayah* by Dr Mohammad Ali Shomali of Qum. Dr Shomali explained the concept of *Wilayah* through the Quran, Ahadith and the supplications taught by the Ahlul Bayt (as). He explained how the concept could be applied to our social and communal structures and the importance of working together with harmony, understanding, forgiveness, and respect. The participants then produced key emergent themes from Dr Shomali's presentation and paper (Appendix G).



Dr Shomali of Qum presented an inspirational paper on Wilayah

Day 2: Saturday 5 February 2011

The day began with a reflection from the Holy Quran by Shaykh Muhammad Khalfan on the importance of consultation.

On behalf of the WF Islamic Religious Education team, Shaykh Safder Jaffer presented an overview of the results from the recent Madaris Questionnaire. The Questionnaire was designed to compare respondents' expectations of a Madrasah versus the actual reality of their local Madrasah. The Questionnaire attracted 750 respondents and the results highlighted a number of key facts:

- Global interest in madaris is encouragingly high
- There is a concerning lack of parental input and involvement in Madaris
- Community structures have failed to adequately build upon past initiatives in Madrasah

- There is a gap between “Ideals” and “Realities” within our Madaris. The main gaps are:
 - o Lack of parental involvement
 - o Need for curriculum and manuals / textbooks
 - o Lack of teaching of contemporary issues
 - o Need for external assessment and benchmark performance measures
 - o Need for teachers training / professionalism / CPD courses
 - o Need to address adult education (14+ and 16+)



Sisters were vital contributors to the success of the Retreat

The participants then spent time reflecting upon the presentation and specifically deliberated upon what could be learned from the past failures in implementing the Madrasah agenda to its fullest extent (Appendix H).

At this stage the issue of AQA GCSE Islamic Studies syllabus and its relevance in our Madaris was raised. Some participants voiced their concerns to this syllabus, and others spoke in its favour. As the discussion required more time, the facilitator stated that there would be dedicated time given to this issue the next day.

For the rest of the day the participants focused on using their expertise, experience, and knowledge of Madrasah to identify, prioritise, and address the needs of Madrasah. They used the outputs from the six data-sets to produce the following ten priorities for Madrasah:

- Teacher Training
- Curriculum Development
- Financial Resources
- Reaching Out
- Learning Resources
- Parent-Madrasah Partnership
- Post-Madrasah Education
- Mimbar-Madrasah-Masjid Coordination
- Continuous Assessment and Evaluation
- Structures

Each of the ten priorities was accompanied by sub-themes and ideas that were generated by the participants (Appendix I). In addition, the visions drawn up by the participants were summarised into a draft vision statement for the institution of Madrasah.



The experience, skills and knowledge of the participants was a key ingredient to the success of the Retreat

Participants then voted for their top priorities amongst the ten priorities listed above. The voting highlighted the following five strategic priorities (in order of priority):

1. Continuous Assessment and Evaluation
2. Teacher Training

3. Curriculum Development

- 4. Organisational Structures
 - 5. Learning Resources
- } Equal Priority

Participants then split into groups to devise work-flows for each of the five strategic priorities. Participants who possessed experience of project management were asked to volunteer to lead each of the groups. All other participants then selected a group in which to work.

Participants agreed to the following generic principles in devising the work-flows relating to each of the five strategic priorities: Sharing, Don't reinvent the wheel, Piloting, Organic evolution, Support the transfer from local to regional to global, Consider whole systems, Collaboration (less red tape), Fit for purpose, Evaluation, Team energy, and Passion.

By the end of the evening, each group presented its findings to the plenary (summarised at Appendix A).

Day 3: Sunday 6 February 2011

The final day of the Retreat began with a reflection from the Holy Quran by Dr Shomali on the importance of action.

At this stage, the five strategic priorities of the previous day had been formatted and presented to the plenary. The group undertook a gap-analysis in each of the five strategic priorities, and assigned teams and leads for the delivery of each priority.



Suhaila Merali and Naushad Mehrali presented strategies on Learning Resources and Curriculum Development respectively

A protected-time discussion was held on the AQA GCSE Islamic Studies syllabus and points of view from both sides were aired.

A review was done by referencing the expectations and fears of the participants as reported on Friday 4 February; 80% of participants' expectations were met, and 90% of fears were not realised.

The Retreat ended shortly after Zohrain prayers with the expression of thoughts by each of the participants and Dua e Wahdat.

Financial Commitments

The Africa Federation and Indian Ocean Regional Council, The Council of European Jamaats, North American Shia Ithna-asheri Muslim Communities Organization, Pakistan Federation, and The World Federation have each pledged USD \$50,000 for this cause for the next two years, giving the delivery of this action plan USD \$250,000 over the next two years.

Conclusion

By the grace of Allah, the Madrasah Retreat was successful in meeting its aim and objectives. The participants made it a success through intensive yet rewarding input. The World Federation now possesses an action plan and a dedicated team of leads and supports to deliver this action plan.

And All Praise is for Allah, Lord of the Worlds.

The World Federation: Islamic Education department

16 Rabi' ul Awwal 1432
(19 February 2011)

Appendices

Appendix A: Action Plan

Name of Priority	Brief Description	Persons Responsible & Support
Continuous Assessment and Evaluation	An independent and continuous assessment of the Madaris using Key Performance Indicators and benchmarks to ensure the assessment is data-driven and not burdensome upon the Madaris.	Leads: Yasin Rahim and Sajjad Walji. Supporting Individual: Arif Vakil. Supporting Madaris: Hujjat Saturday Workshop (Stanmore), Birmingham, Mombasa, Shia Ithna Asheri Madressa (Stanmore), Mwanza, Madrasah al-Muhammadiyah (Dubai), Wessex, Leeds, Nairobi, Paris, Madagascar, Mumbai, and Karachi. Pilot Madaris: Hujjat Saturday Workshop (Stanmore), Birmingham, Mombasa, Dar es Salaam, Leeds, Nairobi, Paris, Mwanza, Dubai, Madagascar, Mumbai, and Karachi.
Teacher Training	A six-stage plan over five years has been devised to take into account the areas of teacher recruitment, induction, training, continuous development, dealing with special needs, and regional training. The strategy will ensure that existing skills and ventures are utilized; the strategies will facilitate the transfer of the initiatives from local to regional to global.	Leads: Shaykh Mohammad Zakaria, Shaykh Hasanayn Kassamali, Vision and Learning Centre (Mwanza), Zahra Academy (Karachi). Supporting Madaris: Mwanza and Zahra Academy (Karachi) will both share their existing models of teacher training, Zahra Academy (Karachi) will also share its existing work in special needs; Milton Keynes and Madrasah al-Mustafa of Dubai will pilot the strategy.

	A course validated by Roehampton University will be piloted in the UK and then evaluated, as a post-graduate qualification in teaching Islam. This will be undertaken through the existing course coordinated by Shaykh Mohammad Zakaria.	
Curriculum Development	A panel of experts will be appointed to suggest a new curriculum that will be both global in its core material, whilst flexible to maintain regional variations where necessary. The curriculum will also be continuously evolving to meet the needs of the time. A number of Madaris at the Retreat pledged their assistance to the delivery of this objective. The curriculum will provide for ages 3.5 -18, will contain content relating to Contemporary issues, and be grounded in the teachings of the Quran and Ahlul Bayt (as).	Lead: Naushad Mehrali Supporting Individuals: Askary Khimjee, Sajid Abid, Safder Jaffer, Hasaneyn Datoo, Rayhana Molu Supporting Madaris: Hujjat Saturday Workshop (Stanmore) and Shia Ithna Asheri Madressa (Stanmore) will work together to ensure this area is delivered. Zahra Academy (Karachi), Hussein Madrasah (Dar es Salaam), QFatima (London), Birmingham, and Milton Keynes, have all agreed to share their curricula, resources, and notes with all the Madaris. Milton Keynes has pledged its support.
Learning Resources	A three-phase approach will be implemented: Phase 1: Sharing. This will: bring together existing skills sets, highlight the diversity of data,	Leads: Ummulbanin Merali, and Mohammed Ali Vakil. Supporting Madaris: Bangalore, Madrasah al-Muhammadiyah (Dubai), Shia Ithna Asheri Madressa

	will facilitate sharing of techniques and best practises, and will build relationships Phase 2: Virtual Learning. This will: reach out to areas and people where there is no Madrasah, provide for all ages including post-madrasah and parents, provide access to experts and material for all users, and will implement a push strategy. Phase 3: Developing New Resources. This will: highlight alternate ways of learning, be interactive, engage students at all levels, encourage innovation and creativity, and be wide reaching and scalable.	(Stanmore), Birmingham, Milton Keynes, Hujjat Saturday Workshop (Stanmore), QFatima (London), Dar es Salaam, Mombasa, and Toronto. Madaris who will work on a needs assessment and gap analysis: Madrasah al-Muhammadiyya (Dubai), Shia Ithna Asheri Madressa (Stanmore), Birmingham, Milton Keynes, and Dar es Salaam. Madaris who will contribute resources: Toronto, Shia Ithna Asheri Madressa (Stanmore), Hujjat Saturday Workshop (Stanmore), Dar-es-Salaam, and QFatima (London).
Restructuring Madrasah: Madrasah Centre of Excellence	A Madrasah Centre of Excellence as a permanent area within The World Federation will be established, and will be the vehicle that will deliver the strategies. The Centre will be centralised, have strong governance and autonomy, will establish a central examinations board, and will provide the Madaris with the central support that they require.	Leads: Shafique Govani, Razahusein Rahim, and Mahmood Hooda. Supporting Individuals: Ummulbanin Merali, Sidiqa Walji, Fatma Chagpar, Abbas Ghulamhussein, Aliasgar Panjwani, and Kumail Manji.
A Vision Statement for Madrasah	A team will devise a vision statement for the Institution of Madrasah, by building upon the	Lead: Mohsin Kanji. Supporting Individuals: Arif Vakil, Abbas Ghulamhussein,

	following draft statement: <i>As an integral part of the global community of the faithful, where old and young, learned and learner, converge to quench their thirst for knowledge and wisdom and reflect His light to humanity.</i>	Muslim Bhojani, and Yasin Rahim.
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Appendix B: Agenda

The processes for the agenda below have been carefully designed and crafted to achieve the above Aim and Objectives

Agenda

Thursday 3rd February: Satwa Imambargah, Dubai

7.30pm: Registration of Participants

8:00pm: Jamaat Programme (Shahadat of Imam Ali Ridha (as))

Followed by:

Welcome Address: Murabbi Sajjadbhai Hemani – President, Dubai Jamaat

Welcome Address: Dr Asgarali Moledina – President, The World Federation of KSIMC

Welcome Address: Sayyid Aliraza Naqvi – Assistant Secretary General, WF Islamic Education

Followed by: Nyaz with members of Dubai Jamaat

Friday 4th February: Iranian Club, Dubai

Time	Session
8.30am – 9.00am	Registration of remainder of participants
9:00am – 9:10am	Reflection from Holy Quran: Vision and Mission of the Holy Prophet (saw): Shaykh Mohammad Zakaria Welcome
9:10am – 10:10am	Participants' Introductions Sharing Participants' Expectations for the Retreat
10:10am – 11:00am	Setting the scene <i>'The History of the Institution of Madrasah in our Community'</i> by Hassanbhai A. M. Jaffer

	• Reflections, Questions and Discussions on the paper
11:15am – 11:30am	Break
11:30am – 12:30pm	Context Setting – overview, process, group formation and ground rules of the three day Retreat Group
12:30pm – 1:30pm	Namaz (12:38) and lunch
1:30pm – 4:15pm	Sharing Best Practices across our Madrasah Community • Each Madrasah to share at least one unique best practice implemented in its Madrasah. Presentation template to be circulated to all Madaris who wish to present • Reflections, Questions and Discussions on the best practices
4:15pm – 4:30pm	Break
4:30pm – 8:00pm (incorporating a break for Namaz (6:18pm))	Creating a vision for Madrasah in our community • DVD on the power and need of a vision • All participants working in groups to develop a vision • Presentation of the Visions prepared by the Groups and Identifying the Similarities • Values that should prevail in the Institution of Madrasah
8:00pm – 9:00pm	Dinner
9:00pm – 10:00pm	Keynote Address: • <i>‘Insightful perspectives on Wilayah’</i> by Dr Mohammad Ali Shomali • Reflections, Questions and Discussions on the paper: What can we learn from the concept of Wilayah for our Madaris: facilitated by Sayyid Mohamed Naqvi

Saturday 5th February: Iranian Club, Dubai

Time	Session
8.45am – 9.00am	Reflection from Holy Quran on Importance of Consultation: Shaykh Muhammad Khalfan
9:00am – 9:30am	Reflections in groups on content and process from Friday
9:30am – 10:45am	Current state of our Madaris across the world in the eyes of the Community • Results of Madrasah Survey Questionnaire: WF Islamic Education IRE Team • Reflections, Questions and Discussions on the results of the survey questionnaire
10:45am – 11:00am	Break
11:00am – 12:30pm	Vision to Reality: Part 1 • Channelling the rich experiences of all participants to identify, prioritise, and address the issues/challenges in our Madaris. Participants will be given full opportunity to share their experience, views, and practices. • The processes that the groups will be using will lead to emergence from participants on what are the key pathways in the realisation of our co-created vision. Potential topics: - o Curriculum - o Textbooks / Manuals - o Parental Engagement - o Spirituality, Ethics, Morality, Discipline - o GCSE Religious Studies and Alternatives - o Regional Diversities - o Central Examination Board - o Development of Human Resources - o Teachers Training and Development - o Youth Development Programmes
12:30pm – 1:45pm	

	Namaz (12:38) and lunch
1:45pm – 6:15pm (incorporating a break)	Vision to reality: Part 2 Continuation of morning session
6:19pm	Namaz
6:40pm – 8:30pm	Emergence of a strategic and operational plan for turning vision to reality
8:30pm – 9:30pm	Dinner

Sunday 6th February: Iranian Club, Dubai

Time	Session
8:45am – 9:00am	Reflection from Holy Quran on Importance of Action: Shaykh Shabbir Maisami
9:00am – 9:30am	Reflections in groups on content and process from Saturday
9:30am – 12:00pm	Crystallisation of the Strategic and Operational Plan: ➤ Governance by WF Islamic Education and Time Frame for Delivery ➤ Resources – Financial ➤ Resources – Expertise (internal and external) ➤ Interim policy and Arrangements ➤ Commitment of Regions ➤ Other recommendations
12:00pm – 12:35pm	Closing and Evaluation
12:35pm	Namaz (12:38) and Lunch

Appendix C: Participants' Expectations and Fears

Expectations	Fears
Unity	Overlooking regional diversity
Networking	Set minded
Action Planning – Achieved – Agreeable	Repetition Last 10 years (2003 to 2006)
Resources	All talk and No action
Gender Equality	Western orientation
Spirituality – Practice	Failure
Common Syllabus	Lack of Ability
No Dichotomy	Not fulfilling
Common teacher training	Duty and responsibility
Improve seriousness of Madaris	No academic vision
Integration	Not converting to Leadership programme
Ahaa	No certified level
Common Approaches	Spirituality
Revamp Madrasah	Politics
Develop Teachers	No Ideas
Religious / Secular	Authentic behaviour
Spiritual development	
Tabligh tools	
New Madrasah tool box	
Common syllabus	
Share practices	
Facilitate Madaris	

RPT – Reaching / Practice / Teaching	
Contemporary Medium	
Update teaching Techniques	
Vision	
Implement best practice	
Techniques variation	
Accreditation	
Achieve High goals in Low Education system	
Post Madrasah	
Benchmarks	
Structure under IEB	
Education Relevant with time of today	
Global involvement	
Conflict resolutions	
14+	

Appendix D: Emergent themes from presentation and paper by Hassan Jaffer:

Relationship between madrasah and mimber/jamaat

Motivating children by understanding our history

Need for institutional support for community leaders to face change and new challenges

Implementation of action plans/duplication

Professionalism

Parity of secular vs. Islamic education standards

Importance of Kerbala in shaping/informing the community

Introspective look

Comprehensiveness in religious subjects

Accounting for contemporary needs of young generation

Teaching style/pedagogy/interaction

Prioritise children

Appendix E: Table of Good Practices presented

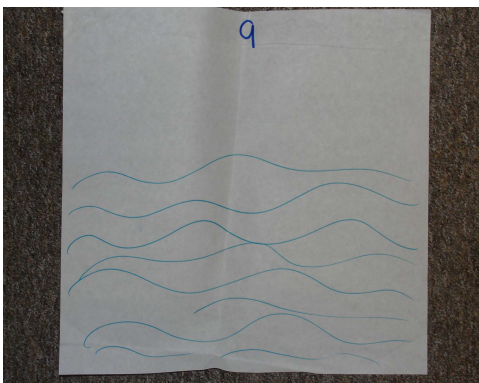
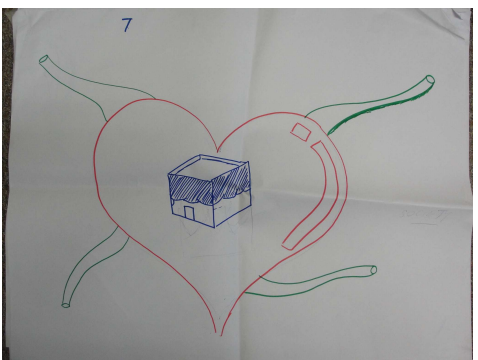
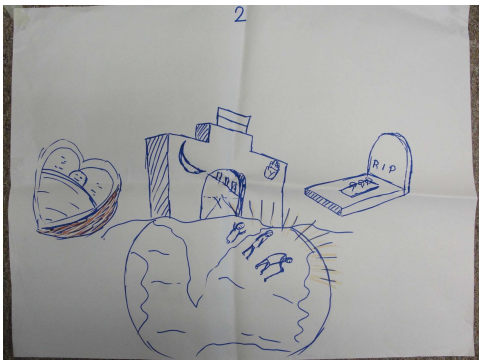
Name of Madrasah and Presenter	Title of Good Practice(s)
Al – Huda Madrasah (Birmingham), Naushad Mehrali	1. Summer Book-Reading Project 2. Teaching Arabic to GCSE level
Hussaini Madressa (Antananarivo), Mohamed Raza Khamis	The Evolution of Madrasah with Time
Hujjat Saturday Workshop (Stanmore), Ummulbanin Merali	1. Implementation of the QFatima differentiated tool - A to Z of teaching Islam 2. Q114 programme of study of the Qur'an 3. Qwords 4. Weekly Assignments 5. Teaching Tareekh based on Calendar Events
Husayni Madrasah – Girls (Dar es Salaam), Nasrin Tejani	Weekly Assignments
Husayni Madrasah – Boys (Dar es Salaam), Mohsin Manji	Debating Society
Haydari Madrasah (Nairobi), Fatma Chagpar	Distance Learning Programme
Islamic Shia Study Centre – East End Madrassah (Toronto), Shaykh Hasanayn Kassamali	1. Importance of Namaz e Jamaat and its rules 2. Semester System for Diniyat Level 9 – 11 3. Teaching the Teacher
Madrassah al-Mustafa (Dubai), Dr Ali Bhayani	Teachers' Training / Train the trainers
Madrasah al-Muhammadiyah (Dubai), Shehnaaz Somji	Madrasah Assembly
Muhammadi Madrasah (Birmingham), Hasnain Panjwani	AS AQA Level Islamic Studies course and the integrated Personal Development

	Programme (PDP)
Vision Learning Center (Mwanza), Suhaila Alloo	1. Public Speaking Classes 2. Tafsir and Hadith 3. Adult Classes 4. Persian Language 5. Arabic
Wessex Madrasah, Yasin Rahim	1. External Evaluation of a Madrasah Department 2. Governance Structure
Ahl-ul-Bait Islamic Mission School: Zahra (sa) Academy (Karachi), Najem Fatima	1. Thawab Bills 2. Muharram, Ramadhan, and Islamic Value Charts 3. Al-Mahdi Thawaab Bank 4. Wilayat Week 5. Spiritual Training Program Personality Assessment 6. Namaz Charts for Obligatory and Recommended Prayers 7. Social Commuting 8. Treasure Hunt 9. Wudhu Activity 10. Khums Certificate 11. Curriculum Orientation
Shia Ithna Asheri Madressa (Stanmore), Mukhtar Karim, Ali Asghar Sheriff, Shafique Govani	1. Senior Class Lectures 2. Personal & Professional Development Programme 3. GCSE/AS & A-Levels

	4. SIM Cares 5. Muslim Mums 6. Learning Support & Special Needs 7. Languages (Arabic & Farsi) 8. SIM Virtual E-learning Environment (VLE) 9. Website (www.madressa.net) 10. Qur'an Recitation Scheme and Quran Charts 11. Salaat Charts 12. Quality Control and Teacher Recruitment and Development 13. Sports Day & Extra Curricular Activities 14. External communications - Building Bridges 15. Qur'an Day 16. Preparation for Stepping into Adulthood - Bulloogh Discussion Session and Teen Workshop
Abbassi Madressah (Paris South), Missam H. Djivan	Three Days Yearly Boost Course
Academy for Learning Islam (Toronto), Shaykh Hasanayn Kassamali	1. Introduction to Nahjul Balagha 2. Islamic History from Nahjul Balagha 3. Lessons on Imam al-Mahdi (aj)
Centre Madressah (Toronto), Shaykh Hasanayn Kassamali	Transition Program for Islamic Studies (also applies to Qur'an)
Shia Ithna Asheri Madressa of Essex, Dr Qamar Abbas	1. Madressa Annual Magazine (Imam Ali Reza AS Gazette) 2. Naming of Classes

Hyderi Madrassah (South London), Shaykh Mohammad Zakaria	Inclusivity
Jaffery Madresa (Kurla, Mumbai), Muhammad Jaffer Panjwani	Inculcate Fasting at early age
Baab ul Ilm (Leeds), Sayyid Hadi Hasan	1. Open Q & A session with senior class 2. Teaching Quran and Arabic Language with Iraqi qualified teachers
Saudi Arabia	Madrasah under Restrictions

Appendix F: Visions Produced by Participants



Appendix G: Emergent themes from presentation and paper by Dr Shomali:

Importance of unity

Discrimination

Distinguishing between right/false path

Sympathy, love and affection in community as a single body

Motivation to unity through Islamic rulings and their practice

All Madris should work to serve all followers of Ahlul-Bayt. No discrimination.

Conflict management. Not confusing unity with uniformity.

Unity among teachers, students and at higher levels.

Appendix H: Learning Achieved through Past Failures

Risk Management

Local responsibility / accountability

Organic evolutions

Check competencies & infrastructure

Parochialism

Variation

Dialogue

Resources

Prioritisation

Madrasah ownership

Transparency

Responding

Listening

Continuity

Guidance

Appendix I: Sub-themes of each Priority

Priority	Sub-themes
Continuous Assessment and Evaluation	• Develop a way to evaluate spirituality • Exam board – periodic – global – A’levels • MI/BI – KPI and key stats • Enhancing the value of madrasah in the community for greater buy in for infrastructure building projects • Awareness and emphasis of aims and objectives for students at different levels • Monitoring and inspection (benchmark) • Madrasah, Teachers, Students
Teacher Training	• Teacher training • On a regular basis • Evaluate our teachers leading to establishment of training institute • New methodologies • Admin and management training • Train the trainer • Human resource for panel of experts, teacher training etc. • Standard process for teacher induction • Competency test before induction • Quality control • Teacher recruitment • Teaching methodology • Professional Islamic Education Teachers

	to be developed • Training institutions for professional learning from mimnber and madradsah • Active targeted role of ulemas in madrasah • Moving with times • Semester training system • Learning support and special needs • Practical akhlaq role model mentoring to instill / influence / inculcate best ethical standards • Spitiual mentor for all madaris • Develop a way to evaluate spirituality • Regional Training Unit • Develop role specifications and job descriptions for all positions within the madressa
Curriculum Development	• Revisit standards set in 1988 and evaluate those standards to see if they are 'fit for purpose' by a global madrasah expert panel • Evaluate the above through a self-assessment model reporting to the regional organisation and the WF • Curricula and syllabii that address contemporary needs of the communities that are periodically re-addressed • Syllabus to be designed keeping in mind the need of an hour and multiple languages • Guidance from the leaned

	• Seeking knowledge from any source (in our syllabus as applicable) • Measurement guideline that is globally recognised • Skeleton curriculum which evolves to our own madaris • Life skills and personality building • Panel of experts – internal • Dynamic and relevant curriculum by paid panel of experts (2 years) • Evaluate syllabus and make available in multiple languages (India) • Learning from all sorts • Theme based research • Quranic Arabic • Daily assignments with related themes • External panel of experts • Comprehensive, appropriate content and languages, caters for 14+ Goals: 1) Global evolving curriculum 3-18 years 2) Panel of experts 3) Terms of reference 4) Examine representative sample of syllabi around the world by aalims, educationalists, field specialists and regional representatives
Learning Resources	• Resource pooling

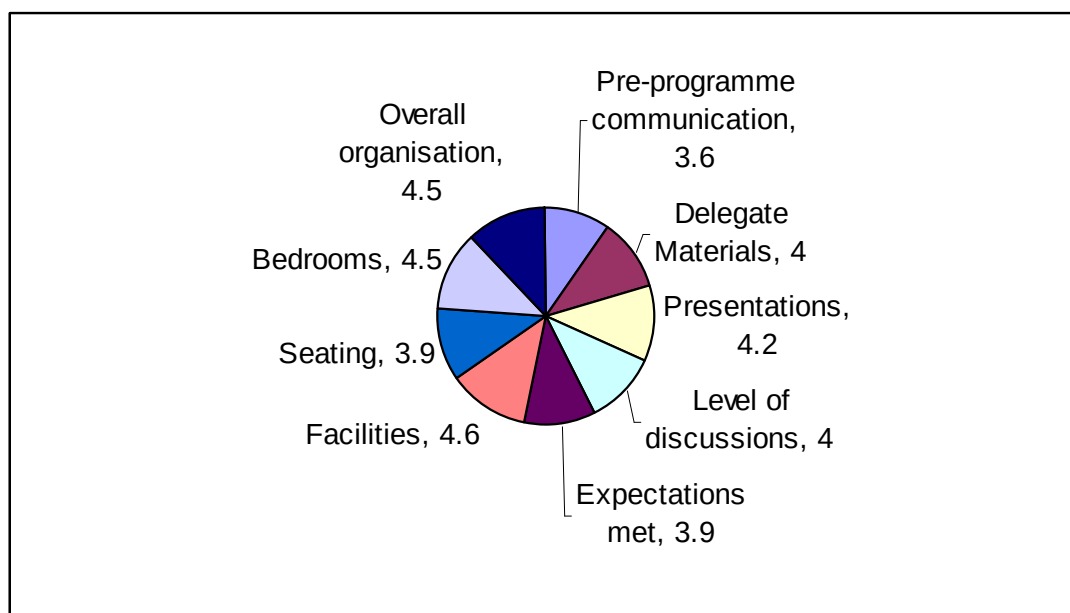
	• Survey • Quranic arabis • Thene based research • Learning from all sorts • Khoms practice • Accessible central global website with collection of best practices • Authentic resource function where ideas are shared • Virtual learning • Online madaris for students around the world • Animation • Al-Mahdi sawab bills • Mahdi sawab bank • Special days i.e. Salaat, Prophet Days, Akhlaaq explosion, Imaam Zamana day • Mechanism to network between madaris • Central multimedia resource
Restructuring Madrasah: Madrasah Centre of Excellence	• Task force to coordinate between WF and madaris to implement and cation plan decided at retreat • Retention of clulture • Quality improvements and safety/inclusivity/special needs • Create a separate well resourced structure for madressa • Dedicated central institute of madaris 0

	global body of experts • Missing link – common platform WF – regional – jamaat
Parent-Madrasah Partnership	• Resistance to change • Madrasah at par with secular • Educating Parents = Educating Children • Contract Signing • Parents Trainign Classes Mwanza • Tripartite engagement (community, parents, teachers) • Parental involvement mimbar and jamaat to facilitate • Parents participation in form of workshop • Parents responsibility and Social Issues
Post-Madrasah Education	• Develop a 15 + model
Reaching Out	• Reach madaris systems to place where the need • Reach at those locations where there is no madressa and continuous support • External Engagement / Tableegh (outside communities) • Build External Relationships • How to reach the remote part across the globe. Or how to make every Shia a learned / practicing Shia • Madressa in a box is much required in India • Reach madaris systems to places where

	the 'need' exists
Financial Resources	• Prioritise education financially • Foundation fund for global madaris • Financial, Buildings and Equipment, Technology
Mimbar-Madrasah-Masjid Coordination	• Partnership between Mimbar and Madrasah • Integrate thru liaison the following: Mimbar, Masjid, Home, Madressa • Mimbar complimentary to Madrasah

Appendix J: Summary of Appraisal Forms

1. How was the...	Average (1 = Poor, 5 = Excellent)
Pre-programme communication	3.6
Delegate Materials	4
Presentations	4.2
Level of discussions	4
Expectations met	3.9
Facilities	4.6
Seating	3.9
Bedrooms	4.5
Overall organisation	4.5

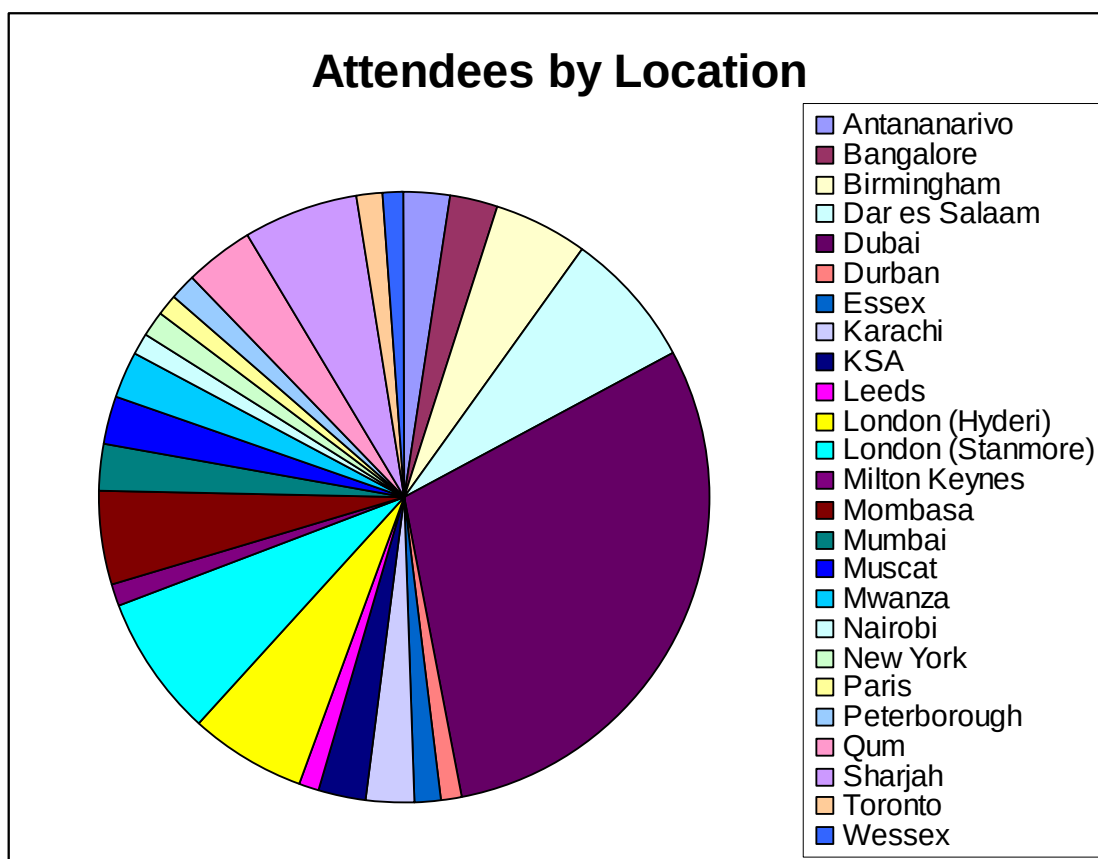


•	What I liked the most was
-	Best Practise, Setting of Goals
-	Meet different people & know different types of Practises
-	Group work Discussion- Frank / openness of participant, the enthusiasm, commitment etc
-	The facilitator conduct the whole programme , sharing of the best practises, prioritization,
-	Every Madressa represented given opportunity
-	Networking and learning from other participants. Reflection.
-	Opportunity to interact between the Madaris
-	The opportunity to network with people achieving ownership of projects at the end
-	Curriculum building project
-	Willingness of participants got to set clear objectives
-	Facilitation of the entire programme
-	Unity and platform to realise where we stand and what needs to be done to move forward

• What I liked the least was
- Perhaps too much time spent on visionary
- Non khojas should not join key focus groups. Some non registered people got on to the tables
- Repetitions and Ego weeping
- Time constraint and extra elaboration on points
- Long time spent on visioning DVD and drawings
- The constant resurfacing , too much to compute
- Practical negativism with Narrow Local/Regional culture + any Patronising attitudes
- Hidden agendas and unnecessary explanations of simple process
- Not enough introduction of participants
• What improvements would you like to see next time?
- Call such retreats regionally for local participation/learning process
- A proper structured Madressa – supporting madaris across globe in whatever way they need
- Better time management of the sessions
- Definite conclusion, agreements and etc
- Now that we have such advance multimedia facilities why not give women their hijab & full participation and satisfactory to all
- Punctuality better voting arrangement
- Ladies participation should be encouraged
- More involvement of participants globally
- Better control of the observers- lower numbers
- A lot of pre programme communication with all participation is important
- Teacher sharing experience and sitting modified
- Have it facilitated by an Alim & be focussed on specifics
- More time facilitated
- Strong mention of underlying intention behind the cause – so its not just as practise
- More time on Project and action plan, proper resourced and task planning
- Quicker introductions – shorter time on explanations of facilitations – more general discussions
• If you were to be asked by others who were aware of your attendance here today but are not here themselves, what ONE thing you would feedback to them?
- Excellent, Worth attending
- A great start & fairly fair & frank
- Have achieved direction and owned the process
- I was reluctant to come but I am pleased to attend
- Not fulfilling too much talk shop
- Great learning experience
- Great work I wish we could emulate it in other organs of the community
- Excellent programme learnt a lot
- Interesting and useful if implemented
- A very interactive and informative as well as transparent programme
- I'd say go to the course
- Very inspiring and energising
- That the event was positive in many areas
- You have missed out the best inspiring learning experience
- Raised awareness of the potential resources available

• As a result of attending this programme, what will you change in your Madrasah work?
- Implement some of the best practises learn
- Support and more involvement
- Try change the mind sets of teachers/administration
- Change syllabus and teaching styles
- More awareness within my self about aspects of madrasah
- Difficult to summarize in two line but inshallah lots of wealthy resource sharing
- My responsibility as a parent towards Islamic Education
- Review and implement the good practises from other Madressa that are useful to our madressas
- Approach to Curriculum, evaluation, motivating practises, spiritual enforcement
- Recruitment process, assessment of children
- Work ethics, deliverance and instil a few if not all the best practises other madaris have implemented
- Offer service in the field of Teachers training and curriculum implement
- Get delivery from those involved
- Start virtual e/ learning for our Madressa
- A lots of things will be changed if allowed inshallah

Appendix K: Attendees by Location



Appendix L: Attendees by Gender

