



Madrasah Centre of Excellence (MCE)

Executive Summary

1. Curriculum Development

- Curriculum survey undertaken with 30 Madaris.
- In-depth study of curricula from 7 major Madaris carried out.
- Consultation workshops held with Panel of Experts.
- Draft Curriculum Framework prepared.
- Consultation workshops on Curriculum Framework held with Madaris representatives in Dubai, AFED, and CoEJ.



2. Teacher Development

- Training Needs Analysis (TNA) carried out with 100 teachers in East Africa.
- Series of brainstorming meetings held with teachers and papers produced by teacher trainers to chart out clear strategy for teacher development.
- Spiritual Development Programme: A draft workbook has been prepared.
- Teacher Support Programme: Work has reached an advanced stage for developing an accredited programme.
- Application of Neuropsychology in Madrasah Learning Programme: 19 participants from various regions have completed the programme to become trainers.

3. Learning Resources

- Gathering data on Madrasah resources currently used globally.
- MCE website has been set up to store and share the resources, provide a teachers' forum and encourage Madaris to upload new materials.

4. Assessment and Evaluation

- Madrasah Assessment and Evaluation Programme has been developed.
- 3 editions of Madrasah assessors training manual have been prepared.
- 106 assessors across all regions have been trained.
- 10 pilot madrasah assessments have been undertaken in the 3 regions.
- Online training programmes for Madrasah governance are under development.



Madrasah Centre of Excellence (MCE)

MCE

Madrasah Centre of Excellence



Islamic Education Department

THE
WORLD
FEDERATION
OF KHUWA SHI'AH ITINA-AHSIBI MUSLIM COMMUNITIES



Nurturing piety through enabling a learning environment that instills the values of the Holy Quran and the Ahlul Bayt (AS)

The Holy Prophet (S.A.W.) said:

A person shall arrive on the Day of Judgement and shall be in possession of good deeds in the measure of vastly accumulated clouds or towering mountains. (Witnessing them) he shall ask: O' My Lord! How can these be for me when I have not performed them? God shall reply: This is your knowledge that you had taught and conveyed to the people, and which was acted upon after you had died.

Basaair al-Darajaat, vol. 5, pg. 16; Bihaar al-Anwaar, vol. 2 ,pg. 18.

Foreward

A few years ago, when the office bearers of the World Federation met *Ayatullah Jawadi Amuli* – a leading Islamic philosopher and jurist based in Qum - to discuss the future of Islamic Seminary studies for our senior students post Madaris, the respected scholar advised that ad hoc planning of religious studies, or for that matter secular studies, without a well thought out generation plan was futile. He argued that for communities to survive, the leadership must have a clear vision encompassing not only the immediate short and medium term requirements BUT that planning must cover the longer term. He stressed that Islamic education is 'holistic' in nature and that planning must commence from inception (the cradle) to completion (the grave) and that each stage of life must be charted out in clear steps.

With this holistic approach in mind, the World Federation organised a Madrasah retreat in Dubai in February 2011, where over 25 Madaris from Europe, East Africa, Middle East, North America, India and Pakistan were represented. At this retreat, stakeholders discussed the future of our Madaris, and a strategy document was prepared for the Madrasah agenda of The World Federation. It highlighted the challenges that were being faced by the Madaris, the possible solutions and the resources required.

This important document was approved unanimously at The World Federation Conference in May 2011. A key recommendation was the formation of a formal structure to ensure that the Madrasah agenda is always at the forefront of our leaders and our global organisation.



Although it was understood that this paper was only the beginning of the overall project, the approval of it was a monumental step in reviving the focus on the Madrasah.

The Madrasah Centre of Excellence (MCE) was the structure that was formed to find the solutions for the challenges faced by the Madaris.

The Madrasah Centre of Excellence (MCE) will be the vehicle that delivers and maintains the strategies for the Madrasah programme.

Its focus would be to attain harmony amongst the Madaris and realise the vision by coordinating the four work streams – Curriculum Development, Teacher Development, Learning Resources and Assessment & Evaluation.

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

Curriculum Development

Aim

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

Challenges

- No single, agreed, global curriculum framework.
- Varied levels and content of Madrasah education.

Achievements in Curriculum Development

Objective 1

To obtain feedback from Madaris to get an insight into the next steps for curriculum development.

Activities Completed

A Curriculum Assessment Questionnaire was designed and sent to all Madaris with a view to obtaining their feedback.

Impact / Potential impact

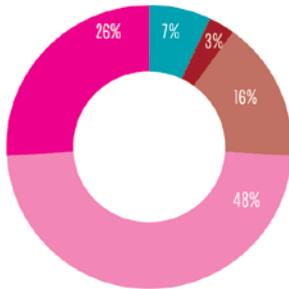
Useful data was collected which helped in establishing the need and setting the scene for the development of a global Madrasah curriculum.



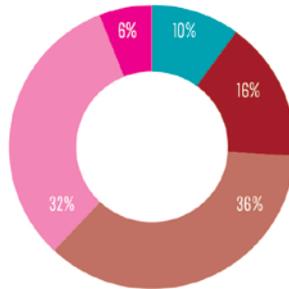
Evidence

Responses from 30 Madaris were received.

Q. We should have a global curriculum...



Q. The current curriculum provides adequate material for spiritual development...



Key:

Strongly Agree

Agree

Undecided

Disagree

Strongly Disagree

Objective 2

To collate the major Madrasah curricula/syllabi currently in use and to analyse them.

Activities Completed

An in depth study of curricula/syllabi from 7 major Madaris was carried out.

Impact / Potential impact

The analysis provided the following data:

- Comparison of topics across the Madrasah curriculum spectrum.
- Age variation across the Madaris for teaching different topics.
- The identification of gaps in the various curricula.

Evidence

The curricula from the following Madaris were collated and analysed.





Comparing topics across major curricula

AQAID	NBO 88	NBO 91	SIM	DXB	DSM	AIMS K'CHI	ISSC B'TON
Proving God's existence							
How do we prove the existence of God?		13	9, 13	10, 14	12	11	
Why is it important to know whether God exists or not?					12		14
Belief in God is a natural instinct		15	13, 15	14, 16	12	12	11
Ways of Knowing Allah	13	15	13, 15	14, 16	12	11	
Signs of Allah in everyday life	13	15	13, 15	14, 16	12	8	
We recognise His existence through signs around us	13	7	6	7	12	8	
Knowing Allah through self and body		16	13, 15	14, 16	12	8	
Hadith of Mufaddal			13, 15	14, 16			
Knowing Allah through children and animals		16	13, 15	14, 16	12		
Knowing Allah through physics					12		
Humans during trials and ease			13, 15	14, 16	12		14
Different ways in which God created everything		16			12	8	
Doctrine of cause and effect		16	13, 15	14, 16		11	14
Creation by chance or accident - Its impossibility	13	16	7	8	12	12	14
The big bang theory							14
Pascal's 'bet'							14
Darwin's theory of evolution							14
Fallacies of Darwinism							14
Micro vs. Macro evolution							14

Objective 3

To form a Panel of Experts and to hold curriculum workshops with the experts. The purpose of the workshops was for the experts to review the data and to provide guidance on the curriculum development process.

Activities Completed

The Curriculum Development Team held a 3-day consultation workshop with the Panel of Experts and other advisers in Milton Keynes, UK. This was later followed by a 2-day intensive working session with a smaller group in Toronto.

In-depth discussions took place on models for Islamic education at Madrasah level, guiding principles for creation of a global Madrasah curriculum, Qur'anic overview, conceptual framework, themes and sub-themes.

The Panel of Experts and advisers included Maulana Syed Muhammad Rizvi, Dr Bashir Dattoo, Shaykh Khalil Jaffer, Shaykh Jaffer Jaffer, Shaykh Mohammed Shomali, Shaykh Hasanayn Kassamali, Dr Shiraz Thobani, Dr Abdullah Sahin, Maurice Irfan Coles and Dr Sukaina Rizvi.

Impact / Potential impact

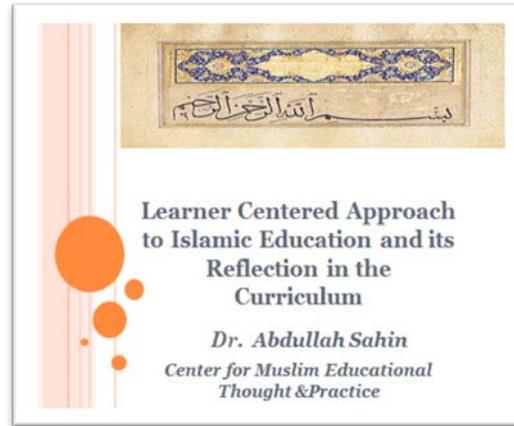
9 papers on Madrasah curriculum topics were presented and deliberated upon.

It was agreed that an integrated approach to Islamic education would be best suited for our Madaris. Furthermore, Madrasah education must be learner-centred to ensure that it is relevant and meets the emerging needs of the children.

Evidence



Panel of Experts – Milton Keynes, UK



Presentation by Dr Abdullah Sahin

Objective 4

To create a Global Madrasah Curriculum Framework.

Activities Completed

After months of hard work and consultations with educationalists and 'Ulema' both within and outside the community, the MCE Curriculum Development Team completed the mammoth task of producing the first draft of the MCE Curriculum Framework.

Impact / Potential impact

A comprehensive draft Madrasah Curriculum Framework has been published by our community for the first time.

Every madrasah teacher in Africa, Europe and North America should have received a copy of the framework booklet.

A novel approach of integrated content is being recommended by MCE.

Evidence



Comment from one of the recipients:

Overall this Framework is quite unique as compared to the various curriculums that have been used thus far in the Madaris. The main advantage of implementing this curriculum is that the various fields of Islamic Knowledge will be covered briefly in every lesson. A teacher will have to read a lot more than before in order to deliver the goods in class. The students will also find such a lesson more interesting and worthwhile.



Objective 5

To hold consultation workshops on the curriculum framework with Madrasah teachers with a view to getting feedback.

Activities Completed

Workshops have taken place in Dubai, Dar es Salaam (AFED region) and Leicester (COEJ region).

Impact / Potential impact

Constructive input and positive feedback received from the workshops. After the consultation workshops in all the three places, the participants overwhelmingly agreed with the integrated approach proposed by MCE and nearly all of them wanted MCE to proceed with developing lessons.

Evidence



Workshop in Dubai



Workshop in Dar es Salaam



ACTION PLAN FOR NEXT 3 YEARS

Key objectives

- Produce final Madrasah curriculum framework.
- Prepare and complete lessons, teacher's guide and resources.
- Assist madaris with implementation and monitoring of curriculum.

Curriculum Development

	What	When	Who
1	Curriculum consultation in N America	May' 14	MCE Curriculum Team & CIL
2	Piloting one module, one age band, in 2 Madaris in each region	Sept-Oct' 14	Madrasah with MCE
3	Collate feedback received from workshops, questionnaires and piloting	Nov' 14	MCE
4	Produce final version of Curriculum Framework and circulate	Dec' 14 Jan' 15	MCE Curriculum Team
5	Build a team of skilled people to prepare resources for the curriculum	June' 14	MCE Curriculum Team
6	Develop lessons, activities ad related resources teaching and learning resources (lessons, teaching guides, activities, presentations toolkits) for the curriculum	May' 14 Dec' 15	MCE Curriculum Team
7	Develop teacher's guide and learning resources	May' 14 Dec' 15	MCE Curriculum and Teaching Teams
8	Address training needs of madrasah teachers for teaching the curriculum	Sept'15 onwards	MCE Curriculum and Teacher Devt teams
9	Assist Madaris to implement the curriculum	Jan' 16 onwards	MCE and madrasah
10	Monitor the implementation of the curriculum	Jan' 16 onwards	MCE and madrasah
11	Evaluate effectiveness of curriculum	Sept' 16	MCE and Madrasah

Teacher Development

Aim

To facilitate the provision of training to meet the development needs of the Madrasah teachers.

To create a body that represents Madrasah teachers globally, providing support and a forum for teachers to interact, share valuable experiences and learn.

Challenges

- Teachers are primarily volunteers and may lack appropriate and adequate teaching skills.
- No universal teacher training methodology for all Madrasah teachers.



Achievements in Teacher Development

Objective 1

To conduct teacher training sessions for Madrasah teachers.

Activities Completed

1-day or 2-day workshops were held in Mombasa, Nairobi, Birmingham, Peterborough and Dubai.

Impact / Potential impact

It was concluded that such courses were having very limited impact because they were irregular and there was no follow-up.

Evidence

Reports received from Nairobi, Dubai and Peterborough indicated that the training was beneficial but a more well-thought out, holistic approach was needed.

Objective 2

To undertake a training needs analysis (TNA) with a selection of teachers.

Activities Completed

A TNA form was designed. It was completed by 100 teachers from Dar es Salaam, Arusha, Nairobi and Mombasa. The results were analysed and a report prepared.

Impact / Potential impact

The survey results provided insight into areas which require more attention from a curriculum perspective as well as teacher development.

For example, only 43% of the teachers had a document outlining the role/duties of a teacher; or whereas over 65 teachers felt comfortable teaching Fiqh, Akhlaq, Tareekh, Qur'an, only 28 teachers felt comfortable teaching Aqa'id.

Evidence

Here are some extracts from the survey report.

Survey Results	Yes	No
No. of teachers who think that teaching should assist in the student's spiritual development	96%	-
Do you think teacher training should be made compulsory for teachers in the madrasah?	94%	6%
Have you attended any teacher training programmes within the madrasah?	78%	22%

Objective 3

To determine a clear strategy for teacher development.



Activities

- A series of brainstorming meetings (3 in UK and 1 in Toronto) have been held with Madrasah teachers, professional teacher trainers and Islamic scholars.
- A number of concept papers have also been written. They include:
 - Transforming Madrasah into a learning community – Towards a learning Madrasah (by Minhas Tejani).
 - Teacher development concept paper in the Madaris of KSIMC globally (by Sayyid Aliraza Naqvi).
 - Teacher training reflections (by Ruth Mantin).
 - Teacher Development (by Sheikh Abbas Ismail).
 - Application of Neuropsychology in Madrasah Learning (Yasin Rahim).

Impact / Potential impact

The above activities led to 3 programmes of Teacher Development being identified. They are:

- ❖ Spiritual Development Programme (integrating spirituality and teaching in the Madrasah setting).
- ❖ Teacher Support Programme (giving Madrasah teachers confidence with their effective teaching skills).
- ❖ Application of Neuropsychology in Madrasah Learning Programme (supporting madrasah students to improve their learning through effective learning activities and attaining higher retention levels).

Evidence

Teacher Development Presentation on 5th October 2013





Objective 4

To develop the three programmes outlined in objective 3 above.

Activities Completed

1. Spiritual Development Programme

Outlines of various programmes have been presented by Shaykh Kumail Rajani, Shaykh Muhammad Khalfan, Shaykh Mohammed Ali Ismail and Shaykh Muhammed Tajri. A draft workbook on Spiritual Development in Madrasah has been prepared.

2. Teacher Support Programme

Discussions have taken place with the National Resource Centre for Supplementary Education for their Open College Network (OCN) accredited course 'Teaching Skills in Supplementary Schools'. MCE is working on incorporating modules specifically for Madrasah teachers.

3. Application of Neuropsychology in Madrasah Learning Programme

With the help of experts in this area, MCE has developed the programme in two parts – Training the Trainer (8 days) and Training the Teachers (2 days)

19 participants (MCE – 4, AFED – 4, NASIMCO – 4, COEJ – 7) have undergone the 8-day programme. They have beta-tested the first of two Train the Teacher programmes with 16 assessors in their own regions.

Impact / Potential impact

The practical workbook on Spiritual Development will become an important tool for teachers to develop spirituality in themselves and in the students.

The Teacher Support Programme (5 days) will enable madrasah teachers to build on their existing teaching skills.

The Neuropsychology in Learning Programme has delivered the following outcomes, in addition to providing participants with a detailed training guide. The participants are able to:

- Recognize the different needs, styles and thinking approaches of students in the learning journey in order to flex content and method to maximize retention.
- Diagnose and address potential conflicts and disengaged students more effectively.
- Describe in a comprehensive way their strengths and potential challenges as a Teacher with an action plan to optimize their facilitation effectiveness.
- Facilitate the Neuropsychology of Learning program.

Comment from a participant of the 2-day training programme for teachers:

“What has really captivated my attention is that after knowing myself in relation to my temperament and interaction style, I can honestly appreciate and understand that though everyone is different in receiving/giving and analyzing information, most of the times we want the same results. I go back in time and can now gauge why the results I had sometimes envisaged were different from the actual results I got. The approach that I had used was incorrect.”



Evidence



Training the Trainer Programme

ACTION PLAN FOR NEXT 3 YEARS

Key Objectives

- Roll out Neuropsychology of Learning Programme to all Madrasah teachers.
- Complete training guide and roll out Teacher Support Programme to all Madrasah teachers.
- Complete training guide and roll out Spiritual Development Programme to all Madrasah teachers.

Teacher Development

	What	When	Who
Neuropsychology of Learning Programme			
1	Deliver beta-test versions of programme for assessors in each region	By Sept' 14	MCE trainers
2	Roll out first 2-day programmes for teachers in every region	From Oct'14	MCE Trainers
3	Monitor and evaluate programme	Dec' 14	Experts
4	Develop more trainers in regions	Mar' 15	MCE Teacher Dev Team
5	Continue running 'live' programmes for developing teachers	Jan' 15 onwards	MCE and Madrasah
Teacher Support Programme			
6	Develop 'Teaching Skills in Supplementary Schools Programme for madrasah teachers	July' 14	MCE Teacher Dev Team
7	Develop trainers to train the teachers	Sept' 14	MCE with NRCSE
8	Undertake pilot runs for the programme	Nov' 14	MCE trainers
9	Roll out the programme 'live'	Jan' 15	MCE trainers and Madrasah
10	Monitor and evaluate the programme	Jun' 15	Experts
Spiritual Development Programme			
11	Draft Workbook of Spiritual Development to be peer-reviewed by scholars	May' 14	MCE to identify
12	Pilot the workbook in madrasah setting	Sep' 14	MCE and madrasah
13	Produce final version of workbook	Oct' 14	MCE Teacher Dev Team
14	Prepare training guide for teachers	Nov' 14	MCE Teacher Dev Team



15	Develop trainers for running the programme 'live'	Dec' 14	MCE Teacher Devt Team
16	Roll out the programme for developing the teachers	Jan' 15	MCE Trainers
17	Monitor and evaluate the programme	June' 15	Experts

Learning Resources

Aim

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

It would also reach out to community members who would not otherwise have access to madrasah education.

Challenges

- Variety of resources available but not tapped or shared by madaris in an organised way.
- Learning and teaching resources not produced professionally.

Achievements in Learning Resources

Objective 1

Gathering data on Madrasah resources currently used globally.

Activity Ongoing

The focus has been on collecting online resources although printed material has also been collected.

Impact / Potential impact

There has been little or no impact so far as the resources have not been shared with the Madaris. However, this will change when the MCE website goes live.

Evidence

See objective 2 below.

Objective 2

To create the MCE website to store and share the resources, provide a teachers' forum and encourage Madaris to upload new materials.

Activity Ongoing

The MCE website has been launched.

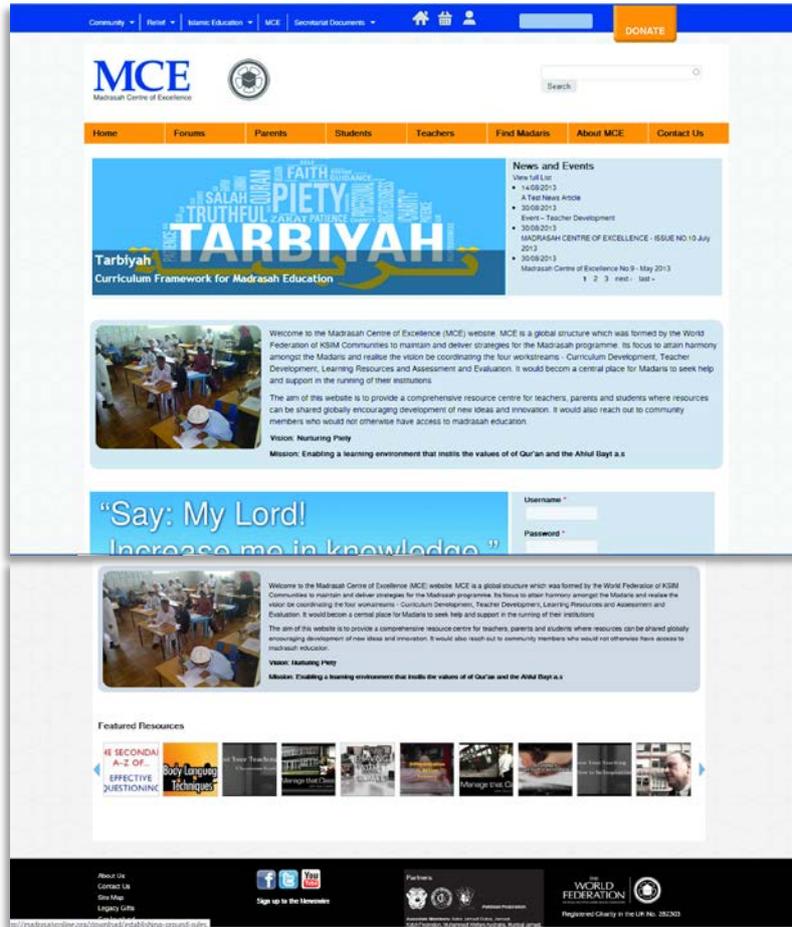
Impact / Potential impact

As the site has been launched recently, it is too early to measure any impact.



Evidence

MCE website: www.madrasahonline.org



ACTION PLAN FOR NEXT 3 YEARS

Key objectives

- Create resources to support the curriculum.
- Make the MCE website into a comprehensive resource centre for students, teachers and parents.

	What	When	Who
1	Continue to develop the MCE website to attract students, teachers and parents	Ongoing	MCE staff
2	Upload more resources	Ongoing	MCE learning resource team
3	Create new online resources	June' 14 onwards	MCE learning resource team
4	Monitor number of 'hits' on website	Ongoing	MCE staff
5	Support curriculum team by creating or sharing resources to enhance the lessons	June' 14 onwards	MCE learning resource team
6	Encourage teachers to use forum for exchanging views and ideas	Ongoing	MCE staff

Assessment & Evaluation

Aim

To create a learning environment for all where the students, teachers and institutions are assessed and evaluated with a view to continually improve.

It will allow the Madrasah not only to compare and be compared so as to enable learning from each other but also to focus on specific areas of need.

Challenges

- No common benchmark for Islamic education.
- Madaris not assessed regularly against their peers.
- No information collected on an ongoing basis to service continuous improvement.

Achievements in Assessment & Evaluation

Objective 1

To design a process for assessment of Madrasah.

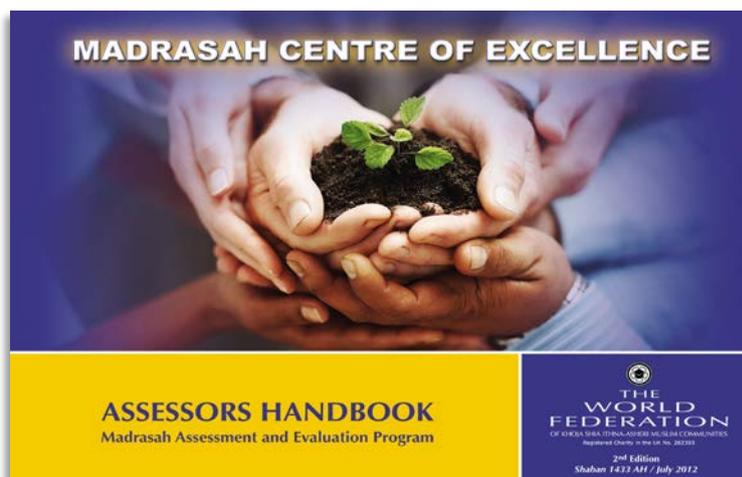
Activities Completed

MCE has developed a Madrasah Assessment and Evaluation Programme (MAEP), now in its 3rd edition.

Impact / Potential impact

Raise standards in our Madaris globally.

Evidence



Objective 2

To train Madrasah assessors who would undertake assessments in Madaris.

Activities Completed

Prepared an Assessors Training Manual



Carried out assessors training programmes in Birmingham, UK (April 2012); Daressalaam, Tanzania (July 2012); Toronto, Canada (March 2013); Birmingham, UK (April 2013).

Impact / Potential impact

Trained Madrasah assessors are available in each region.
Capacity is being built in the regions.

Evidence

106 Madrasah assessors in total (COEJ – 45; AFED – 27; NASIMCO – 33; Dubai – 1).



Testimonial from an assessor: *“I left Peterborough thinking I’d return as the Madrasah equivalent of an Ofsted inspector. I was wrong. Instead I have returned in awe of the vision presented by the enthusiastic and dedicated Madrasah Centre of Excellence team.*

Objective 3

To undertake pilot Madrasah assessments to test the system and to enable the assessors to put theory into practice.

Activities Completed

MCE has undertaken 10 pilot Madrasah assessments up to the date of writing this report. These have been spread across the three regions and were carried out by assessors from the same region as the Madrasah.

Impact / Potential impact

90% of all the trained assessors have had first-hand experience of undertaking a Madrasah assessment.

The pilot Madaris which have been assessed have experienced that the assessments were formative, proportionate, information driven, transparent and authentic, and not burdensome.

The standard of the assessment process under MAEP is gradually being raised.



Evidence

They are Hyderi Islamic School (South London); Haydari Madrasah (Nairobi); Husayni Madrasah Girls (Daressalaam); Husayni Madrasah Boys (Daressalaam); Sharikatul Hussain Saturday Workshop (Leicester); Huseini Madrasah (Los Angeles); Shia Ithna-Asheri Madressa (London); Madrasah Az-Zahraa (Vancouver); Hydery Madressa (Kampala); Al-Hujjat Academy (Kampala).



Pilot assessments in progress

Comment from Principal following assessment of his Madrasah:

We felt that we were part of the assessment team rather than being the subjects of an inspection. This was the starting point for a healthy association between the assessors and the Madrasah management and contributed greatly to the smooth running of the assessment.

Objective 4

To develop online training programmes for Madrasah governance.

Activities Completed

MCE made arrangements with the organisation Educare, to produce 4 bespoke online programmes for Child Protection Awareness, Preventing Bullying Behaviour, Health & Safety and Fire Safety.

The bespoke content has been checked by MCE and Educare are preparing the online platform for it.

Impact / Potential impact

Once the online modules are available, Madrasah teachers will be able to log in at their convenience, access the content and answer the test questions. Monitoring of the progress can be done at Madrasah level, regional level and MCE level. It will assist the Madrasah in complying with Standard 1 of Madrasah assessment.

Evidence

Extract from one of the modules (on next page).

**Bullying**

Bullying, or the fear of bullying, is a major concern for children and for their parents, and it can happen anywhere that children come together. It is abusive behaviour that damages the lives of those involved – whether they are being bullied, witnessing it or doing it.

Everyone who works with children and young people has a responsibility to keep them safe and promote their welfare.

A note of caution

Not everyone has the same view of what bullying is. It's important to remember that children are individuals and that you should support a child who is unhappy and expresses concerns – whatever the term used to describe the causes.

What is bullying?

Although the programme focuses on children, we should keep in mind that bullying behaviour can also happen in adult relationships, in the home and the workplace. Sometimes adults bully children. And in some instances children and young people bully adults.

It is important to distinguish bullying behaviour from other behaviour that can cause unhappiness and distress. Most definitions of bullying include the following characteristics – the list can be helpful in assessing whether behaviour is bullying.

ACTION PLAN FOR NEXT 3 YEARS**Key objectives**

- Refine Madrasah Assessment & Evaluation Programme.
- Train more assessors.
- Commence live assessments of Madaris worldwide.

	What	When	Who
1	2 more pilot assessments	Jun-Sep' 14	MCE regional assessors
2	Review the pilot assessment reports to refine the methodology	Apr-Jun'14	MCE Assessment Team and assessors
3	Test the refined methodology in remaining assessments	Sep' 14	MCE assessors
4	Conference of assessors in each region to gather and analyse feedback on MAEP	Oct-Dec'14	MCE Assessment Team and assessors
5	Refine the MAEP	Jan'15	MCE Assessment Team
6	Train additional assessors to create further capacity in regions	Jan' 15	MCE Assessment Team
7	Commence 'live' assessments	Mar' 15 onwards	MCE Regional Assessors
8	Follow up post-assessment action plan	Mar' 15 onwards	MCE Regional Assessors
9	Evaluate effectiveness of MAEP	Jun' 15	Experts
10	Continue to refine MAEP	Ongoing	MCE Assessment team
11	Roll out online training programme for madrasah governance	Sep' 15 onwards	MCE with regional representatives



Message of thanks to:

Dr Asgar Moledina, Shan e Abbas Hassam, Munawar Rattansey, Reza Hooda and Shabbar Dhalla , for their unwavering support during the term.

Office bearers and staff of the regional organisations, in particular Anwarbhai Dharamsi, Aunalibhai Khalfan, Gulamabbas Najafi and Dr Husein Jiwa for their full co-operation in the regions.

Safder Jaffer, Yasin Rahim, Sayyid Aliraza Naqvi, Hussein Sheriff, Shaykh Mohamed Zakaria, and Shaykh Jaffer Jaffer for their tireless efforts in delivering the objectives.

Iqbal Panju, Mohamed Lakha, Nasreen Ramji, Salma Sivji and all the office staff for their administrative support.

All the volunteers who have contributed so much in the different work streams.

You have all made the Madrasah Centre of Excellence into a truly excellent project for the future of our children in this temporary world and in the next permanent abode.

I leave you with a few recommendations for the next term as there is much more to do:

- i. The Madrasah Centre of Excellence should continue to be one of the key projects of The World Federation for the foreseeable future.
- ii. Resources should be made available in order to ensure that all the key objectives are achieved without interruption or loss of quality.
- iii. Serious efforts must be made in our worldwide community to get parental involvement in the madrasah.
- iv. Recognition should be given to the efforts of so many madrasah teachers who are voluntarily helping to keep our children on 'Seeratal Mustaqeem'

With duas

Naushad Mehrali