

All resolutions, decisions and recommendations issued by ISESCO's General Conference and Executive Council during the lapsed years of the Organization's Mid-Term Plan (2010-2018) as well as the Islamic declarations, reference and strategic documents adopted by the Islamic ministerial conferences of higher education and scientific research, childhood, the environment and culture, unanimously considered that **the success of Member States' national plans in different productive and development sectors is conditional on the progress made in upgrading their educational systems. It also hinges on the availability of skilled workforce and the technical and financial resources allocated to enable these systems to accomplish its main role of achieving sustainable development.**

In parallel, reports, statistical surveys, and different assessment studies released during recent years by specialized regional and international bodies and institutions indicate that the pace of reform in the education sector of many ISESCO Member States, albeit registering a relative improvement, remains by and large slow and ailing, particularly in light of the engagements taken towards the implementation of objectives, programmes and frameworks for action they had adopted, such as **the Dakar Framework for Action to achieve the Education For All goals issued by the World Education Forum held in Dakar (2000), the OIC Ten-Year Programme of Action (2016-2025), the Belem Framework for Action issued by the Sixth International Conference on Adult Education (2009), the Moscow Framework for Action and Cooperation on Early Childhood Care and Education (2010), and the United Nations Conference on Sustainable Development, Rio+20 (2012).**

To catch up with the significant backlog that prevented the achievement of the desired progress in implementing these engagements within the set deadlines, there is an urgent need **to formulate educational policies which prioritize quality education, good governance, equality of opportunity and youth mobilization in order to effectively contribute to development efforts, reduce local and regional tensions, lay the foundations of coexistence and strengthen openness to the other through equal dialogue and mutual respect.** These requirements were confirmed by the **Global Meeting on Education for All (2014 GEM) held in the Sultanate of Oman, the World Education Forum held in South Korea (2015) and the United Nations post-2015 Sustainable Development Agenda.** It also calls for intensifying coordination among Member States and consolidating exchanges in all educational spheres **through the mechanisms of joint Islamic educational action set by ISESCO,** which would

enable Member States to benefit from expertise and successful experiences at the Islamic and international levels.

To this end, ISESCO has set two main sector-specific priorities in its new education plan. These are **“Renewal of Member States’ Educational Policies towards a Transition from Teaching to Learning”** and **“Enhancing the Role of Education in Development and Coexistence”**. The choice of these two priorities for the education three-year action plan (2016-2018) comes no doubt as part of the **sector-based activation of the three major strategic goals** in ISESCO’s new action plan, which are **“Mobilizing the youth for joint Islamic action and sustainable development”**, **“Promoting quality, governance and equality of opportunity in Member States’ education, science, culture and communication policies”**, and **“the promotion of human rights culture and respect for otherness towards social peace and coexistence”**. This choice also confirms ISESCO’s eagerness **to couple continuity with innovation**, inasmuch as continuity is based on the close link between the two said priorities with the two priorities of the previous Action Plan (2013-2015). In this vein, the Organization will pursue its efforts in the areas of **literacy, girls and women’s education, educational planning and development, educational staff training, introduction of good governance and quality in education, and integration of original education into the process of sustainable development**. As far as innovation is concerned, importance should be attached to the concepts of learning and entrepreneurship, which constitute the cornerstone of the school of tomorrow and the knowledge society. **Such concepts must be inculcated in learners**, towards a transition from teaching and shaping mind-sets to creativity. Renewal also appears in the link the new plan establishes between the educational and the social and human approaches to development requirements and coexistence-related issues, and coordination in this regard through the projects of the Directorate of Social and Human Sciences with **programmes that boost youth’s educational intervention and contribution** by integrating such issues as dialogue, peace, human rights and citizenship into curricula at all educational levels. These should be looked at as equivalent to environment, health and population education when addressing the community’s development issues.

Equally important, innovation resides in adopting a methodology that consists in **implementing only integrated programmes** with clearly-set goals, areas of intervention and expected outcomes, instead of widely- scattered programmes and activities. In this context, six priority educational projects were chosen to be implemented during the 2016-2018 period, namely:

1. **Project on the developmental approach to literacy and non-formal education programmes.**
2. **Project on the development of technical and vocational education to strengthen youth employment opportunities.**
3. **Project on pre-school education development.**

4. **Project on developing traditional education programmes and promoting the Arabic language position in the Islamic environment.**
5. **Project on information and communication technology at the service of education.**
6. **Project on promoting joint education action to develop educational systems in the Member States.**

In implementing these projects, the Organization will rely on the guidelines of the General Conference, the Executive Council, **ISESCO Conference of Ministers of Education, the Consultative Council in charge of following up the implementation of the Strategy for the Promotion of Education in Islamic Countries**, the sustained support of national commissions and competent parties in Member States, and cooperation with ISESCO's international and regional partner organizations of common interest. ISESCO will also continue its support and assistance to Member States through different mechanisms such as offering technical counsel and educational expertise for these states to renew their policies and develop their national plans, providing training programmes via ISESCO educational centers to build national capacities, preparing reference and pedagogical documents, and extending support to educational institutions particularly in the countries most in need.

1. Project on the developmental approach to literacy and non-formal education programmes

General framework:

Literacy and development of non-formal education are two main pillars for achieving sustainable human development. These two types of education provide an alternative for those who did not have the opportunity to join formal education. In addition, they represent two important factors in the development of human resources, ensuring thereby their economic, social and cultural advancement.

Based on this premise, literacy occupies a particular place amid the six Education for All priority goals, endorsed by the international community in Dakar in 2000, which aim at improving adult literacy rates, especially women, by 50% in 2015. Yet, data related to literacy rates in 2015 show that the goals set in the Dakar Conference were not met as was expected. The 2013/2014 Education for All Global Monitoring Report stressed that the number of illiterate adults worldwide, since 2000 and until now, fell by only 1% and that women represent three-quarters of the illiterate people. Furthermore, this phenomenon is especially present in Islamic countries.

In addition, a number of Member States failed, in 2015, to meet the goal of universal primary education, due to the non-enrolment of a big proportion of children at the age of schooling, as well as the enduring drop-out phenomenon. Therefore, there is a pressing need for laying out more efficient strategies in the field of non-formal education.

In addition to the poor results achieved in literacy compared to the goals set in the Dakar Conference, one can also note a deficiency in the appropriate information systems relating to literacy and non-formal education programmes, the limited financial resources compared to the extent of illiteracy, the lack of skilled human resources for the effective preparation and implementation of such programmes, and the inappropriate training programmes which are not usually in line with the beneficiaries' concerns nor meet their socio-economic development needs.

The inclusion of this project as one of the priorities in ISESCO's action plan for 2016-2018 is motivated by the Organization's desire to provide further technical assistance and expertise to Member States in order to bridge these gaps, in line with the orientations set forth in the document "ISESCO's new vision in literacy". The latter called for the adoption of an integrated and comprehensive approach to make non-formal education and literacy programmes for youth and adults, especially women, closely related to alleviating poverty, contributing thus to achieving the goal of education for all in the post-2015 agenda.

Objectives:

- To support Member States' efforts in reviewing their literacy and non-formal education strategies, plans and programmes, to ensure their efficiency and promote universal education and development.

- To encourage the adoption of comprehensive strategies in literacy and non-formal education.

Areas of intervention:

- Management systems of literacy and non-formal education programmes.
- Educational programmes and contents of literacy and non-formal education programmes.
- Integration of newly literate women in the job market.

Partners:

The Association for the Development of Education in Africa (ADEA), UNESCO, the Global Partnership for Education, Qatar Charity, ALECSO, SESRIC and the Distance Learning and Training (DLT) Company.

Total budget:

US\$ 1,500,000.00

Area of intervention 1: management systems of literacy and non-formal education programmes

Reports available to ISESCO indicate a big shortage or a complete absence of reliable data on literacy and non-formal education in Member States, which hinders the planning process of relevant programmes and impedes the follow-up and assessment of its results, putting its credibility on the line. To remedy to this situation, action within this area of intervention will focus on strengthening the capacities of staff in charge of literacy and non-formal education programmes to enable them to collect and process reliable data, with a view to taking judicious decisions and laying out appropriate national policies. Indeed, the availability of reliable data contributes to ensuring a sound follow-up to all implementation phases of literacy and non-formal education programmes and taking the appropriate measures for effectively implementing these programmes and ensuring their quality throughout the implementation phases.

Activities aimed at strengthening the capacities of staff in charge of literacy and non-formal education programmes will focus on analyzing and using databases to establish up-to-date assessment and follow-up systems, define the associated reference criteria and improve quality in this field.

In a bid to step up Member States' efforts in looking for the needed financial resources to implement literacy and non-formal education programmes, a high-level meeting will be held, within this area of intervention, between public officials, finance organizations, charity societies, NGO's and civil society associations, to find innovative and pragmatic solutions in order to secure additional financing sources in this area.

Expected outcome: upgrading the basic components of literacy and non-formal education management systems

Performance Indicators:	Measurement Indicators:
<ul style="list-style-type: none"> • Preparing reference documents for developing the contents of national literacy and adult education databases. • Providing expertise and training on gathering reliable data on literacy and non-formal education and using them to develop follow-up and assessment processes and ensure quality and accreditation. • Promoting coordination and sharing of expertise on modern financing and management systems of literacy programmes. 	<ul style="list-style-type: none"> • Publishing a study on the results of literacy and non-formal education programmes in Member States. • Publishing a study on quality indicators in literacy and non-formal education. • Publishing a regular statistical report on the situation of literacy and non-formal education in Member States. • Dispatching experts to 3 Member States in order to support the process of collecting, processing and analyzing reliable data on literacy and non-formal education. • Holding a regional training workshop on modern assessment, follow-up and accreditation systems in literacy and non-formal education. • Holding a high-level meeting of directors of literacy and non-formal education sectors, and representatives of finance institutions, NGO's and civil society associations on the innovative and sustainable methodologies in the funding and governance of literacy programmes.

Area of intervention 2: educational programmes and contents of literacy and non-formal education programmes

To keep abreast of the concerns of beneficiaries of literacy and non-formal education programmes and meet their economic and cultural needs, it is important to prepare appropriate education programmes, curricula and materials.

In this regard, with a view to improving the impact of literacy and non-formal education programmes, ISESCO will endeavour, through its centers of excellence specialized in literacy and non-formal education programmes in Niger, Bangladesh and Egypt, to implement a number of activities aimed at reinforcing the capacities of staff concerned with the preparation of education programmes and materials in line with the trainees' needs, and the dissemination of modern literacy and non-formal education materials, methods and techniques. These activities will take place through a combination of physical attendance and distance learning.

Activities to be implemented will include training of educational and administrative staff as well as local supervisors of literacy and non-formal education centers on adult education methodologies, planning, training management and assessment of skills and competences acquired by learners. Other programmes will be implemented to train human resources in using ICTs (e-learning) in literacy and to provide expertise and support for the preparation and use of literacy and post-literacy education programmes, curricula and materials in keeping with the social and economic situation of beneficiaries.

Expected outcome: developing educational systems of presence training and distance training in literacy and non-formal education

Performance indicators	Measurement indicators
<ul style="list-style-type: none"> • Providing expertise, references and e-training in literacy and non-formal education. • Providing references and strengthening educational capacities of the actors involved in literacy and non-formal education through physical attendance of the training. 	<ul style="list-style-type: none"> • Publishing a guidebook to the use of ICTs in distance literacy and non-formal education programmes. • Holding 3 national workshops on how to benefit from the guidebook on the use of ICTs in distance literacy learning. • Dispatching experts to 3 Member States to prepare IT software and educational materials meeting national needs in distance literacy learning. • Holding a regional training session for trainers on the use of free e-platforms to provide literacy courses online. • Supporting 3 Member States in the preparation of educational kits in the national languages for self-learning programmes in literacy. • Organization of 3 training sessions of supervisors of literacy and non-formal education. • Publishing a guidebook on how to prepare and produce appropriate curricula and programmes in the field of literacy and non-formal education. • Organizing a practical seminar on the preparation and use of basic educational materials for presence training in literacy and non-formal education. • Supporting the organization of working visits for staff working in literacy and non-formal education so as to be informed of the successful experiences and benefit from them. • Holding a practical seminar on post-literacy educational materials and training which are appropriate for literacy and non-formal education programmes.

Area of intervention 3: integration of newly literate women in the labour market

An analysis of the situation of literacy and non-formal education in Member States shows that women and girls still remain the categories which have the least benefited from these types of learning, and that relevant programmes do not usually meet their socio-economic development needs.

To address this situation, action within this area of intervention will focus on implementing literacy and non-formal education programmes that meet the socio-economic development needs of women, particularly those from rural areas and suburbs and members of women associations and groups, strengthening their capacity to work as part of organized groups, providing vocational and technical training in the areas of production and administration relating to the income-generating activities chosen by the beneficiaries. In addition, to improve the strategy of women’s socio-economic integration in the labour

market, ISESCO, in coordination with the Directorate of Social and Human Sciences and in collaboration with the Arab Bank for Economic Development of Africa (BADEA), the IDB and Qatar Charity, will continue providing financial support to women associations and groups, through granting micro-loans meeting the requirements of income-generating activities carried out by the beneficiaries, strengthening the capacities of literacy and non-formal education staff in the preparation and evaluation of related policies and programmes, while ensuring equal opportunities for the two sexes, and organizing study visits to facilitate communication and exchange of knowledge and best practices among women associations and groups from different regions.

In view of the important role played by women in protecting the environment and promoting hygiene, efforts aimed at building the capacities of the recently-literate women will include both the environment and health dimensions, in order to raise their awareness and provide them with relevant knowledge, values, skills and expertise.

In appreciation of efforts made by civil society associations and NGO's in the field of literacy and non-formal education, ISESCO will continue to award its annual literacy prize on the occasion of the World Literacy Day. It will expand its scope to cover the outstanding works carried out by these associations in the field of non-formal education.

Expected outcome: improving the socio-economic conditions of members of women associations and groups through literacy programmes

Performance indicators	Measurement indicators
<ul style="list-style-type: none"> • Promoting gender responsive literacy and non-formal education policies and experiences. • Building knowledge and economic capacities of members of women associations and groups. • Providing simplified post-literacy reference documents for women's socio-economic development activities. • Encouraging the efforts of civil society associations and NGOs working for literacy and non-formal education. 	<ul style="list-style-type: none"> • Organizing 3 national workshops for officials in charge of the preparation of literacy and non-formal education policies on reviewing these policies to adapt their programmes to the socio-economic context and make them more gender-sensitive. • Holding training sessions on functional literacy for 1500 members of women associations and groups in 15 Member States. • Extending technical and financial support to 1000 members of women associations and groups in 15 Member States, based on the income-generating activities entailed. • Organizing study trips for women members of women associations and groups in order to exchange expertise and best experiences with regard to income-generating activities. • Extending support to women associations and groups in order to prepare simplified education documents and courses for post-literacy phase on technical and vocational training, small projects management, environment protection, healthcare for the mother and the child. • Awarding ISESCO annual prize for literacy and non-formal education to civil society associations and NGO's.

2. Project on the development of technical and vocational education to strengthen youth employment opportunities

General framework:

Setting the development of technical and vocational education as a priority goal of ISESCO's education action for the next three years is attributable in the first place to the crucial importance of this type of education in providing young learners with the practical skills and needed abilities to guarantee job opportunities and reduce their unemployment. Secondly, its expected outcomes will significantly contribute to reinforcing the orientations of the Directorate of Social and Human Sciences in matters of human development and achieving one of the strategic goals of the 2016-2018 action plan, which is to mobilize the youth for supporting joint Islamic action and contribute to sustainable development.

In this context, inspired by the assessment results of ISESCO's implemented programmes in the field of technical and vocational training, and the contents of its reference documents, and based on the directives of the document "**Shanghai Consensus: Recommendations of the Third International Congress on Technical and Vocational Education and Training**" (May 2012), which recognize the primary role played by technical and vocational education and training in addressing the problems of lack of job opportunities and youth unemployment, and upon the recommendations of the 2011 and 2013 World Youth Reports released by the UN Focal Point on Youth which tackled the relationship between youth and the job markets, action within this project will focus on revamping national education policies to make technical and vocational education a main component of the educational system, intensifying efforts to develop its programmes, curricula and teaching methods, retraining its staff in such a way as to provide beneficiaries with the ability to access the job market, to innovate and take initiatives in launching and managing income-generating projects. Action in this regard will also seek to provide expertise and technical advice, encourage the establishment of more technical and vocational education centers, promote mechanisms for coordination and expertise sharing among these centers and set up ISESCO regional center for technical and vocational education.

Objectives:

- To develop education and training in order to promote employment opportunities for youth and their self-integration in the job market.
- To facilitate access to technical and vocational education and training.
- To contribute to adapting training pathways modules to the requirements of the labour market in Member States.

Areas of intervention:

- National policies and strategies for the development of technical and vocational education.
- Programmes, teaching methods, and follow-up and assessment systems of technical and vocational education.
- Regional and national infrastructures for technical and vocational education and associated coordination mechanisms.

Partners:

The World Bank, the African Development Bank, UNESCO, Education Development League in Africa, the International French-speaking countries Agency, the Global Partnership for Education, the Arab Bank for Economic Development in Africa and Qatar Charity.

Total budget:

US\$ 700,000.00

Area of intervention 1: national policies and strategies for the development of technical and vocational education

In light of the positive results achieved by technical assistance activities provided to some Member States in order to help them improve their technical and vocational education policies under the ending action plan 2013-2015, ISESCO intends within the scope of this area of intervention to continue providing its expertise to Member States. The objective is to enable competent authorities to develop national policies and strategies on technical and vocational education that are more in line with labor market requirements, and that rely more on good governance in management, quality and innovation in training curricula and programmes, as well as the opening of pathways for more interaction with other formal and non-formal types of education.

In addition, this expertise will be further reinforced by providing a number of reference documents to identify job-market needs in terms of young professional and technical competencies and accordingly develop appropriate training programmes, disseminating successful experiences in this regard, whether in the formal or non-formal sector. A number of training sessions will also be implemented for administrative staff of technical and vocational training institutions to upgrade their capacities with respect to governance, the new methods of funding technical and vocational education and partnership between the public sector, the private sector and civil society institutions.

Expected outcome: strengthening Member States' capacities in developing technical and vocational education policies and strategies to promote youth employment

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Providing expertise for the elaboration of comprehensive national technical and vocational education strategies. • Improving financing methods of technical and vocational education and diversifying its pathways for interaction with public education. • Providing reference documents on technical and vocational education. • Encouraging successful experiences of young entrepreneurs. 	<ul style="list-style-type: none"> • Dispatching experts to 3 Member States to provide expertise and technical advice on how to prepare their national strategies in order to develop technical and vocational education and promote job opportunities for the youth. • Holding a seminar on diversifying pathways to connect technical and vocational education and public education. • Holding a regional experts' meeting on innovative and sustainable methods for funding and governance of technical and vocational education programmes. • Publishing a guidebook on the best formal and non-formal education experiences in technical and vocational education in Member States. • Extending support to the preparation of national studies aimed at making an inventory of job market needs in terms of youth professional and technical skills. • Organizing a forum for young entrepreneurs to exchange experiences and benefit from them. • Extending financial support to three outstanding experiences of young entrepreneurs.

Area of intervention 2: programmes, teaching methods, and follow-up and assessment systems of technical and vocational education

Based on the available field data on the situation of technical and vocational education, there is a pressing need to review the contents of training programmes and teaching methods in place in technical and vocational education institutions, so as to adapt them to the requirements of the job market needs and encourage the spirit of initiative, innovation and entrepreneurship among the youth graduating from these institutions. It is also important to upgrade the skills of educational staff in this field, particularly in the use of ICTs, training on follow-up and assessment techniques, and supervision of youth in the creation of businesses and income-generating projects, in such a way as to meet the requirements of social, professional and economic integration of the youth.

Expected outcome: building-up the capacities of technical and vocational education staff in developing programmes, teaching methods and follow-up and assessment techniques

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> Enhancing the educational capacities of technical and vocational education staff. 	<ul style="list-style-type: none"> Holding a regional workshop for educational staff in the preparation of technical and vocational education curricula and programmes in line with job market requirements. Organizing study days on innovative teaching methods and the use of ICTs in technical and vocational education. Publishing a reference guide on mechanisms for following up and assessing the quality of technical and vocational education programmes. Holding a regional training session for trainers on the use of the reference guide for following up and assessing the quality of technical and vocational education programmes.

Area of intervention 3: regional and national infrastructures for technical and vocational education and associated coordination mechanisms

The strengthening of job opportunities for the youth requires the creation of centers and institutions specialized in technical and vocational training and their equipment with the needed tools. To this end, action within the scope of this area of intervention will focus on providing expertise and technical advice to competent parties in terms of the elaboration of feasibility studies and the associated technical files. In addition, a technical and vocational training center in one of the Member States will be selected and its duties expanded to serve as an ISESCO regional center. To further strengthen this participatory trend, a forum of heads of technical and vocational education centers will be established, which would meet on a regular basis to coordinate efforts and share experiences and expertise.

Expected outcome: encouraging the creation of technical and vocational training centers and a forum for heads of technical and vocational education centers

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> Providing expertise for the creation of national vocational and technical training centers. Promoting consultations and coordination between vocational and technical training centers. Promoting ISESCO's regional training centers. 	<ul style="list-style-type: none"> Providing expertise and technical advice to 3 Member States on the preparation of feasibility studies for the creation of vocational and technical training centers. Holding a consultative meeting of heads of vocational training institutions for the creation of a regular forum of these centers' managers. Establishing ISESCO regional vocational and technical training center in one of the specialized national centers.

3. Project on pre-school education development

General framework:

The choice of this project is based on the need to develop pre-school education, as confirmed in the Convention on the Rights of the Child, and specified in the first goal of the six Education for All goals adopted in the Dakar Conference in 2000 (*To expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children*). The project is particularly important in view of the resolutions issued by the different Islamic conferences of ministers in charge of childhood, organized by ISESCO, especially the fourth conference which adopted the reference document on “Pre-school education in the Islamic World”, and called for according a significant importance to this issue.

The adopted approach in this project falls under the new vision of education, considering it an integrated and progressive system, starting from the early childhood stage to the university level, and viewing pre-school education as a necessary step in the educational system and a priority in education policies. Although these steps outline a successful education for children, public policies in this field remain broadly very modest. This calls for expertise in drawing up the appropriate policies in this field, training of skilled education and administrative staff and development of appropriate education materials.

In a bid to implement a comprehensive approach to address childhood issues and establish further integration between educational and cultural projects geared to children, the expected outcomes of activities falling under the framework of this educational project were elaborated in an integrated and coherent manner with the project of the Culture and Communication Directorate. The latter focuses on issues relating to guaranteeing children’s cultural and social rights, providing them with physical and psychological healthcare, developing legislations on banning child labor and protecting them from resorting to begging, abuse and various forms of exploitation.

Objectives:

- To develop pre-school education policies and strategies in such a way as to ensure their coherence and integration with subsequent education stages.
- To strengthen the professional capacities of pre-education staff in order to provide appropriate educational care for children.
- To develop appropriate reference documents and educational programmes and materials for pre-school education.

Areas of intervention:

- Pre-school education and national education strategies.
- Capacity building and quality in pre-school education.

Partners:

National commissions and competent authorities, civil society organizations in Member States, the Arab Council for Childhood and Development, ALECSO and Qatar Charity.

Total budget:

US\$ 580,000.00

Area of intervention 1: pre-school education and national educational strategies

Fully aware of the importance of early childhood educational care, the competent authorities in a number of Member States have taken on the responsibility to strengthen this crucial sector of the educational system. This is what can be inferred from the evaluation reports on the different activities aimed at developing pre-school education and which were carried out by ISESCO under its previous action plan 2013-2015.

Within this area of intervention, ISESCO will continue providing the needed expertise and technical support to Member States upon their request, to help competent authorities develop the appropriate educational policies for preschool education, give it its rightful place in the education system, and intensify activities aimed at mobilizing and raising awareness of households, especially in rural areas and poor urban neighbourhoods, as well as among civil society organizations, of the importance of preschool education and the need to enable children at an early age to benefit from it in order to facilitate their integration and success in later stages of primary and secondary education.

To generalize preschool education and contribute to quantitative development of kindergartens, especially in remote and poor regions, initiatives and best practices of organizations operating in the field of development will be encouraged, in order to provide “citizen kindergartens” for children, mobilize support and foster social solidarity to that end.

Expected outcome: supporting national policies and initiatives to promote pre-school education

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Providing expertise for the elaboration of national policies for the development of pre-school education. • Raising awareness and mobilizing support for the development of pre-school education. • Encouraging optimal initiatives for the promotion of pre-school education. 	<ul style="list-style-type: none"> • Dispatching experts to 6 Member States to provide expertise and technical advice for the development of national pre-school education policies, their implementation plans and assessment mechanisms. • Organizing national study days on developing pre-school education, with the participation of public and non-public entities. • Organizing open days in model pre-school education kindergartens. • Granting prizes/ financial support to the best initiatives and practices implemented by civil society organizations for the development of preschool education.

Area of intervention 2: capacity building and quality in pre-school education

One of the major impediments facing preschool education is the huge deficit registered in the development of the learning environment and the acute shortage in educational materials, in addition to the poor training level of female staff in kindergartens and the lack of multidisciplinary supervisors and qualified educators. To this end, emphasis will be laid, under this area of intervention, on implementing activities aimed at strengthening the professional capacities of major stakeholders in pre-school education (educational supervisors, planning experts, trainers of educators and educators), through informing them about the appropriate approaches, methods and techniques for the promotion of pre-school education based on the concept of learning instead of teaching. “Openness activities” are one of the best methodologies of the training process as it significantly contributes to children’s intellectual development, and stirs their imagination and self-reliance abilities.

This training will also cover the teaching methods of disabled children and children in situations of emergency (displaced children and victims of forced migration), the preparation and use of educational materials and tools for stimulating learning, and the use of ICTs to improve the quality of pre-school education.

Expected outcome: strengthening the capacities of officials in charge of pre-school education to improve the quality of children education

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Building the capacities of pre-school education staff. • Providing educational materials and reference documents of pre-school education. 	<ul style="list-style-type: none"> • Organizing 9 training sessions for major stakeholders in pre-school education (planning experts, trainers of trainers and educators), through informing them about the appropriate approaches, methods and techniques to promote pre-school education and improve its quality. • Holding 6 workshops on the preparation of educational programmes and materials for pre-school education. • Providing support for the preparation of guides and references for pre-school education. • Translating and publishing a reference book on the basics of pre-school education.

4. Project on developing traditional education and promoting the Arabic language position in the Islamic world

General framework:

Like many statements and declarations issued by Islamic summits and specialized Islamic ministerial conferences over the last few years, the Islamic Declaration on Cultural Rights issued by the Eighth Islamic Conference of Culture Ministers (Al Madinah Al Munawwarah, January 2014) reiterated the commitment of Islamic countries to preserve their peoples' cultural rights and diversity as essential prerequisites for equal dialogue and peaceful coexistence between peoples. The Declaration also confirms that every person shall have the right to basic education on the core moral values that shape their cultural identity and that every Muslim shall have the right to access opportunities to learn the Arabic language (the language of the Holy Quran) for performing religious rituals, as well as the right to have access to the sources of Islamic knowledge. Being the main organ to publicize this Declaration and ensure follow-up and evaluation of its implementation, ISESCO will, under its new three-year action plan 2016-2018, and through its project of **developing original education and promoting the Arabic language position in the Islamic environment, intensify efforts to enhance the position of basic education in the modern educational system and enable it to fulfill its roles in the social development of Member States and Muslims outside the Islamic world, entrenching the principles of coexistence and strengthening the values of Islam** calling for benevolence, compassion, mutual acquaintance and cooperation.

In light of the fateful changes taking place in large parts of the Islamic world, and the internal and external risks threatening the unity, security, safety and stability of its societies with the mounting scourge of extremism and doctrinal zeal, ISESCO stresses through this project the primary role of original and Arabic education institutions (kindergartens, Quranic and Arab-Islamic schools, mahdara, khalawi ...) in enhancing the values of compassion, cooperation, mercy, tolerance, hard-work and loyalty in the minds of the children at an early age, in providing an education which respects the shared principles between individuals as part of a specific cultural group, the rights of others and the specificities of other cultures. Aware of **the important role of languages in entrenching the civilizational identity of individuals and nations and in opening communication channels and dialogue with the other**, as part of the international community commitment to linguistic diversity and multilingualism, as outlined in UNESCO document on the “**Promotion and Use of Multilingualism and Universal Access to Cyberspace**” (2003) and ISESCO document on the “**Islamic Declaration on Cultural Diversity**” (2004), the Organization will develop practical and sustainable programmes which would enhance the status of the Arabic language amid international languages and activate its educational, cultural and civilizational role, particularly amid its Islamic environment.

Objectives:

- To enhance the educational and cultural roles of traditional education institutions in order to build Islamic societies based on coexistence and peace.
- To bring greater efficiency to original education programmes and Arabic education curricula in the Islamic environment and link them to current issues and national development plans.
- To provide a quality response to the intense and increased demand for learning the Arabic language in non-Arabic speaking Member States and among Muslims outside the Islamic world.
- To activate the expected civilizational roles of traditional education and the Arabic language in building a dialogue on equal footing with the other.

Areas of intervention:

- National and local curricula, educational materials and tools in Quranic teaching, Islamic education and Arabic language for foreigners.
- Educational enhancement for traditional education staff.
- Field statistics, data collection and provision of strategic references for traditional education.

Partners:

Arab and Islamic organizations of common interest, departments of Arab-Islamic education in the ministries of education in Member States, ministries of Islamic affairs in Member States, Arabic and Islamic finance corporations, Islamic centers and institutions outside the Islamic world, and Arabic language departments in the universities involved in teaching Arabic to foreigners.

Total budget:

US\$ 1,775,000.00

Area of intervention 1: national and local curricula, educational materials and tools in Quranic teaching, Islamic education and Arabic language for foreigners

In light of the increased attractiveness of Arabic and Islamic education compared to the formal public education, and the pressing need in such institutions for appropriate educational curricula, programmes and tools while not fully respecting the required scientific, educational and technical standards, ISESCO action will focus on improving the quality of these educational products through providing the needed expertise for the development of national curricula and local textbooks based on sound educational and cultural pillars. This would facilitate the learning process of the Holy Quran, Islamic education and Arabic language for foreigners based on materials and tools that reflect the learners' socio-cultural context and in line with a clear vision of the learning process and objectives. This trend would contribute to entrenching the knowledge, values and

skills contained in these materials in the minds and practices of learners, as well as in serving social peace and consolidating coexistence factors among the different religious and ethnic components. In this context, ISESCO will capitalize on the guides it developed in recent years about how to prepare education materials, curricula and textbooks in the area of Quranic teaching, Islamic education and Arabic language for foreigners. To that end, it will organize national and regional training sessions and workshops, dispatch experts to provide legal advice and familiarize curriculum and textbook authors in the aforementioned fields with the use of these guides. This will ultimately contribute to developing published works, modifying any existing intellectual misconceptions that may be used by extremist currents to bring enthusiastic youngsters into the trap of extremism and terrorism, and encouraging the move from paper-based into digital, interactive content that would further prompt students to study these subjects. ISESCO will continue to publish more guides and studies on school curricula and textbooks, modernize educational materials and capitalize on ICTs. It will also provide support to specialized institutions to publish modern textbooks and educational digital resources, create websites and provide access to open sources on the internet.

Expected outcome: developing the capacities of Member States and Muslims’ institutions outside the Islamic world in school manual authoring and digital production and publication of materials for the teaching of the Quran, Islamic education and Arabic language for non-Arabic speakers

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Training qualified national experts in curricula design, authoring of original education curricula and the digital production and dissemination of their contents. • Providing technical advice to school authoring committees to review and develop original education curricula with the assistance of ISESCO experts. • Providing curricula, studies and guides for developing original education. • Encouraging the production, dissemination and online access of digital content in the fields of original education. 	<ul style="list-style-type: none"> • Holding 6 workshops and experts meetings for original education curriculum developers in Member States and outside the Islamic world. • Dispatching experts to 6 Member States to provide technical advice to original education curriculum development committees. • Authoring and publishing three (3) reference documents on the development of original education (an academic study and two methodological guides) and extending support to the publication of three (3) original education curricula developed in Member States. • Extending support to three Member States or educational Islamic institutions outside the Islamic world for the development of digital educational materials for the teaching of original education subjects.

Area of intervention 2: educational enhancement for original education staff

In view of the “negative exemption” of the majority of original education staff in many Member States and in most educational institutions outside the Islamic world from being subject to training, qualification or evaluation standards as is the case in the formal educational system, education counselors, inspectors, trainers as well as teachers involved in this type of education represent the weakest link in the overall performance of these institutions. This impacted badly on the quality of the educational services

provided to their students, causing many programmes to be fruitless and their outcomes weaker. This also contributed for many years and decades to marginalizing their role as an engine to stimulate national developmental efforts. As part of the Organization's efforts to develop the pedagogical capacities of staff involved in this field and in activating their educational, civilizational and developmental role, ISESCO in cooperation with organizations involved in Islamic education and dissemination of the Arabic language to foreigners and Islamic finance institutions will give due attention to the regular training and continued upgrading of specialized educational staff, particularly senior officials, in order to equip them with educational counselling, evaluation and planning skills and effective training and teaching. This will be carried out through workshops, intensive training sessions and training programmes in ISESCO's specialized educational centers in Chad, the Comoros and Mauritania, with a particular focus on modern educational approaches that aim at skill development and capacity building of the student in a knowledge society and upgrading the capacities of education staff in using and producing educational digital media. ISESCO will also continue the development of training programmes in its educational centers in Chad, the Comoros and Mauritania, in a bid to make of them model centers for Arabic and original education. Besides, ISESCO will work in close collaboration with its academic partners to open and manage a number of educational institutions specialized in Arab-Islamic education in Member and non-Member States, and provide support to Arabic teachers training centers outside the Islamic world.

Expected outcome: upgrading the educational skills of original education staff, keeping them abreast of the theoretical and practical educational developments and enabling them to benefit from educational technology

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Upgrading the capacities of national educational leaders to be capable of supervising, planning and assessing original education programmes as well as providing counselling and training for teachers. • Developing programmes of specialized educational centers and opening and managing more of these centers. 	<ul style="list-style-type: none"> • Holding 18 workshops, meetings and training sessions for administrative officials, educational counsellors and teachers to develop original education methods in Member States and outside the Islamic world. • Implementing 4 training and educational programmes annually in ISESCO's regional educational center in Chad for administrative and education staff working in Arabic education. • Implementing an annual educational program for the benefit of administrative, political and social leaders in the Comoros. • Implementing 4 training and educational programmes annually in ISESCO's regional educational center for developing original education in Mauritania, benefiting original education staff. • Opening 3 new educational centers in Member States and outside the Islamic world specialized in the administrative training of original education staff.

Area of intervention 3: field statistics, data collection and provision of strategic references for original education

As part of developing ISESCO action in the field of original education, in anticipation of the prospects of this sector and in a bid to bring more efficiency to the Organization’s programmes and projects through keeping abreast with the situation, the developments and problems of original education in Member States, ISESCO will provide support to statistical and survey programmes of original education institutions in Member States, and propose an adequate training to educational staff in terms of compiling statistics on institutions operating in this field, collecting data on their programmes, staff, methodologies, issues and challenges. This will enable, later on, to put in place a reference and comprehensive database on the situation of Islamic education and the teaching of the Arabic language to foreigners in non-Arabic speaking Member States, which ISESCO and Member States will, in turn, exploit in developing their policies, plans and programmes in this field. Data collected from official competent authorities in ISESCO Member States will enable better scientific and methodological preparation of educational training and technical advice provided to these countries. In addition, it will be used in studies and reports on the situation of original education and development prospects in Member States, which will serve as a reliable reference material for researchers and experts in Islamic education and the teaching of the Arabic language to foreigners. In this regard, ISESCO will prepare a strategic study aimed at bridging the gap between original and modern educational institutions, proposing the appropriate organizational frameworks to establish linkages between the two systems and facilitate mobility and transferability for students of the two systems.

Expected outcome: developing the capacity for the scientific planning of original education reform projects and development of its programmes through a precise knowledge of the current situation, challenges and needs of this sector

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Training officials in charge of original education in Member States in the areas of statistics and field data collection, processing, analysis and use. • Collecting updated statistics and official data from education competent authorities in Member States, on original education institutions, staff, programmes and curricula. • Preparing reports and strategic and prospective studies on developing original education and developing transfer pathways between its institutions and those of modern education. 	<ul style="list-style-type: none"> • Organizing a regional workshop for officials and original education experts on the modern trends in statistics and data collection, processing, analysis and use. • Preparing questionnaires on original education institutions, staff, programmes and curricula and distributing them to competent authorities in Member States. • Extending support to 3 Member States to conduct a field survey of original education institutions and evaluate their programmes. • Preparing a strategic study on linkages between original and modern education institutions.

5. Project on information and communication technology at the service of education

General framework:

The beginning of the third millennium saw an accelerating pace in inventions in the field of information and communication. Personal computers and mobile phones have soon become one of the most marketable and influential products on individuals' daily professional, school and social lives. This has led, particularly in technologically-advanced countries, to a unique quality transition in activities of individuals, institutions, public bodies from a traditional pattern based on tangible bases and work and production relationships governed by place and time criteria into new intangible patterns based mainly on knowledge as a means to achieve growth and development. Hardly did the “**knowledge society**” concept become known and grasped by minds, forums and included in programmes, strategies and national development plans than other new more precise concepts stepped in such as “**Digital knowledge society**”, “**E-government**”, “**Smart school**”, “**Digital natives**”, etc.

In light of the huge and unparalleled developments in the information and communications sector which make it difficult to project the outlook in this area over the next decade, the education sector stands out as one of the main sectors that managed, in technologically-advanced countries, to seize the flexible opportunities and mechanisms provided by ICTs and achieve a rapid growth in meeting the Millennium Development Goals. In order for developing countries, including Muslim countries, not to be on the sidelines of the new digital age, the “**Declaration of Principles Building the Information Society: a global challenge in the new Millennium**” issued by the World Summit on the Information Society (WSIS) held in two phases (Geneva 2003, Tunis 2005), reaffirmed that “the attainment of our shared aspirations, in particular for developing countries and countries with economies in transition, to become fully-fledged members of the Information Society, and their positive integration into the knowledge economy, depends largely on **increased capacity building in the areas of education, technology know-how and access to information, which are major factors in determining development and competitiveness**”.

To keep abreast of these developments, seeking to speed up the access of ISESCO Member States to the digital revolution and make optimal use of the huge opportunities made available by this technology in the area of education in particular, and development sectors by and large, and as part of the orientations and visions embraced by ISESCO in its “**Strategy for Developing ICTs in the Islamic World**”, the adoption of the project on developing ICTs to serve education falls in line with efforts aimed at stepping up Member States' efforts in this field, upgrading technical expertise for optimal use of ICTs in enhancing the quality of educational services and their large dissemination to the large public in order to enforce the principles of equality and justice, and promoting national production in Member States of digital knowledge content which reflects their cultural specificities.

Objectives:

- To assist education competent authorities in Member States in formulating and developing policies which integrate ICTs into their educational systems.
- To reduce the digital divide between Member States and developed countries in the use of educational technology.
- To reinvigorate the decisive roles that can be played by ICTs in achieving universal and quality education in Member States, in stepping up efforts aimed at promoting literacy and equal opportunities in education for the two sexes and amongst all social segments, and in promoting education in the values of dialogue and peace.
- To build capacities of Member States in the local production of educational and scientific digital content published in Muslim peoples' languages and in other international languages.

Areas of intervention:

- National policies on educational technology.
- Digital upgrading of the educational system.
- Educational digital content.

Partners:

Arab, Islamic and international organizations and institutions interested in educational technology, institutions specialized in ICTs such as the Distance Learning and Training (DLT) company and the Global Electronic Schools and Communities Initiative (GESCI), ministries of education in Member States, the Federation of the Universities of the Islamic World (FUIW), e-universities and e-libraries in the Islamic world and beyond, and national bodies in charge of ICTs sector in Member States.

Total budget:

US\$ 600,000.00

Area of intervention 1: national policies on educational technology

In a bid to help competent authorities in Member States take swift actions in line with clear plans in order to reduce the digital divide with developed countries in the education sector, action within this area of intervention will focus on furthering awareness of educational policy-makers in Member States **of the need to adopt a participative approach in devising modern developmental vision for the education sector, with the contribution of senior officials of the information and communication sector and specialized experts in the field.** Such an approach will aim for a gradual development of communication infrastructure and expanding the internet coverage to all areas. This would enable **everyone to have access to information and knowledge** according to the principle of justice and equality which is one of the pillars of the knowledge society. ISESCO efforts

will also highlight, through the meetings and seminars organized for education planners and officials, and through the reference documents and guides to be prepared, the need to push forward with **inclusive policies of mobile technologies**, particularly smart phones and tablets in educational and learning systems, to ensure a smooth and flexible teaching environment that would enhance the interactive aspect of the learning process and unleash the creative potential of both students and teachers, and in which ICTs will play a supplementary role in the presence-based education system. Part of ISESCO programmes will be devoted to raising awareness of education officials about the need **to set up a legal and regulatory framework for e-learning** and a national oversight and accreditation body to lay down the rules and standards likely to preserve the quality of materials and programmes, in addition to organizing media and school awareness campaigns to streamline the use of technological tools, especially those related to the internet and mobile phones, to protect students, and notably children, from cyber crimes, porn sites or those disseminating extremist ideas, hatred, sectarian, ethnic or religious violence.

Expected outcome: promoting the integration of ICTs into educational policies and systems

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Providing legal and regulatory support to national efforts and initiatives in the area of educational technology. • Providing expertise and reference documents for the elaboration of inclusive policies of ICTs in the formal educational system. • Disseminating successful policies and practices in the area of virtual education amongst Member States. 	<ul style="list-style-type: none"> • Holding a consultative meeting between education officials and heads of information and communication sectors to elaborate a modern developmental vision for the education sector and discuss the legal and regulatory framework of e-learning. • Dispatching experts to 3 Member States to provide expertise and assistance in elaborating inclusive policies of ICTs in the educational system. • Publishing a study and a guide for educational technology policy-makers.

Area of intervention 2: digital upgrading of the educational system

To promote the use by students, teachers, researchers and educational and academic institutions in Member States of **the variety of services offered by the new technologies to facilitate, spread and improve learning, training, publishing, data storage and processing and knowledge production and dissemination**, such as cloud computing, and distance educational and training services, known as “Massive Open online Courses” (MOOCs) and Open Educational Resources (OERs), action within this area of intervention and in cooperation with ISESCO Planning, Information and Documentation Center will focus on implementing activities aimed at providing training on **methods of using these services in teaching educational courses as well as in literacy and adult education programmes. Activities will also seek to encourage model projects for smart school based on interactive learning** through mobile devices like tablets containing school curricula instead of the numerous print textbooks and the e-blackboard instead of the

traditional blackboard. ISESCO will also support initiatives and efforts aimed at the **automation of educational follow-up and assessment systems** to help obtain cost-effective assessments of the different educational processes and allow a constant monitoring of the educational system functioning. In addition, technical advice will be provided to encourage **the establishment of virtual universities and activate their role** as a lever for national efforts and experiences in distance learning.

Expected outcome: upgrading educational systems digitally and training human resources in educational technology

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Building capacities in the use of the diverse services of ICTs in teaching educational courses. • Encouraging model projects of smart schools and virtual universities. 	<ul style="list-style-type: none"> • Organizing training sessions on the use of diverse services of ICTs in teaching educational courses. • Providing financial and technical support to encourage the establishment of model classrooms for interactive education as part of smart schools and establishing virtual universities. • Awarding an annual prize to a university or educational institution with great achievement record in technology-based education and scientific research. • Organizing a mobile “internet week” in educational institutions to raise awareness and rationalize the use of technological tools for educational purposes.

Area of intervention 3: educational digital content

The presence of Muslim peoples’ languages, including the Arabic language, on the internet and software and electronic applications market remains weak compared to other world languages such as English, Chinese and Spanish. This weakness is all the more evident as attested in the absence of educational, cultural and scientific topics and issues. Most of Muslim countries are therefore very slow in keeping abreast of the digital production activity taking place in the technologically-advanced countries. As part of ISESCO’s contribution to **boosting the digital production sector in Member States**, its action will be centered on implementing support and capacity-building programmes so as to **limit the digital divide** separating it from the pioneering countries in this area, encouraging **investment in e-applications with educational contents imbued by Islamic culture values** and made available for publishing on mobile devices, mobile phones or tablets which provide students with what is called “Adapted learning”, and **support e-publishing of scientific documents elaborated in Islamic countries** such as academic theses and specialized academic research, studies and articles, by using open resources provided by open software like the Linux program, and encouraging **electronic networking between academic and educational institutions and teachers and researchers**.

Expected outcome: supporting the production of an educational digital content reflecting the values of Islamic culture

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Encouraging the conversion of print textbooks into interactive digital content to be published on CDs, websites or national educational services platforms. • Promoting educational e-applications published in Arabic and other Muslim peoples' languages. • Building capacities of educational staff in the design of digital educational courses. 	<ul style="list-style-type: none"> • Holding an educational meeting for curriculum managers and developers on digital conversion of curricula. • Supporting school libraries to convert print textbooks into digital content. • Awarding prizes to the best e-applications with an educational content imbued with Islamic culture values. • Organizing sessions and workshops for teachers, particularly in higher education, to train them on methods of designing digital educational materials and posting them on the internet.

6. Project on promoting joint educational action to develop educational systems in Member States

General framework:

Based on the responsibilities incumbent on ISESCO to activate joint Islamic action in education, science, culture and communication, the Organization has, in coordination with the Organization of Islamic Cooperation, established Islamic specialized conferences for Culture Ministers, Ministers of Higher Education and Scientific Research, Environment Ministers, and Ministers in Charge of Childhood, with the aim of providing an institutional platform for promoting joint Islamic action and activate it in concrete terms. These conferences enable decision-makers to engage in dialogue, exchange opinion, coordinate actions, share experiences, adopt common strategies and plans, take effective decisions to renew national policies, develop related projects and programmes, and expand the scope of bilateral and multilateral agreements and partnerships between Member States, on the one hand, and with specialized international and regional organizations on the other. This project aims to enhance joint Islamic action **on aspects related to the development of education, based on the results of ISESCO first Conference of Ministers of Education which adopted the reference document for joint Islamic educational action, namely the Strategy for the Promotion of Education in Islamic Countries, and set up a consultative council in charge of following up the implementation of this Strategy.**

There is no doubt that the organization of this conference on a regular basis every two years, and the annual meetings of the relevant consultative council will serve as an appropriate platform to assess the implementation of this Strategy, take stock of the situation of education in Member States, suggest concrete measures to address the related challenges, coordinate positions and foster solidarity in this regard. This project also aims **to promote joint Islamic and international educational action in aspects relating to the development of higher education**, through continuing to organize the Islamic Conference of Ministers of Higher Education and Scientific Research, as part of the competences and programmes of ISESCO Science and Technology Directorate, in cooperation with the Directorate of Education and to hold the Vice Chancellors' Forum of Universities of the Islamic World, and cooperating with specialized international and regional organizations in holding specialized regional and international forums to promote governance, quality and innovation in universities and higher education institutions in Member States.

Objectives:

- To facilitate transition from teaching to learning in basic education.
- To ensure quality and equality of opportunity in basic education.
- To develop curricula to integrate the values of citizenship, coexistence and human rights.

- To adapt training programmes in higher education institutions to the requirements of development.
- To activate joint Islamic and international educational action.

Areas of intervention:

- Quality and equality of opportunity in basic education.
- Values of citizenship, co-existence and human rights in educational curricula.
- Governance and innovation in the higher education system.

Partners:

UNESCO, ALECSO, the Association for the Development of Education in Africa (ADEA), the Global Partnership for Education, UNICEF, the Islamic Development Bank, the World Bank, the African Development Bank, the British Council, the Marseille Center for Mediterranean Integration (CMI), the African Center for Training and Administrative Research for Development (CAFRAD), the Commission on Science and Technology for Sustainable Development in the South (COMSATS), the Statistical, Economic and Social Research and Training Center for Islamic Countries (SESRIC), and the West African Economic and Monetary Union (UEMOA).

Total budget:

US\$ 750,000.00

Area of intervention 1: quality and equality of opportunity in basic education

As part of its efforts to build a basic education system in Member States that enables students to acquire the basic intellectual skills and develop written and oral expression abilities, action will focus within this area on providing technical expertise to the competent authorities to enable them to review their basic education plans. The objective is to ensure the quality of its contents, guarantee equality of opportunity and change it from a teaching to a learning process, and promote the use of modern teaching methods and techniques, thereby enabling students to acquire the needed basic skills to facilitate their social integration and pursue their academic careers.

In this regard, focus will be placed on training the staff concerned on the use of the “Educational Planning Guide”, prepared by ISESCO in collaboration with UNESCO to help them in a practical way to draw the school map that would ensure equality of opportunity in access to basic education, promote the use of ICTs in the educational process in educational institutions. Special attention will also be paid to the development of basic education programmes and curricula according to a competency-based approach, and the development of a follow-up and evaluation system through the adoption of new indicators on the learning process and skills that should be acquired in basic education, in such a way as to contribute to upgrading this stage of education. This area of intervention also includes activities aimed at boosting joint Islamic educational

action, by holding the second session of ISESCO Conference of Ministers of Education, and the meetings of the Consultative Council in charge of Following up the Implementation of the Strategy for the Promotion of Education in Islamic Countries.

Expected outcome: activating joint Islamic education action to promote learning, quality and equal of opportunity in basic education

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Coordinating joint Islamic educational action, and following-up implementation of relevant resolutions and the strategic reference documents. • Providing reference documents in the areas of education. • Strengthening the capacities of educational and administrative staff for the development of the basic education system. 	<ul style="list-style-type: none"> • Holding the first session of ISESCO Conference of Ministers of Education. • Organizing two meetings of the Consultative Council in charge of following up the implementation of the Strategy for the Promotion of Education in Islamic Countries. • Publishing the document on the “the Strategy for the Promotion of Education in Islamic Countries” in its approved version and in the Organization’s working languages. • Publishing the “Educational Planning Guide”. • Holding a regional workshop on the “Use of the Educational Planning Guide”. • Organizing seminars on the pedagogy of integration in basic education. • Holding a regional training session for trainers on interactive education using ICTs in the educational process. • Organizing 3 national seminars on the adoption of the competency-based approach in developing curricula, and integrating competency measurement indicators in the follow-up and evaluation processes. • Organizing 3 national round tables on school support systems to address learning and memorization difficulties in basic education.

Area of intervention 2: values of citizenship, co-existence and human rights in school curricula

In a bid to consolidate the values of co-existence, citizenship, tolerance, the respect of human rights and cultural and religious plurality among youth and steer their behaviour towards the rejection of violence, extremism and terrorism, emphasis will be laid focus within this area of intervention on the review of school curricula in order to integrate these values and provide training on the best methodologies of teaching them.

Expected outcome: consolidating programmes of education on citizenship, human rights and co-existence in school curricula

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Providing expertise in integrating values of citizenship, human rights and co-existence in school curricula. • Strengthening the roles of educators in promoting peace and co-existence. 	<ul style="list-style-type: none"> • Organizing three meetings of curricula developers and educational programming experts in Member States on integrating education on citizenship and human rights in school curricula at all levels. • Organizing three workshops on using the “Guidebook for History Textbook Authors: On a Common Path” and the “Guidelines to Countering Intolerance”. • Awarding the annual prize of ISESCO and the Oxford Center for Islamic Studies to educators.

Area of intervention 3: governance and innovation in the higher education system

In implementation of the resolutions of the Islamic Conference of Ministers of Higher Education and Scientific Research and the recommendations of conferences and forums held by the Organization in collaboration with its partners on higher education issues, action within this area of intervention will be focused on providing expertise and technical advice to enable a number of universities to carry out the necessary reforms to better contribute to the development of society. This will range from the use of the University Governance Screening Card, as prepared by the World Bank and the Marseille Center for Mediterranean Integration (CMI), to the application of the key performance indicators for universities as adopted by the Islamic Conference of Ministers of Higher Education and Scientific Research to ensure quality and accreditation in higher education institutions in Member States. A number of training activities, open doors, seminars and consultative forums will be organized to improve the capacities of the educational and administrative staff working in universities to enable them to acquire the necessary skills to develop the academic and administrative performance of universities. Action in this regard will also seek to adopt a learning or teaching pedagogy tailored to the job market, through setting up training modules for entrepreneurship, and making it an integral part of curricula, in such a way as to make graduates shift from mere job seekers into job opportunity creators.

In a bid to promote cooperation and joint action between public and private higher education institutions, the Education Directorate will, within this area of intervention, continue co-organizing the sessions of the Islamic Conference of Ministers of Higher Education and Scientific Research, sessions of the Vice Chancellors’ Forum of Universities of the Islamic World, regional and international conferences specialized in higher education issues, exchange of successful experiences of public or private leading universities leaders in governance and innovation, and implementation of the “TAFAHUM Programme” aimed at facilitating exchange of students, faculty and researchers among universities in the Muslim world.

Expected outcome 3: activating joint international and Islamic educational action to promote governance and innovation in higher education and youth employment

Performance Indicators	Measurement Indicators
<ul style="list-style-type: none"> • Coordinating joint international and Islamic educational action to develop higher education policies in Member States. • Providing and training on reference documents to develop higher education. • Building capacities of educational and administrative staff for the development of higher education. 	<ul style="list-style-type: none"> • Co-organization the Eighth and Ninth sessions of the Islamic Conference of Ministers of Higher Education and Scientific Research, as part of joint programmes with the Science Directorate and ISESCO Center for Promotion of Scientific Research (ICPSR) and the Federation of the Universities of the Islamic World (FUIW). • Holding 3 sessions of the Vice Chancellors’ Forum of Universities of the Islamic World, in collaboration with the Science Directorate, the FUIW, and the Commission on Science and Technology for Sustainable Development in the South (COMSATS). • Organizing national seminars in 3 Member States on activating the contents of the “Guide to Quality and Accreditation in Higher Education”, in collaboration with the FUIW and the Islamic Body for Quality and Accreditation. • Publishing a guide on the successful experiences in higher education governance. • Dispatching experts to 3 universities in Member States to provide expertise on the use of the University Governance Screening Card, as prepared by the World Bank and the Marseille Center for Mediterranean Integration (CMI), and activating the contents of the document on the key performance indicators for quality assurance and accreditation. • Holding a consultative forum with the participation of representatives of students on the pedagogy of learning and the quality of employment-based educational programmes in higher education. • Exchanging students and researchers between higher education institutions in Member States as part of activating ISESCO TAFAHUM Programme. • Organizing open doors at three leading universities in the field of innovation and governance to share and benefit from successful experiences. • Holding a regional session for training counselors to provide advice to university students to reduce their drop-out trend and to facilitate their social and professional integration.