



The Federation of
Islamic Associations
of New Zealand (Inc.)

اتحاد الجمعيات الإسلامية النيوزيلندية

SINCE 1979

FIANZ
5 YEAR
2022-2026

**EDUCATION SECTOR
WORK PROGRAMME**

....A Social Cohesion Initiative

WWW.FIANZ.COM

4 October 2021

Asalaamu alaikum Warahmatullahi Wabarakatuh.

The following five-year education sector work programme is a priority focus of FIANZ. As our community grows, we not only have to develop our own education programme for the next generation but also ensure that the wider community have a greater understanding of our community. Social cohesion requires a deliberate and planned effort and this is document highlights FIANZ social cohesion thrust in the education sector.

We look forward to your feedback and you have three methods:

Option: Please email us at info@fianz.com with subject as Education Feedback.

Option: Complete an online survey at bit.ly/2WFS1Qc

Option: Join us on zoom on **Saturday Nov 6, 2021 03:00 PM**

Meeting link: bit.ly/3kTB0uS

Meeting ID: 858 5572 7398

Passcode: 455134

or

Option: Join us on zoom on **Sunday Nov 7, 2021 03:00 PM**

Meeting link: bit.ly/3kRyipW

Meeting ID: 893 0679 1635

Passcode: 940326

Ibrar Sheik

President

FOREWORD



Assalamu Alaikum and Kia ora,

Knowledge has always played an incredibly important role in Muslim life and culture. Of all the myriad words that could have been chosen to mark the onset of the revelation of the Holy Quran, Allah SWT chose **Iqra** – Read. Iqra, with its etymological connotations of both recital and reading, asks to consider the **tauhidic** approach to knowledge where Divine revelation and inspiration and human intellectual endeavor are combined in a beautifully coherent synthesis.

As an endeavor that Muslims are asked to embark on from the cradle to the grave, we acknowledge the transformative power of knowledge and education both in our own lives and also as an integral part of what we hope for in the lives of our children and the generations to come. In keeping with this vision, FIANZ has identified the following work scope as part of the 5-Year Education Sector plan.

This is perhaps the best investment we can make for the future of our next generation of Muslims in Aotearoa New Zealand.

For More Information Contact:

Abdur Razzaq

FIANZ.Advocacy@gmail.com



WE NEED YOUR FEEDBACK

WRITE TO US

Please see the workscope and we would like

- i) Your views on the overall work programme
- ii) Your views on any of the workscope
- iii) Which do you consider priority?
- iv) Are you able to volunteer your time to help us on the journey.

Please send your response to info@fianz.com with the subject line “ EDUCATION FEED-BACK”.

COMPLETE ON-LINE SURVEY

Please refer to bit.ly/2WFS1Qc and complete the survey



AND/
OR

AND/
OR

ZOOM HUI

Please join us in either of the two national zoom meetings

Saturday, 6th November at 3 pm

Meeting link: bit.ly/3kTB0uS

Meeting ID: 858 5572 7398

Passcode: 455134



Sunday, 7th November at 3pm

Meeting link: bit.ly/3kRyipW

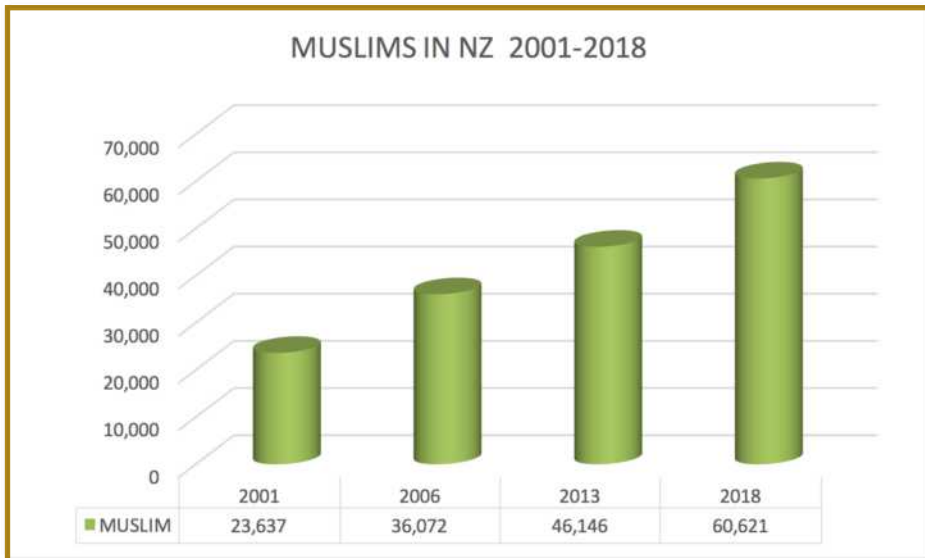
Meeting ID: 893 0679 1635

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OR

OUR DEMOGRAPHIC PROFILE



Based on the NZ Census, Muslims are one of the most rapidly growing religious group in New Zealand with the population increasing six-fold between 1991 and 2006. Another 80% growth from 2006 to present date. However, our national demographic footprint is very small. Muslims now constitute about 1% of the population.



23% of the Muslim population are born in NZ. Immigration has resulted in significant numbers from Asia. There has been a demographic shift away from the Pacific (Fiji) as the main country of birth.

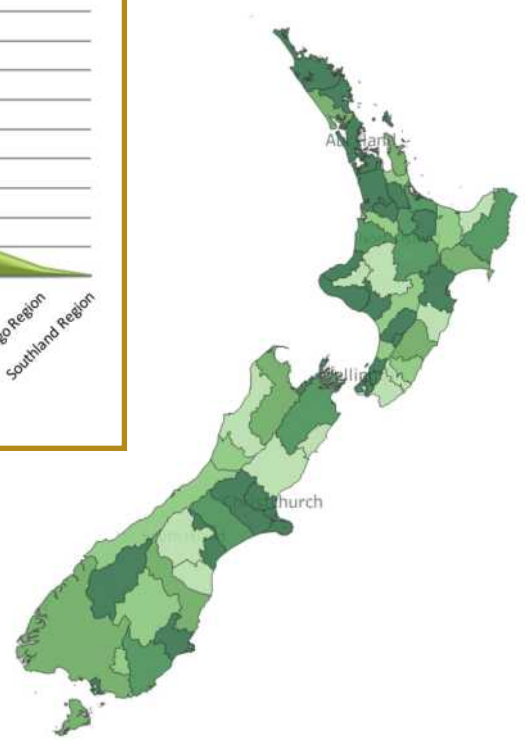
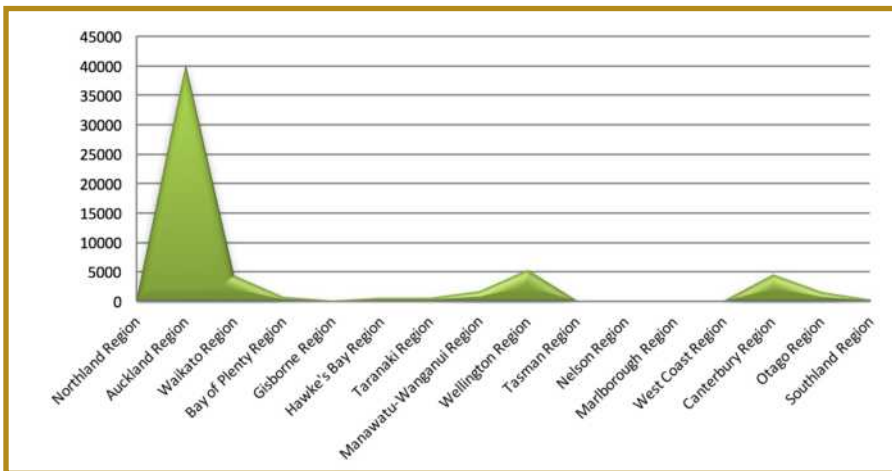


	Total people	Under 15 years	15-29 years	30-64 years	65 years and over
Auckland	15,582	3,948	4,158	6,768	708
Counties Manukau	15,129	4,065	3,426	6,816	819
Waitemata	9,576	2,499	2,253	4,359	468
Canterbury	4,395	1,101	1,260	1,890	147
Waikato	4,179	1,299	1,095	1,671	114
Capital and Coast	4,011	1,134	963	1,767	147
Southern	1,920	525	603	753	42
MidCentral	1,482	417	423	594	45
Hutt Valley	1,275	381	261	579	57
Hawke's Bay	660	183	147	306	24
Bay of Plenty	576	153	129	282	15
Taranaki	531	189	90	240	9
Northland	324	75	60	177	15
Lakes	294	81	57	147	9
Nelson Marlborough	219	48	42	114	12
Whanganui	159	30	33	84	12
South Canterbury	114	33	21	57	0
Tairāwhiti	78	15	18	42	3
West Coast	66	12	12	39	0
Wairarapa	51	9	9	30	6
TOTAL	60621	16197	15060	26715	2652

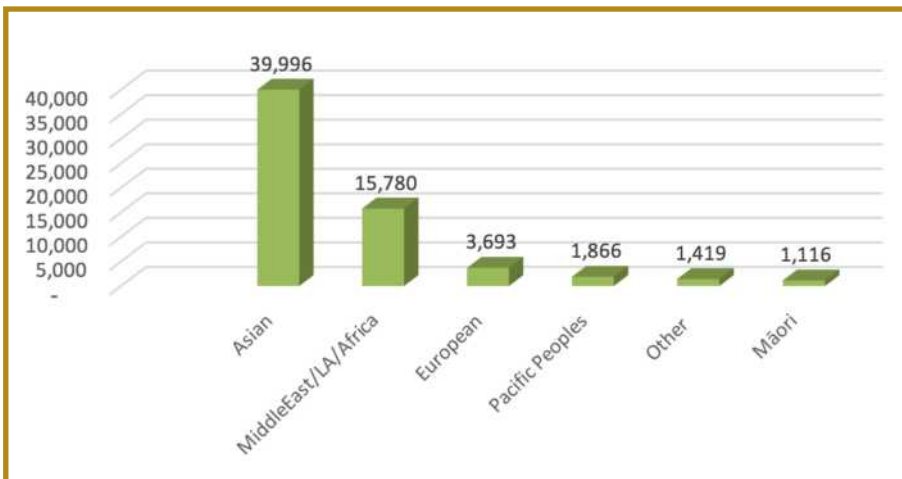
Source NZ Census 2018 (Based on District Health Board)



The largest concentration of Muslims are in Auckland, however the Muslim community is spread all over the country (Source:2018 NZ Census.)



OUR ETHNICITY

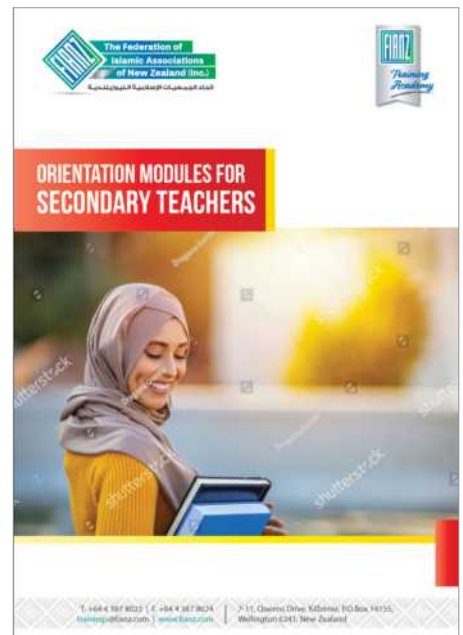


KEY UNDERSTANDING FROM THE DEMOGRAPHIC TRENDS

ALL OF THESE HAVE IMPLICATIONS FOR OUR EDUCATION PLANNING



PROPOSED EDUCATION SECTOR WORK PROGRAMME



ADDRESSING WIDER COMMUNITY - FOCUS ON TEACHERS AT ECE, PRIMARY AND SECONDARY SCHOOLS

Code	AW 1
Work scope	Offer Modules to all ECE, Primary and Secondary Teachers as part of their pre-service and in-service professional development
Rationale	<p>To provide mainstream NZ teachers (ECE, Primary and Secondary) with orientation modules related to our community/Muslims in NZ .</p> <p>Initial discussion with Teaching Council of Aotearoa New Zealand have been positive with trial modules by March 2022.</p>
Notes	<ul style="list-style-type: none"> • Offer on-line and blended approaches. • Optional modules linked to professional development



ADDRESSING WIDER COMMUNITY - FOCUS OF LEARNING RESOURCES FOR PRIMARY AND SECONDARY SCHOOL STUDENTS

Code	AW 2
Work scope	Learning Resource Materials for Primary and Secondary Schools
Rationale	<p>To assist the Ministry of Education for the development and provision of high end educational resources for all schools at all levels .</p> <p>Initial discussions with the Ministry have been very positive, with examples of primary school resources already supplied to schools.</p>
Notes	<ul style="list-style-type: none"> • To be able to be applied over a wide range of subject matter, eg: history, arts, science, social studies, economics, etc • Outline the range of resources envisaged by sector (primary & secondary).



ADDRESSING WIDER COMMUNITY - FOCUS ON PRIMARY AND SECONDARY SCHOOLS

Code	AW 3
Work scope	Promote Social Cohesion Day, possibly on 15 March at all primary and secondary schools .
Rationale	Events and programmes at schools , including level essay competition (or similar) . This could be at national level or regional/local level.
Notes	<ul style="list-style-type: none">• Participating schools could link with local Muslim Associations/ Trusts or Masjid/Islamic Centres to promote this Social Cohesion Day as remembrance of March 15.





ADDRESSING WIDER SOCIETY - FOCUS ON YOUTH – THE NEXT GENERATION

Code	AW 4
Work scope	Annual Exhibition Programme at all NZ secondary schools and all tertiary institutes.
Rationale	As a part of the awareness development of Muslims and Islam in Aotearoa New Zealand, an annual thematic programme of displays (mainly posters or format displays) at schools and tertiary institutes.
Notes	<ul style="list-style-type: none">• This approach has been widely and successfully used by many advocacy organisations for such issues as the environment, climate change, social policy areas and others.• Example 1: A basic display on the ‘Islamic Contribution to Science’ is on display at the Iqra Centre in Wellington Masjid, IMAN.• Example 2: We also have a poster series developed for UMAH Day which is suitable for tertiary institutes.



ADDRESSING WIDER COMMUNITY - FOCUS ON CONTRIBUTION OF MUSLIMS TO NZ SOCIETY

Code	AW 5
Work scope	Muslim Contribution to New Zealand Society with research funding on Muslims and Islam in NZ for NZ Muslim academicians/ researchers or students
Rationale	We need to develop and encourage a NZ-specific Muslim research programme which highlights the history of Muslims in NZ and our contribution to the development of NZ.
Notes	Examples of Research: <ul style="list-style-type: none">• History of Muslims in Aotearoa/New Zealand• History of FIANZ, Local Associations and Centres.• Contribution of Muslims to Aotearoa/ New Zealand in various sectors- academic, medical, Government, engineering, economy etc• NZ Muslim contribution to the economy – halal trade .• Potential of halal tourism in NZ



ADDRESSING GOVERNMENT

Code

AG 1

Work scope

Develop an Education Policy Team as part of our advocacy who can contribute to discussions on national educational issues and Government policies from our community needs perspective.

Rationale

To date we have had nil or very minimal input into national education policies or interaction with various national educational stakeholder organisations (e.g. TEC, TCAZ, NZQA, MOE, Education NZ etc).

As part of social cohesion policy we should play an active role in the education narrative in NZ.



ADDRESSING GOVERNMENT FOR LANGUAGE INCLUSION

Code	AG 2
Work scope	Promote Arabic as a Formal Language taught at primary and secondary schools (NCEA level).
Rationale	This would be both for our Islamic faith-based community (inclusivity) and as part of the national policy on social cohesion.
Notes	• Currently some languages like Japanese and Chinese are part of NCEA.



ADDRESSING OUR OWN COMMUNITY

Code	AC 1
Work scope	Establishing a NZ-Focused Islamic Education Curriculum (ages 5 to 18) with learning resources, suitable for use nationwide - for all Sunday classes and Masjid / Islamic centre based children's classes.
Rationale	So that next generation of Muslim children from Whangarei to Invercargill can all have the same baseline learning appropriate to their age group. Also ensure a unified and NZ based Islamic learning model.
Notes	<ul style="list-style-type: none">• Already available and in use over the last decade in various communities.• Make it on-line and also design/print copies for free distribution to students and parents at our Islamic Centers and Masjids



ADDRESSING OUR OWN COMMUNITY

Code	AC 2
Work scope	Registration of Teaching Centres (eg: Sunday classes, after school classes etc at Islamic Centres, Masjids, ect)
Rationale	Parents need some quality assurance that their children are attending in a safe and welcoming learning environment. This will require ensuring some basic quality standards at all teaching establishments. The quality standards to cover health, hygiene and safety criteria.
Notes	<ul style="list-style-type: none">• FIANZ or any formal funding support would be contingent upon compliance with such a registration .• We can also apply for government funding if applicable.





ADDRESSING OUR OWN COMMUNITY

Code	AC 3
Work scope	Islamic Education Resource Centre - for all Islamic centres/Masjid in NZ
Rationale	As part of any education-priority community, we need to have good English language based library and resource centre in all cities and regions.
Notes	<ul style="list-style-type: none"> • This could be modelled around the 'Iqra Centre' at the Wellington Masjid (IMAN) which has been a successful educational resource centre with some displays of various interesting items of Islamic significance, etc.



ADDRESSING MUSLIM EDUCATORS

Code

AM 1

Work scope

Annual National Workshop for Muslim Teachers and Administrators of our Sunday Schools, Mid-week schools, madrasah at Masjid and Islamic Centres

Rationale

Learn from each other and update pedagogic skills. Opportunity to share evidence-based best practices.

Notes

- This would be an opportunity for our educators from the various regions and urban centres to meet over a weekend to share notes.



ADDRESSING MUSLIM EDUCATORS

Code	AM 2
Work scope	Code of Practice and Basic Pedagogic Skills for all teachers at Islamic Centres, Masjids , Madrasahs etc in NZ.
Rationale	There needs to be NZ Police Clearance , plus at least some basic understanding of NZ laws impacting on children-adult interactions, some voluntary Code of Conduct , plus basic understanding and competency in teaching skills.
Notes	<ul style="list-style-type: none">• No unified system across the country at present. Some centres may have some local initiatives in this context.• Complete system to be developed and implemented .• It is a matter of time before registration will be required by the government . We should establish a voluntary system which meets our requirements.



ADDRESSING MUSLIM EDUCATORS

Code

AM 3

Work scope

Professional Association of all Muslim ECE, Primary and Secondary Teachers and Administrators

Rationale

As a collective advocacy voice within the national education platform. Take part in international Exchange Programmes with Muslim teachers in other countries.

Notes

- We note in recent times some Muslim women teachers are having problems in gaining employment.



ADDRESSING EQUITY AND ENCOURAGEMENT ISSUES

Code	AE 1
Work scope	Scholarships for NZ Muslim Tertiary Students
Rationale	As part of the long-term investment in our forthcoming generations.
Notes	<ul style="list-style-type: none">• Already in place.• Increase the scope, number and amount of funds available.



ADDRESSING EQUITY AND ENCOURAGEMENT ISSUES

Code	AE 3
Work scope	National Awards for Meritorious Muslim Students
Rationale	<p>We need to encourage and motivate our next generation to excel in academia, sports, arts, culture and other fields.</p> <p>Such awards would also at a national level would also enable a national profile of excellence to develop in the wider community.</p>
Notes	<ul style="list-style-type: none">• We should learn from the Somali community who already have such initiatives in place.



ADDRESSING OUR NEIGHBOURS

Code	AN 1
Work scope	Islamic Education Website of Educational Resources for the Pacific (with appropriate language translation)
Rationale	We have a responsibility to the wider Oceania region.
Notes	<ul style="list-style-type: none"> • We can work with regional Islamic organisations such as RISEAP and others, but we should take the lead in the following countries: Nauru, Tokelau, Cook Islands, New Caledonia, Tonga, Federated States of Micronesia, Niue, Tuvalu, Fiji, Palau, Vanuatu, French Polynesia, Papua New Guinea , Wallis and Futuna, Kiribati, Samoa, Marshall Islands and Solomon Islands



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