



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](http://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 Muslim community. Social cohesion requires a deliberate and planned effort, and this document highlights FIANZ's social cohesion thrust in the education sector.

We look forward to your feedback through any of these methods:

**Option 1:** Please email us at [info@fianz.com](mailto:info@fianz.com) with the subject line Education Feedback.

**Option 2:** Complete an online survey at [bit.ly/2WFS1Qc](https://bit.ly/2WFS1Qc)

**Option 3:** Join us on Zoom on **Saturday, Nov 6, 2021 03:00 PM**

**Meeting link:** [bit.ly/3kTB0uS](https://bit.ly/3kTB0uS)

**Meeting ID:** 858 5572 7398

**Passcode:** 455134

or

**Option 4:** Join us on Zoom on **Sunday, Nov 7, 2021 03:00 PM**

**Meeting link:** [bit.ly/3kRyipW](https://bit.ly/3kRyipW)

**Meeting ID:** 893 0679 1635

**Passcode:** 940326

Ibrar Sheikh

President

# FOREWORD



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 us 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 our 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 review the following work scope, and let us know:

- 1) Your views on the overall work programme
- 2) Your views on any other elements of the work scope
- 3) How would you prioritise the programmes?
- 4) Are you able to volunteer your time to help us on the journey?

Please send your response to [info@fianz.com](mailto:info@fianz.com) with the subject line EDUCATION FEED-BACK.

## COMPLETE THE ONLINE SURVEY

Please refer to [bit.ly/2WFS1Qc](https://bit.ly/2WFS1Qc) to complete the survey.



AND/  
OR

## ZOOM HUI

Please join us at either of the two national Zoom meetings.

**Saturday, 6<sup>th</sup> November at 3 pm**

Meeting link: [bit.ly/3kTB0uS](https://bit.ly/3kTB0uS)

Meeting ID: 858 5572 7398

Passcode: 455134



**Sunday, 7<sup>th</sup> November at 3pm**

Meeting link: [bit.ly/3kRyipW](https://bit.ly/3kRyipW)

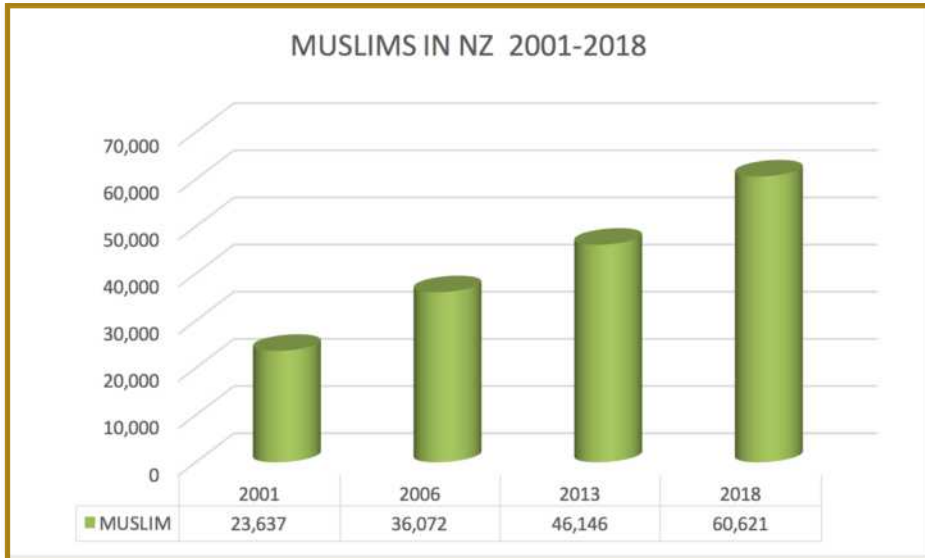
Meeting ID: 893 0679 1635

Passcode: 940326



OR

# OUR DEMOGRAPHIC PROFILE



Based on the NZ Census, Muslims are one of the most rapidly expanding religious groups in New Zealand, with the population increasing six-fold between 1991 and 2006, and another 80% growth from 2006 to the present date. However, our demographic footprint remains small, with Muslims constituting 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.

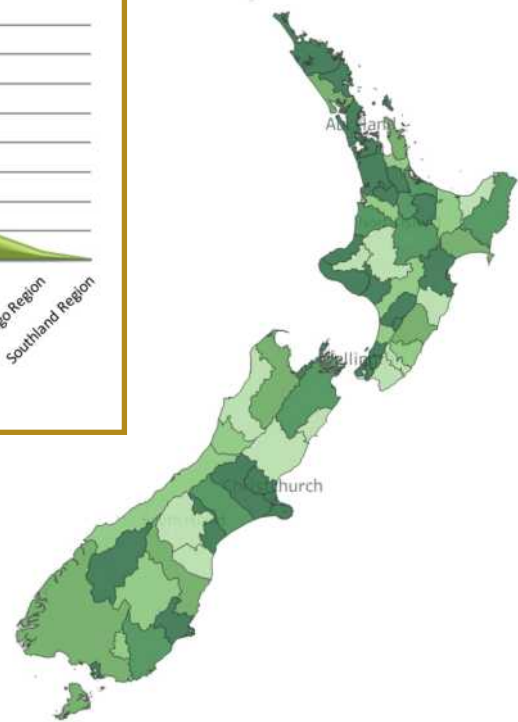
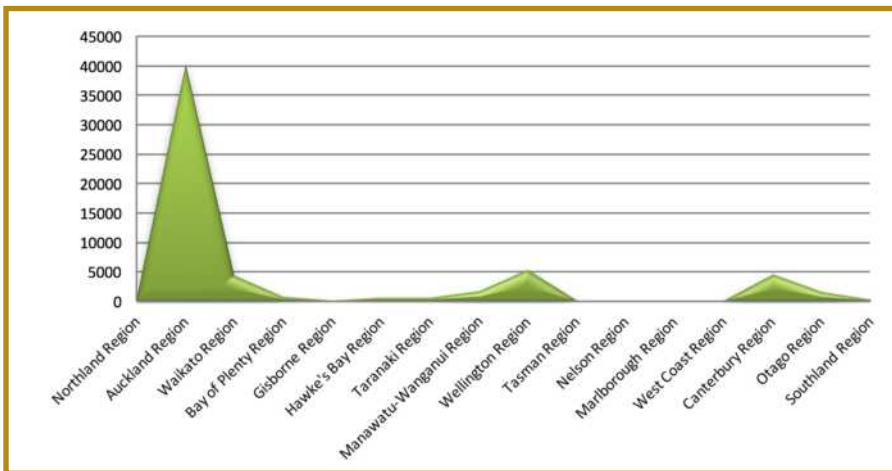


	<b>Total people</b>	<b>Under 15 years</b>	<b>15-29 years</b>	<b>30-64 years</b>	<b>65 years and over</b>
Auckland	15,582	3,948	4,158	6,768	708
Counties Manukau	15,129	4,065	3,426	6,816	819
Waitemata	9,576	2,499	2,253	4,359	468
Canterbury	4,395	1,101	1,260	1,890	147
Waikato	4,179	1,299	1,095	1,671	114
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
<b>TOTAL</b>	<b>60621</b>	<b>16197</b>	<b>15060</b>	<b>26715</b>	<b>2652</b>

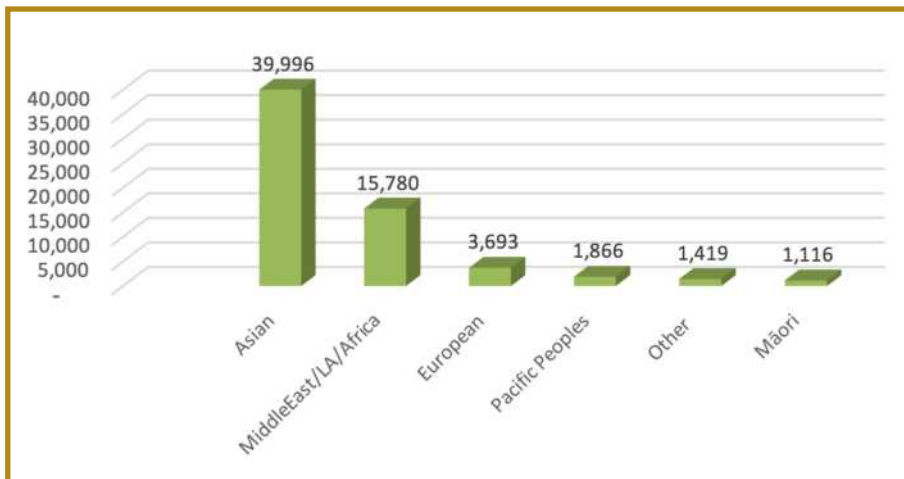
Source: NZ Census 2018 ( Based on District Health Board)



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



## OUR ETHNICITY



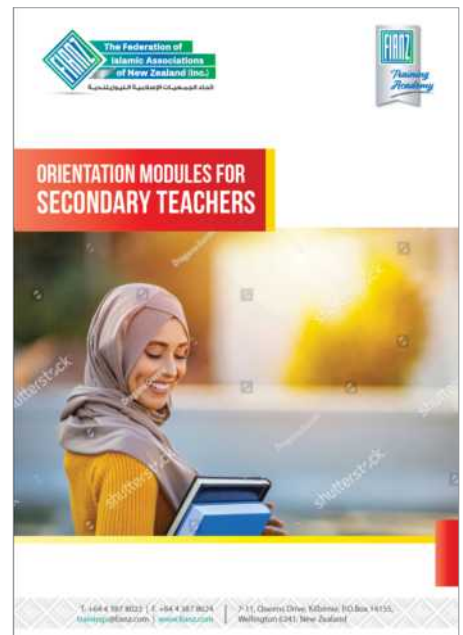
# KEY UNDERSTANDING FROM DEMOGRAPHIC TRENDS

ALL OF THESE FACTORS HAVE IMPLICATIONS FOR OUR EDUCATION PLANNING





# PROPOSED EDUCATION SECTOR WORK PROGRAMME



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

<b>Code</b>	AW 1
<b>Work scope</b>	Offer Modules to all ECE, Primary, and Secondary Teachers as part of their pre-service and in-service professional development
<b>Rationale</b>	<p>To provide mainstream NZ teachers (ECE, Primary, and Secondary), with orientation modules related to our community/Muslims in NZ.</p> <p>Initial discussions with the Teaching Council of Aotearoa New Zealand have been positive, with trial modules proposed for March 2022.</p>
<b>Notes</b>	<p>Offer on-line and blended approaches.</p> <p>Optional modules linked to professional development</p>



## ADDRESSING THE WIDER COMMUNITY - FOCUS ON LEARNING RESOURCES FOR PRIMARY AND SECONDARY SCHOOL STUDENTS

<b>Code</b>	AW 2
<b>Work scope</b>	Learning Resource Materials for Primary and Secondary Schools
<b>Rationale</b>	<p>To assist the Ministry of Education in 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>
<b>Notes</b>	<p>To be applied over a wide range of subject matter, eg: history, arts, science, social studies, economics, etc</p> <p>Outline the range of resources envisaged by sector (primary &amp; secondary).</p>



## ADDRESSING THE WIDER COMMUNITY - FOCUS ON PRIMARY AND SECONDARY SCHOOLS

<b>Code</b>	AW 3
<b>Work scope</b>	Promote Social Cohesion Day, possibly on 15 March, at all primary and secondary schools.
<b>Rationale</b>	Events and programmes at schools, including level essay competition (or similar). This could be at the national level or regional/local level.
<b>Notes</b>	Participating schools could link with local Muslim Associations/Trusts or Masjids/Islamic Centres to promote this Social Cohesion Day in remembrance of March 15.



## ADDRESSING SOCIETY - FOCUS ON YOUTH THE NEXT GENERATION

<b>Code</b>	AW 4
<b>Work scope</b>	Annual Exhibition Programme at all NZ secondary schools and all tertiary institutes.
<b>Rationale</b>	As 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.
<b>Notes</b>	<p>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.</p> <p>Example 1: A basic display on the ‘Islamic Contribution to Science’ is on display at the Iqra Centre in the Wellington Masjid, IMAN.</p> <p>Example 2: We also have a poster series developed for UMAH Day which is suitable for tertiary institutes.</p>



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

<b>Code</b>	AW 5
<b>Work scope</b>	Muslim Contribution to New Zealand Society with research funding on Muslims and Islam in NZ for NZ Muslim academicians/researchers or students.
<b>Rationale</b>	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.
<b>Notes</b>	Examples of Research: 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, etc.



## ADDRESSING GOVERNMENT

<b>Code</b>	AG 1
<b>Work scope</b>	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.
<b>Rationale</b>	<p>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).</p> <p>As part of our social cohesion policy we should play an active role in the education narrative in NZ.</p>



## ADDRESSING GOVERNMENT FOR LANGUAGE INCLUSION

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



## ADDRESSING OUR OWN COMMUNITY

<b>Code</b>	AC 1
<b>Work scope</b>	Establishing a NZ-Focused Islamic Education Curriculum (ages 5 to 18) with learning resources, suitable for use nationwide - for all Sunday classes and Masjids/Islamic centre based children's classes.
<b>Rationale</b>	The next generation of Muslim children from Whangarei to Invercargil should all have the same baseline learning appropriate to their age group. This will also ensure a unified and NZ based Islamic learning model.
<b>Notes</b>	Already available and in use over the last decade in various communities. Make it available on-line, and also design/print copies for free distribution to students and parents at our Islamic Centers and Masjids.





## ADDRESSING OUR OWN COMMUNITY

<b>Code</b>	AC 2
<b>Work scope</b>	Registration of Teaching Centres (eg: Sunday classes, after-school classes, to be provided at Islamic Centres, Masjids, etc)
<b>Rationale</b>	Parents need some quality assurance that their children are attending a safe and welcoming learning environment. This will require ensuring some basic quality standards at all teaching establishments. The quality standards will also cover health, hygiene, and safety criteria.
<b>Notes</b>	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

<b>Code</b>	AC 3
<b>Work scope</b>	Islamic Education Resource Centre - for all Islamic centres/Masjids in NZ
<b>Rationale</b>	As part of any education-priority community, we need to have a good English language based library and resource centre accessible in all cities and regions.
<b>Notes</b>	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 Masjids 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 knowledge and experience.



## ADDRESSING MUSLIM EDUCATORS

<b>Code</b>	AM 2
<b>Work scope</b>	Code of Practice and Basic Pedagogic Skills for all teachers at Islamic Centres, Masjids, Madrasahs, etc, in NZ.
<b>Rationale</b>	There needs to be NZ Police Clearance, plus at least some basic understanding of how NZ laws impact on children-adult interactions, some voluntary Code of Conduct, plus basic understanding and competency in teaching skills.
<b>Notes</b>	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

<b>Code</b>	AM 3
<b>Work scope</b>	Professional Association of all Muslim ECE, Primary and Secondary Teachers, and Administrators.
<b>Rationale</b>	As a collective advocacy voice within the national education platform. Take part in international Exchange Programmes with Muslim teachers in other countries.
<b>Notes</b>	We note in recent times some Muslim women teachers are having difficulty gaining employment.



## ADDRESSING EQUITY AND ENCOURAGEMENT ISSUES

<b>Code</b>	AE 1
<b>Work scope</b>	Scholarships for NZ Muslim Tertiary Students
<b>Rationale</b>	As part of the long-term investment in our forthcoming generations.
<b>Notes</b>	Already in place. Increase the scope, number, and amount of funds available.



## ADDRESSING EQUITY AND ENCOURAGEMENT ISSUES

<b>Code</b>	AE 2
<b>Work scope</b>	Introduce Basic Funding for all Teaching Centres (Islamic centres, Masjids, etc) based on an established criteria (to be developed).
<b>Rationale</b>	<p>We have to ensure equity in the area of access to Muslim education for our youth.</p> <p>Large catchment areas such as major cities may have funding given their size, but smaller centres such as those in the regions or small trusts require funding assistance.</p>
<b>Notes</b>	<p>Such funding may be through Government grants, FIANZ funding or other sources.</p> <p>We need to mitigate deprivation due to community size, wealth of parents, etc, and ensure all Muslim children have equitable access to excellent Muslim education.</p>



## ADDRESSING EQUITY AND ENCOURAGEMENT ISSUES

<b>Code</b>	AE 3
<b>Work scope</b>	National Awards for Meritorious Muslim Students
<b>Rationale</b>	<p>We need to encourage and motivate our next generation to excel in academia, sports, arts, culture, and other fields.</p> <p>Such awards at a national level would also enable a national profile of excellence to develop in the wider community.</p>
<b>Notes</b>	We should learn from the Somali community who already have such initiatives in place.





## ADDRESSING OUR NEIGHBOURS

<b>Code</b>	AN 1
<b>Work scope</b>	Islamic Education Website of Educational Resources for the Pacific (with appropriate language translation)
<b>Rationale</b>	We have a responsibility to the wider Oceania region.
<b>Notes</b>	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, the Marshall Islands, and the Solomon Islands



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