



Making Cooperation Work

COMCEC STRATEGY

For Building an Interdependent Islamic World

Responses to the Policy Questions and Room Document



COMCEC

COMCEC Coordination Office

April 5th, 2018

OUTLINE

- 1. Policy Recommendations**
- 2. Policy Questions**
- 3. Member Countries' Responses**
- 4. Room Document - Policy Recommendations**

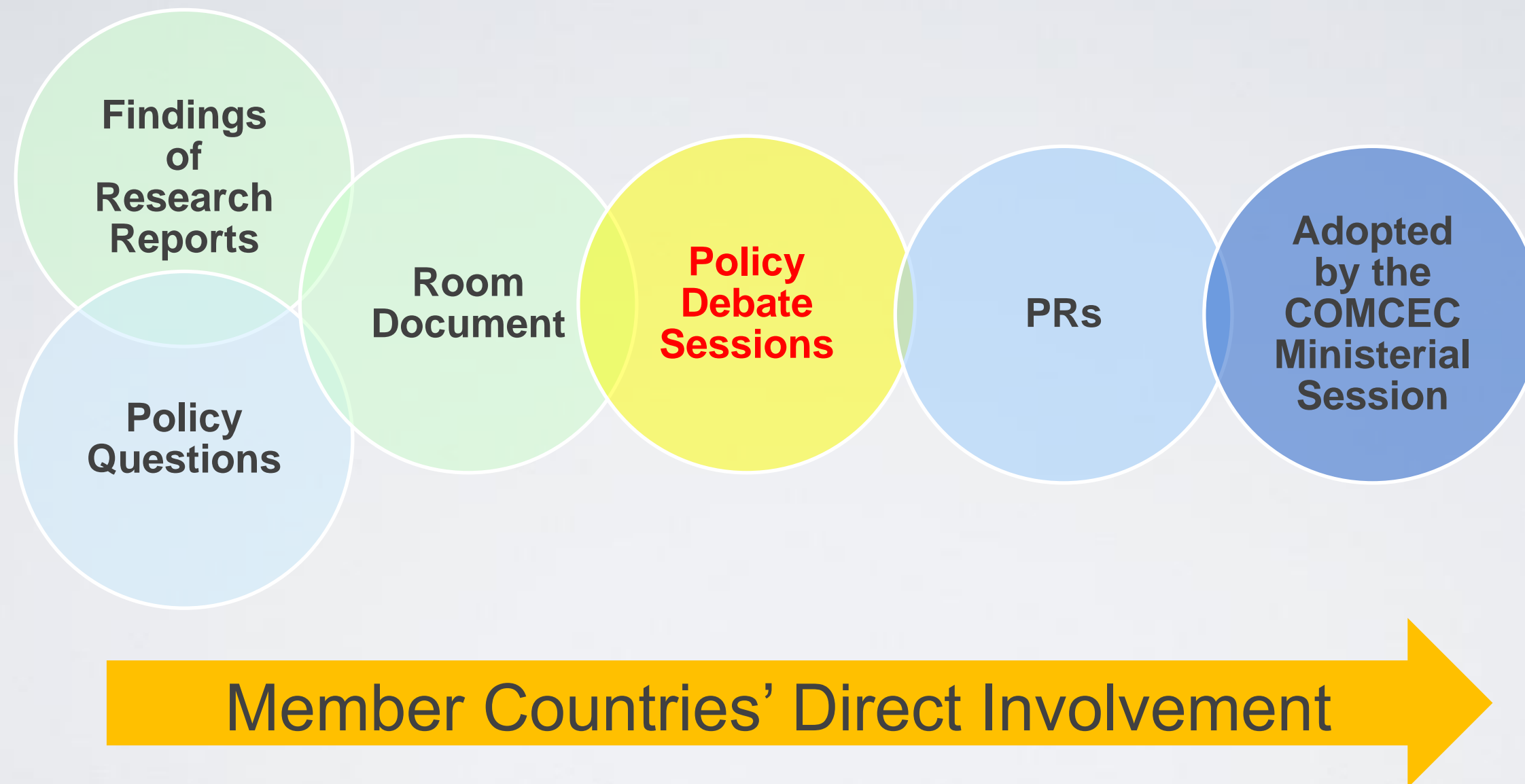
1) FORMULATION OF POLICY RECOMMENDATIONS

«..... **approximate policies** in the cooperation areas to address and find solutions to the economic and social challenges of the Islamic Ummah»
(COMCEC Mission)

Policy Recommendations:

- Research reports, policy questions, discussions during the WGs
- Adopted by the COMCEC Ministerial Sessions
- Serve to policy approximation

1) FORMULATION OF POLICY RECOMMENDATIONS



2- POLICY QUESTIONS

1. What are the most important factors affecting quality of education?
2. What are the most challenging policy issues in terms of quality of education?
3. In terms of budget allocation, what is the order of magnitude for each factor?
4. Does your country have specific national strategy/programme/action plan to improve quality of education?

2- POLICY QUESTIONS

5. Could you elaborate on the most significant programme/project that helped increase quality of education of the disadvantaged children at primary and/or secondary education?
6. What is the role of international organizations, NGOs and donors in increasing quality of school of disadvantaged children in your country?

3- RESPONSES OF THE MEMBER COUNTRIES

Q1: What are the most important factors affecting quality of education?

(1 the most important - 5 the least important)

1. Teacher Quality
2. Curriculum design and learning materials
3. School infrastructure, facilities and budget
4. Motivational incentives (scholarships for students, extra salary for successful teachers)
5. Parental support to the studies of the students

3- RESPONSES OF THE MEMBER COUNTRIES

Q2: What are the most challenging policy issues in terms of quality of education?
(1 the most challenging - 5 the least challenging)

1. Teacher Quality
2. School infrastructure, facilities and budget
3. Curriculum design and learning materials
4. Motivational incentives (scholarships for students, extra salary for successful teachers)
5. Parental support to the studies of the students

3- RESPONSES OF THE MEMBER COUNTRIES

Q3:In terms of budget allocation, what is the order of magnitude for each factor?
(1 for the highest – 4 for the lowest)

1. School infrastructure, facilities and budget
2. Teacher Quality
3. Curriculum design and learning materials
4. Motivational incentives (scholarships for students, extra salary for successful teachers)

3- RESPONSES OF THE MEMBER COUNTRIES

Q4: Does your country have specific national strategy/programme/action plan to improve quality of education?

	Yes	No
Algeria	*	
Cameroon	*	
Iraq	*	
Jordan	*	
Oman	*	
Palestine	*	
Turkey	*	
Uganda	*	

3- RESPONSES OF THE MEMBER COUNTRIES

Q5: The most significant programme/project that helped increase quality of education of the disadvantaged children at primary and/or secondary education

Algeria	*School of Success Project *Strategy on fighting and preventing violence in schools *Strategy on fighting and preventing drug abuse
Cameroon	Basic education programme in cooperation with UNICEF
Iraq	National Development Plan 2018-2022
Jordan	School feeding project for poor students
Oman	*social and psychological services *health awareness and nutrition programs *Integrated Special Needs Students Programme
Palestine	*conflict resolution training program *training on choosing the right stream
Turkey	*Special Education Reinforcement Project *Project of fight against violence towards children *Inclusive Early Childhood Education for Children with Disabilities
Uganda	*Construction of school facilities (classrooms, toilets) that are user friendly to disabled pupils/students *Basic Education for urban poverty areas programmes

3- RESPONSES OF THE MEMBER COUNTRIES

Q6: The role of international organizations, NGOs and donors in increasing quality of school of disadvantaged children

Cameroon	Providing technical, material and financial support
Iraq	Providing financial support for projects and programs
Jordan	*improving the physical and educational learning environments *rejuvenating physical spaces
Oman	*Providing career guidance *Providing financial support
Palestine	Building schools in marginalized areas
Turkey	*teacher training *enhancing culture of consciousness and readiness for disasters
Uganda	*construction and rehabilitation of schools *providing food to displaced children (refugee children) *reporting anomalies in schools including teachers absenteeism

4- ROOM DOCUMENT- POLICY RECOMMENDATIONS

Policy Recommendations

Policy Recommendation 1

- Increasing both the quantity and quality of teachers, particularly who teach in schools serving the most excluded and poorest through improving wage rates, pedagogical interventions, performance incentives, training and curricula reforms

Policy Recommendation 2

- Increasing teaching and learning effectiveness through adoption of Information and Communication Technology (ICT) based new models

4- ROOM DOCUMENT- POLICY RECOMMENDATIONS

Policy Recommendation 3

- Promoting better early-childhood learning opportunities through accessible and affordable pre-primary schooling

Policy Recommendation 4

- Designing effective pro-poor education models for closing the rich-poor gap in learning outcomes



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