

# Reform Initiative/Innovation Action Plan [RIIAP]

- Name of Initiator: Mostafa Kamal
- Designation: Additional Secretary
- Work Place: Ministry of Social Welfare

# Title of the RIIAP

**Better Livelihoods of Qawmi  
Madrasa Student through  
Improving their Competency**

# RIIAP Problem Identification

## ( The Entry Point of the RIIAP)

### AP Problem:

Description of the desirable situation. It includes what is currently missing: [e.g., policy, executives, resources, culture.]

The Major Symptom of the Problem

- A major problem facing Qawmi Madrasas in Bangladesh is their lack of official recognition and integration into the mainstream education system.
- This leads to graduates facing challenges in securing jobs in the civil service or accessing public universities, despite their strong religious and scholarly credentials.
- Additionally, many Qawmi Madrasas struggle with funding, infrastructure, and the need to provide quality education, especially in general subjects like English and math

# RIIAP Problem Identification

## Causes of the Problem:

Names of the main causes that make the situation undesirable. They may include policy, executives, resources, culture.]

Psychological Test to diagnosis the diseases

- **Lack of Official Recognition Qawmi Madrasa Degree;**
- **Financial and Infrastructure Challenges;**
- **Quality of Education;**
- **Challenges in Adapting to Modernization;**
- **Lack of Teaching Learning Environment.**
- **No Technical-Vocational Education for skill Development; And**
- **No competency for Job Market.**

# Major Objectives of the Piloting Intervention ( The Exit Point of Problem Solution)

As the main purpose of Capitation Grant is to turn Qawmi Madrasa poor orphans into competent human resources, the objectives are -

- ▶ To improve Qawmi Madrasa education designing course guideline for English and Arabic grammar; And
- ▶ To Improve the Competency of Graduates to Contribute Nation building activities as a part of demographic dividend.

# Definition of Key Terminology

- ▶ **Madrasa:** Islamic faith schools or Islamic religious institutes that provide mainly religious education on the basis of Holy Quran and Sunnah.
- ▶ **General Education:** It refers to the Mainstream education system that follows Government curriculum.
- ▶ **Capitation Grant:** A capitation grant is a fixed sum of money paid to an organization, typically a school or healthcare provider, for each person or patient they serve. It's a form of per-person funding, where the total grant amount is determined by the number of individuals enrolled or under their care. In Bangladesh, capitation grant (TK 2000.00 per month for each student) is provided to Orphanages of Qawmi Madrasas. The DSS under the Ministry of Social Welfare implement this programme under social safety net policy.

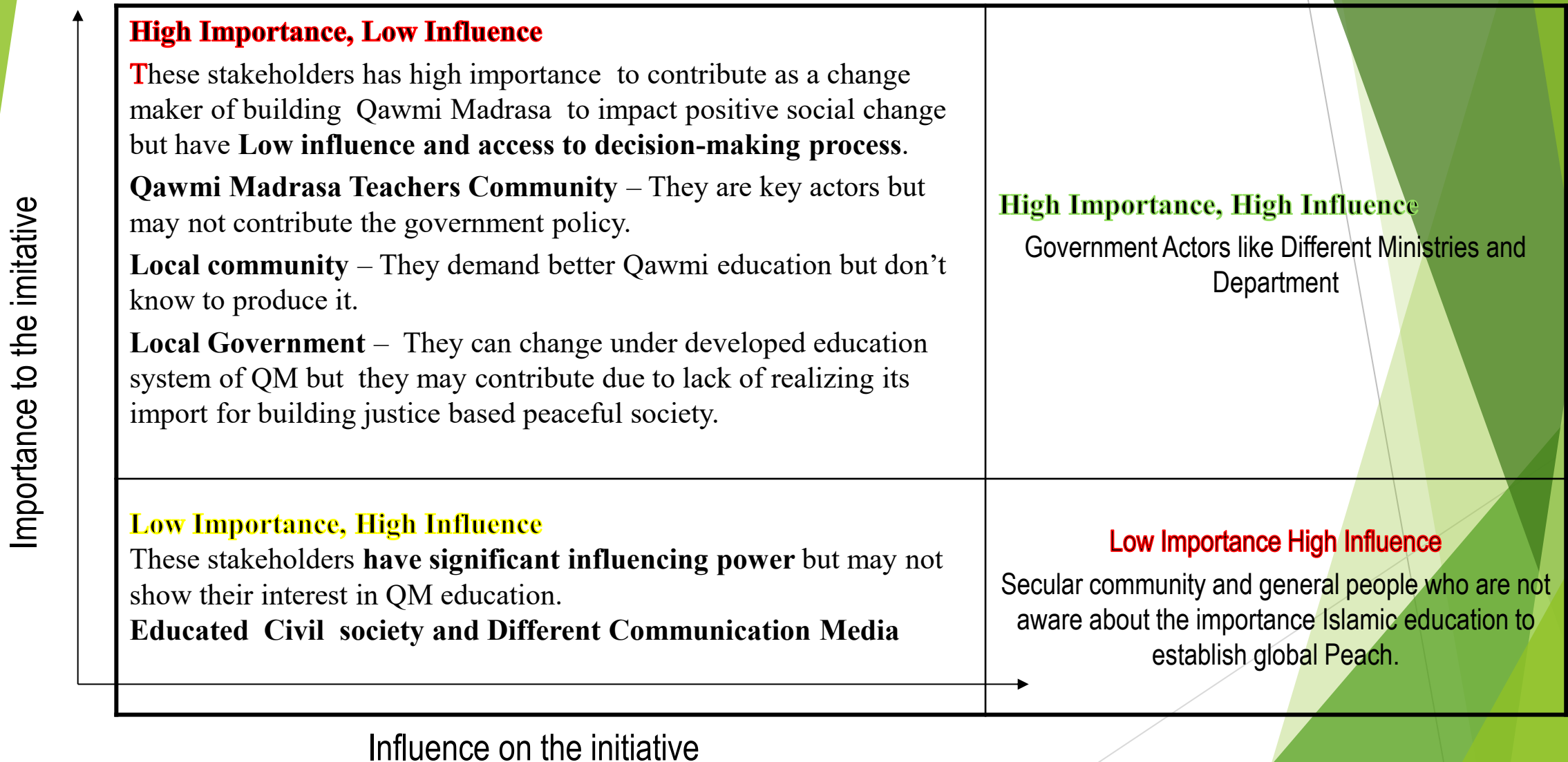
# RIIAP: Details of Action Plan

<b>SL</b>	<b>Action</b> [Name of actions in a logical order]	<b>Actor</b> [Person's Name & Designation]	<b>Time Frame</b> [Duration of execution]
1	To train Arabic , English and mathematic Teachers.	District Office of Department Social Service along with Authority of Qawmi Madrasa.	2 month on from starting date.
2	To introduce skill development course like Computer and other demand driven skilled training.	Government and Madrasa Authority	To be establish by the concerned authority.
3	To recognized the academic curriculum and provide appropriate certification.	Government	To be informed the concerned authority for recognition.
4	To create teaching learning environment providing infrastructure support.	Government and community	To be established by the government with community Cooperation.

# RIIAP: Details of Action Plan

SL	Action [Name of actions in a logical order]	Actor [Person's Name & Designation]	Time Frame [Duration of execution]
5	<ul style="list-style-type: none"> <li>Identify the key competencies required for the teachers.</li> <li>Measure current pedagogical skill and knowledge deficiencies among teacher.</li> <li>Develop demand-based training programs.</li> </ul>	Concerned Qawmi Authority.	2 month
6	<ul style="list-style-type: none"> <li>Awareness communication about global change and new skill demand among teachers, management and local community.</li> </ul>	Concerned Qawmi Authority	2 month
7	<ul style="list-style-type: none"> <li>Implementation Roadmap</li> </ul>	Concerned Qawmi Authority.	1 month

# Stakeholder Analysis( a methodology to identify key drivers) of RIAP



# SWOT Analysis( A Strategic Tool for Decision Making) of RIIAP

	<b>Policy</b> [vision, mission, goals, rules, regulations, SOPs]	<b>Executives</b> [actors' competencies, training, their sufficiency]	<b>Resources</b> [budget, technology, materials, linkage with external organizations]	<b>Culture</b> [actors' behavioral patterns: beliefs, norms, relations, attitude, practice]
<b>S</b>	<ul style="list-style-type: none"> <li>-Government prioritization of capacity-building for policy-making.</li> <li>-Alignment of training programs with national development plans.</li> <li>-Support from regulatory bodies to improve skill development.</li> </ul>	<ul style="list-style-type: none"> <li>Experienced senior officials with knowledge of governance.</li> <li>Leadership support for professional development initiatives.</li> <li>Commitment to enhancing institutional efficiency through training.</li> </ul>	<ul style="list-style-type: none"> <li>Access to national and international training programs.</li> <li>Availability of funding from development partners for specialized courses.</li> <li>Existing infrastructure for conducting workshops and training sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Strong institutional commitment to continuous learning.</li> <li>Collaboration with universities and think tanks for skill enhancement.</li> <li>A tradition of policy-driven training for government officials.</li> </ul>
<b>W</b>	<ul style="list-style-type: none"> <li>Lack of flexibility in updating training modules based on emerging needs.</li> <li>Slow approval process for new training initiatives.</li> <li>Insufficient integration of global best practices in policy training.</li> </ul>	<ul style="list-style-type: none"> <li>Resistance from some officials to modern training approaches.</li> <li>Limited exposure to international policy frameworks.</li> <li>Uneven participation in training programs across different levels of</li> </ul>	<ul style="list-style-type: none"> <li>Dependence on external funding for advanced training programs.</li> <li>Limited access to cutting-edge digital learning tools.</li> <li>Inadequate budget allocation for regular capacity-building initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>Bureaucratic inertia slowing adaptation to modern training methods.</li> <li>Overemphasis on traditional policy-making without innovation.</li> <li>Limited interdepartmental knowledge-sharing opportunities.</li> </ul>

# SWOT Analysis(A strategic tool for decision making) of RIAP

	<b>Policy</b> [vision, mission, goals, rules, regulations, SOPs]	<b>Executives</b> [actors' competencies, training, their sufficiency]	<b>Resources</b> [budget, technology, materials, linkage with external organizations]	<b>Culture</b> [actors' behavioral patterns: beliefs, norms, relations, attitude, practice]
<b>O</b>	<ul style="list-style-type: none"> <li>Demographic Dividend from young graduates.</li> <li>Modernization QME for global job market.</li> <li>Building of justice based peaceful society.</li> </ul>	<ul style="list-style-type: none"> <li>Vertical and horizontal collaboration to mitigate the gap between general education QME (Qawmi Madrasa Education).</li> <li>Upgrading course Curriculum for integrating global standard education production.</li> <li>Open the new windows for learning and job opportunities in international institutes especially in Islamic countries.</li> </ul>	<ul style="list-style-type: none"> <li>High quality teaching learning opportunity.</li> <li>External funding support from developed Muslim countries.</li> <li>Local national private actors may inspire to provide support for educational development.</li> </ul>	<ul style="list-style-type: none"> <li>Justice base corruption free society.</li> <li>Provide strong solid foundation for moral development which will, in turn, contribute to build peaceful nation and make positive image our country globally..</li> </ul>
<b>T</b>	<ul style="list-style-type: none"> <li>Misinterpretation of Islamic Knowledge due to poor education.</li> <li>Disinformation about</li> </ul>	<ul style="list-style-type: none"> <li>QME reform intervention may be resisted by some vested group of people who don't adopt changes due to</li> </ul>	<ul style="list-style-type: none"> <li>Investment for change intervention may be a big challenging decision.</li> <li>Creating new intuition for</li> </ul>	<ul style="list-style-type: none"> <li>People lacking enlightening knowledge of Islam may create cultural conflicts.</li> </ul>

Thank You so much for your interest and time!



# References / Bibliography

