

EDUCATION SECTOR POLICY

Learning for Human Development



Disclaimer

This document has been produced by the Islamic Development Bank (IsDB) and may be used by recipients only in the performance of their official duties. Its contents may not otherwise be disclosed without authorization of IsDB. The views expressed in this document do not imply any judgment or views on the part of IsDB nor its member countries concerning the legal status of any territory or the endorsement or acceptance of such boundaries and information. The data and information provided in this document have been prepared from available sources and references to the origin of the data are provided where possible. IsDB cannot be held liable for the accuracy, completeness and correctness of the data and information.

Contents

Abbreviations.....	iv
Purpose, objective and background.....	1
Definitions.....	3
Scope.....	3
Guiding principles.....	7
Roles and responsibilities.....	10
Related policies.....	11
Version history.....	12
Annex 1: Executive summary of the education-sector policy study.....	13
Annex 2: Consultations and reviews.....	17

Abbreviations

IsDB	Islamic Development Bank
MDG	Millennium Development Goal (United Nations)
SDG	Sustainable Development Goal (United Nations)
STEM	Science, Technology, Engineering and Mathematics
STI	Science, Technology and Innovation
TVET	Technical and Vocational Education and Training
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization

Purpose, objective and background

1. This Education Sector Policy is intended to guide all education programmes and operations of the Islamic Development Bank (IsDB). It highlights IsDB's education philosophy, as well as its investment priorities and criteria for making decisions on support to education. This support is aimed at building national human capital to strengthen the long-term global competitiveness of Member Countries by enhancing systems for education and skills development. This policy also highlights the guiding principles, strategies, implementation tools, financing modalities and other considerations that the Bank will use to support education in Member Countries and in Muslim communities elsewhere. The education policy study, the executive summary of which is in Annex 1, provides the supporting evidence for this policy, which will be supported by an operational strategy to facilitate its implementation.
2. The overarching objective of this policy is learning for human development.
3. Education yields returns to both individuals and society through the development of human capital – nurturing talents, competencies and knowledge. It plays an important role in enhancing economic and social prosperity, leading to comprehensive human development. IsDB has been a major contributor to education in its Member Countries, with investments of over US\$3.8 billion, second only to the total amount invested in these countries by the World Bank Group. IsDB investments have, however, been ad hoc and skewed in favour of middle-income Member Countries, as well as towards tertiary education and the infrastructure and hardware components of education. The rationale for such priority choices has been to do with financing instruments and lending criteria, rather than with the changing needs of Member Countries. Despite major investments, the performance of IsDB Member Countries in education over the period from 2000 to 2016 has been mixed. IsDB Member Countries have performed poorly compared with all other groupings (except for countries in sub-Saharan Africa) in reaching the targets set for the United Nations (UN) Millennium Development Goals (MDGs).
4. This Education Sector Policy reflects a background of complex changes in education. The world has made good progress in education by galvanizing efforts to achieve targets agreed by the international community. Enrolment rates in basic education have increased globally, gender disparities in access have reduced at various levels and more children

worldwide are now completing school than ever before. The number of school-age children being out of school fell by 37% (47% for girls)¹ despite rapid population growth. Yet the old challenges and constraints persist as many education systems continue to struggle with inadequate financing, shortages of qualified teachers, poor learning environments, inadequate learning outcomes and outdated curricula, among other problems. Progress remains hampered by household poverty, rural disadvantage, low levels of parental education, child undernutrition and a lack of early childhood care for a good start to learning.

5. Beyond these perennial challenges, some emerging issues are also complicating the environment for education and compromising the chances of achieving agreed targets. One of these is the performance of education systems, which is now being questioned because of weak links to employment prospects. Another is the poor preparation of learners for a rapidly changing world. United Nations Educational, Scientific and Cultural Organization (UNESCO) has estimated that by 2030 over 50% of young people will lack the skills required for a changing job market. UNESCO's 2016 global education monitoring report² also shows that, in low-income countries, less than 10% of children will achieve basic secondary-school skills by 2030 and, in middle-income countries, only 50% of children will achieve these skills. Furthermore, the emerging trends of disruption and crisis pose new challenges for education. By the end of 2016, increased violence, protracted civil conflicts and major natural disasters had led to the displacement of 65.6 million people, comprising 22.5 million refugees and 40.3 million internally displaced people, as well as 2.8 million asylum seekers. It is estimated that about 27 million children have been forced out of school in conflict-affected countries, and girls are 2.5 times more likely to be affected.² To help address these challenges and emerging issues, the concept of education has been evolving in terms of approach and substance. The focus of education in a competitive world is shifting from simply schooling, to learning and empowerment.

1. UNESCO Institute of Statistics data and IsDB Member Country estimates provided by a data consultant based on available data. Note that data were missing for out-of-school primary-school-age children in 21 Member Countries for both 2000 and 2016.

2. UNESCO (2016) *Education for people and planet: creating sustainable futures for all*, second edition. <https://unesdoc.unesco.org/ark:/48223/pf0000245752>

Definitions

6. *Human development* is the expansion of people's freedoms to live long, healthy and creative lives, to advance other goals they have reason to value, and to engage actively in shaping equitable and sustainable development on a shared planet. People are both the beneficiaries and drivers of human development, as individuals and in groups.
7. *Learning for human development* is the theme of this policy and it embraces two key factors. The first is that the focus of education is not just on schooling but on quality learning. The second is that learning enables individuals, communities and nations to enhance their skills, knowledge and values, which facilitate engagement in and contribution to human development. The right to education is considered a basic human right. It is premised on the belief that learning is a lifelong endeavour.
8. Policy investment choices fall into tiers of priority, allowing IsDB to cross-check its education investment patterns. IsDB will pursue three levels of investment to address learning for human development:
 - (i) *Imperative* investments involve areas for which IsDB will take responsibility and be accountable. These are projects and programmes for learning that build the fundamentals of human development. They constitute a niche area that defines what IsDB stands for in education.
 - (ii) *Desirable* investments are interventions that IsDB will collaborate in, or support, for the enhancement of human development.
 - (iii) *Laudable* investments are important activities that IsDB will advocate, or provide advisory services to, without investing major financial resources.

Scope

9. This policy applies primarily to IsDB. It also applies to IsDB Group entities, to the extent that they are involved with education or education-related activities, as a desirable option for harnessing resources. The policy provides a non-discretionary framework of governing principles and intentions for all education-related investments and operations that IsDB and its partner organizations undertake in Member Countries. It is the main guide for

achieving IsDB goals and objectives in education, and for making informed and consistent investment decisions.

10. This policy applies to the field of education and human development as an area for IsDB investments. It is anchored in the changing complexities of this field. It also highlights the prevailing concept and purpose of education to which IsDB subscribes as a multilateral development bank rooted in Islamic principles and values. Within this conceptual framework, it defines the niche for IsDB as *learning for human development*. It is on this basis that IsDB will make decisions on priorities for education investments in Member Countries and in support of education for Muslim communities elsewhere.
11. IsDB Member Countries constitute an incongruent group that spans geographical areas, cultures and languages, encompasses different levels of socio-economic development, represents a wide spectrum of national wealth, subscribes to differing political/governance systems and embodies a melange of race and ethnicities. The common thread binding these countries to IsDB is a shared commitment and adherence to Islamic principles for investments and interventions in education. This Education Sector Policy builds on this, to guide support for education premised on the first imperative of learning for human development. The policy defines what IsDB stands for in education and clarifies what beneficiaries can expect to receive from IsDB in terms of priority support for education. This policy applies to beneficiaries in IsDB Member Countries and Muslim communities elsewhere.
12. This policy also applies to key development partners involved in partnering with IsDB in education and in education financing. It highlights those education priority areas that IsDB can be relied on for support in its Member Countries and clarifies those areas that development partners can otherwise expect IsDB to contribute to through collaboration and partnerships.
13. This policy recognizes that IsDB Member Countries are at diverse stages of development and varying degrees of achievement of the UN Sustainable Development Goals (SDGs) related to education. IsDB interventions through this policy will therefore take an integrated and holistic approach that is based on analysis and dialogue with each country. This will entail selectivity and flexibility in line with the policy framework (see Figure 1), which comprises the following three policy pillars:

Figure 1. IsDB education-sector policy framework



- (i) **Enhanced provision of basic education.** This policy pillar encompasses interventions in early childhood care and development, primary education, and literacy and non-formal education. IsDB will support investments, including microfinancing, in non-formal education that targets functional and vocational literacy. It will prioritize support to low-cost and community-based provisions that improve readiness for school and, as a way of bridging the socio-economic gaps in societies, target disadvantaged communities, minority groups and displaced or refugee children.

At the primary and lower secondary levels, interventions will focus on out-of-school children and on the integration of the parallel Islamic education system with the formal system. Such integration includes curricular reforms to ensure the inculcation of moral and value-oriented education and a general culture of tolerance and peaceful coexistence that is devoid of discrimination and violent extremism. Interventions will include:

- providing teacher training and continued professional development and support programmes;
- implementing appropriate teaching and learning methodologies, including the use of information and communications technology;
- facilitating learning and problem-solving for 21st century skills, capacity development for leadership and school management;
- strengthening of national education systems management;
- encouraging use of management information systems.

IsDB will also identify promising initiatives and invest seed resources in them to prove their viability for scaling up. The Bank will also work to ensure that the quality of education investments improves with this policy pillar, so much so that over time the interventions will have a transformative impact on the education sector of Member Countries, and on the educational well-being of Muslim communities elsewhere. In general, IsDB will encourage countries and partners to recognize and enhance learning wherever it takes place.

- (ii) **Post-basic education provision.** This policy pillar includes support to upper secondary education, technical and vocational education and training (TVET), and tertiary/higher education. This policy pillar will help to expand and diversify upper secondary education so that young people making the transition from basic education will have multiple

pathways to success in academic pursuits and skills development. Private-sector initiatives at post-basic education levels will be encouraged in technical and vocational education and in training and tertiary education for employability. As a second tier of assets investment, IsDB will support public-sector investments to establish centres of excellence and expand universities, with an emphasis on promoting science, technology, engineering and mathematics (STEM) and also on science, technology and innovation (STI) initiatives and the inclusion of Islamic economics, finance and banking. The Bank will encourage the inclusion of financial sustainability mechanisms in all such interventions through the establishment of waqf³ real-estate investments.

- (iii) **Advocacy and advisory services.** In this policy pillar, IsDB will, among other priorities, advocate national policies that: encourage the enrolment of disadvantaged children into early childhood education programmes; ensure equitable access to resource allocations, including parallel provisions for education (formal and Islamic); promote youth empowerment; and ensure gender equity. It will advocate greater cost-sharing measures and policies for more equitable access to post-basic education for all income groups. It will also advocate greater private-sector participation in the provision of higher education through legislation and operational incentives. In addition, the Bank will encourage the development of policies and strategies for the constant upgrading of skills in the public sector, as well as to set standards for monitoring. Finally, IsDB will also advocate the establishment of skills-development funds and training levies.

Guiding principles

14. This Education Sector Policy shall be guided by the Islamic teaching that seeking knowledge is mandatory for everybody, and the injunction that all children be accorded the right to live and thrive to their fullest potential. As an entity rooted in Islamic principles, IsDB commits to the imperative of investing in education for its intrinsic and socio-economic values of preparing the young for adulthood and employability.
15. Goal 2.11.1 of the Organisation of Islamic Cooperation's programme of action towards 2025 links education and learning to employment, entrepreneurship, innovation and sustainable development. IsDB as a development bank will continue to invest in education as a tool for lifting individuals, communities and nations out of the scourges of ignorance

3. Waqf is the holding or preservation of a property so that its fruits, revenues or usufruct are used exclusively for the benefit of an objective of righteousness, prohibiting any use or disposition outside this specific objective.

and poverty. These are barriers that impede development, as well as being root causes of misery and loss of human dignity.

16. Based on the theme of learning for human development, this policy is governed by five guiding principles and supported by several enablers. It is premised on the complex value chain of links between education and human development. Education enables human development and contributes to economic growth, while lack of education (or poor quality of education) jeopardizes human development and economic growth. This policy concerns the use of education to restore or enhance the dignity of individuals, communities and societies and to contribute to the economic competitiveness of nations. This policy contends that human development is put at risk when education fails to meet the development aspirations and expectations of individuals, communities and societies.
 - (i) **Build foundations for human development.** This general principle is about providing individuals with opportunities by creating an enabling environment for people, individually and collectively, to develop to their full potential and to have a reasonable chance of leading a productive life. IsDB will focus strongly on providing an enabling environment for building the foundation for human development. This involves investing in expanded basic education provision (early-childhood, primary and adult learning and education) to cater for out-of-school children and refugee children, rebuilding school systems in conflict-affected and fragile states, providing learning opportunities for poor communities, and promoting literacy, quality, gender equity and other targeted interventions. It also involves investing in the mitigation of turbulence, conflicts and natural disasters, and their consequent human displacement. This principle will guide support to vulnerable populations in Member Countries as well as vulnerable Muslim communities elsewhere. IsDB will therefore give the highest priority to investments that support education-sector plans and strategies that are linked to building the fundamentals for human development through learning and empowerment.
 - (ii) **Enhance human development.** Once the basics of human development are achieved, they open up opportunities for progress in other aspects of life. This further general principle of human development entails enhancing the human capital base of Member Countries through, among other action, the development of skills, competency and talent, through research and development, and through the advancement of STI, to empower individuals and enhance the productive value chains of economies. It involves investments in centres of excellence in universities and TVET institutes, and in innovative science and technology initiatives. These investments boost

human development by enabling nations to make the transition to knowledge-based economies and to become leading contributors to human progress.

- (iii) **Cultivate value-added partnerships.** IsDB Member Countries are part of other groupings that, unlike IsDB, have a near-universal mandate on development, such as the World Bank/International Bank for Reconstruction and Development and UN agencies and funds. Some Member Countries also belong to groupings that have a regional mandate for development – such as the African Development Bank and the Asian Development Bank. IsDB Member Countries thus have a choice of partners from whom they can request or expect support for education that includes, among others, bilateral and multilateral agencies, intergovernmental organizations, civil-society organizations, private-sector entities and non-governmental organizations.

The general principle of building value-added partnerships requires IsDB to cultivate them – including through a network of developers (change agents) – as the main strategy to bolster the quality and impact of its investments. To achieve this, IsDB will strengthen its involvement with the global community to play a more prominent role in the aid architecture for education. This will require IsDB to take part in global discourse on education, and in sector analysis and policy reviews at the country level – through its Global Practice and Regional Hubs respectively. The Bank will also engage with new partnerships to contribute to innovative solutions. This principle of cultivating value-added partnerships will put IsDB in the front line of efforts to facilitate human development and prosperity through education.

- (iv) **Optimize education financing.** As a route to enhancing human development, IsDB will optimize its financing for education in Member Countries by using an innovative basket of flexible options. It will help to minimize the financial dependency on donor resources of Member Countries in the quest to meet their primary responsibility for national development. IsDB will deploy a basket of financing instruments that will include mechanisms such as waqf and endowment funds⁴, as well as its standard funding instruments. Such financing will help to generate sustainable financial resources to meet recurrent education expenditures in perpetuity. IsDB will leverage or deploy other innovative financing instruments – including blended financing, co-financing and crowdfunding – to maximise external resources in support of education in Member Countries. This will be geared towards enhancing the stability of cash flow over time, optimizing education financing, diversifying revenue sources and creating an avenue for donors, philanthropists and the private sector to contribute to building

4. An endowment made by a Muslim to a religious, educational, social or charitable cause.

substantial assets in the long term. IsDB will also encourage countries to adopt low-cost solutions and technological applications where appropriate, such as adopting blended and distance learning in higher education.

- (v) ***Adopt the One Bank Group Approach.*** Under this general principle, IsDB strives to bring all IsDB Group financing resources and knowledge assets to bear in its engagement in education in Member Countries. This principle will facilitate efficiency and maximize the impact of IsDB support for education, and will encourage collaboration among the Bank's entities. Through this principle, IsDB will continue to promote the development of Islamic economics, finance and banking in its interventions. Similarly, IsDB will use the STI initiative to promote pivotal solutions by identifying and training potential innovators (change agents) in science and technology education.

Roles and responsibilities

17. The main roles and responsibilities of parties involved with this policy are defined by the enablers and facilitating measures required to support the successful implementation of this policy. The specific details will be elaborated in the operational strategy. IsDB will lead the implementation of this policy in close collaboration with other IsDB Group entities – in various roles and levels of engagement to complement the principles of the One Bank Group Approach – such as the Islamic Research and Training Institute, Islamic Solidarity Fund for Development, Islamic Trade Finance Corporation, Islamic Corporation for the Development of the Private Sector and the Islamic Corporation for the Insurance of Investment and Export Credit. IsDB shall increase its in-house capacity in terms of education specialists and other related expertise as appropriate during the implementation of this policy. This will enable the Bank to cope with an increase in education intervention activities across its entities and to handle the expectations of this policy for global practice knowledge development and management.
18. This Education Sector Policy requires IsDB to have its fingers on the pulse of education and development in Member Countries so that it can make sound judgements and respond to changes in operating conditions for education. This also requires IsDB to engage with partner agencies involved in supporting the education sector.
19. To gauge improvements in the criteria for investing in education, IsDB will require a dynamic classification of Member Countries by criteria that reflect how close they are to achieving the targets set for the relevant SDGs. This type of dynamic classification will

be relevant and effective for making future decisions on investments in education. It is not intended to replace either the current four regional groupings of sub-Saharan Africa, Middle East and North Africa, Asia and Latin America, and Europe and Central Asia, nor the two economic groupings of least-developed Member Countries and non-least-developed Member Countries. Rather, it is intended to gauge the extent to which investment priorities in education align with the needs of Member Countries.

20. This Education Sector Policy requires IsDB to constantly monitor its own performance in support of education. The Bank needs to gauge how well the education-sector investments it makes are contributing to progress in its Member Countries, and IsDB will facilitate the formal evaluation of this performance.
21. IsDB will strive to collaborate intensively around its niche with other partners so that it becomes a partner of choice for its Member Countries and a beacon of hope to Muslim communities elsewhere. To achieve this goal, IsDB will use appropriate advocacy and communication tools to ensure that Member Countries fully understand how IsDB operates and what it can contribute to the education sector. This will promote greater transparency about investment priorities so that Member Countries and partner agencies will have a much better understanding of IsDB's priorities in education. Credible use of advocacy and communication tools will enhance the image and reputation of IsDB as a player in global efforts to support the achievement of the education SDGs.

Related policies

22. This policy is anchored in the objectives of IsDB's 10-Year Strategy and the Bank's President's Five-Year Programme to provide inclusive, high-quality and relevant education that ensures lifelong learning for sustained poverty reduction and shared economic growth. This policy is also attuned with the aspirations of the SDGs, and is fully aligned with the Organisation of Islamic Cooperation's priority area on education, in its programme of action towards 2025. The Bank's education-sector policy study is the supporting document for this Education Sector Policy (see Annex 1).
23. This policy relates to existing and/or planned country policy documents – including 'Country Engagement and Programming', 'Member Country Classification', 'Fragile and Conflict-Affected Member Countries' and 'Dealing with De facto Governments' – and to various operational policy documents and Operations Management and Administration

documents. In classifying countries based on achievements towards the attainment of the SDGs, as a means of prioritizing and selecting country operations in the sector, this policy shall be guided by existing or planned policies of Operations Risk Management and institutional financial management policies. All advocacy and branding mechanisms to be adopted by this policy shall adhere to the Bank's related information disclosure and communication policies.

24. At the operational level, this policy shall relate to all relevant thematic/cross-cutting policy and strategy documents, and any other relevant policy or strategy that may be operational during the policy period. Such policies include 'Science Technology and Innovation', 'Poverty Reduction', 'Partnership Development', 'Resource Mobilization', 'Trust Funds Management', 'Crowd Engagement', 'Capacity Development', 'Climate Change', 'Knowledge Management', 'Regional Cooperation and Integration', 'Reverse Linkage', 'Women Empowerment', 'Youth Development', 'Non-Governmental Organizations' and 'Civil Society Engagement'.

Version history

25. In the history of IsDB, this is the first Education Sector Policy approved by the Board of Executive Directors. This policy will be reviewed periodically (as per the operational guidelines) to assess implementation experience and overall impact in achieving the SDGs and facilitating learning for human development. These reviews will highlight lessons learned, results achieved and challenges experienced, making any suggestions that may be necessary for modifying either the policy itself or the operational strategy to implement it, to better align it with the future strategic direction of IsDB.
26. A waiver may be obtained for any provision of the policy, subject to a waiver proposal sponsored by the President being considered and approved by the Board of Executive Directors.
27. This policy shall be effective from the date of its approval by the Board of Executive Directors.

Annex 1: Executive summary of the education-sector policy study

The education-sector policy study conforms with the requirements of the policy development and management guidelines for the Country Programmes Complex prepared by the Operations Quality and Results Division of IsDB. These guidelines specify the need for a policy study as part of the process leading to the development of new sector policies. The study was therefore undertaken to provide an evidence base and technical input in support of this Education Sector Policy for IsDB. To achieve this goal, the study conducted an analytical review of key issues and trends impacting education in IsDB Member Countries, especially since the shift in 2015 from the MDGs to the SDGs. The study also took account of recent reforms and restructuring within IsDB and explored implications for policy, strategy and operations in education within the Bank. This analytical process was followed by a re-examination of education investment trends and patterns in IsDB, to identify potential areas for necessary modifications.

The following are the main findings and conclusions of the analytical review:

- Over the past two decades, the performance of IsDB Member Countries on all indicators for the education MDGs and SDGs has been mixed. In general, IsDB Member Countries have performed poorly in comparison with other groupings (except for the grouping of sub-Saharan countries). While many Member Countries, starting from a low base, have made impressive progress, the majority of Member Countries have stagnated and a few have even recorded slippages in their progress towards the relevant MDGs and SDGs.
- An increasing number of IsDB Member Countries have suffered losses on their hard-won education gains because of protracted civil conflicts, persistent violence, political instability, economic shocks, health pandemics, natural disasters and other emergencies. These events have triggered major population displacements, with disastrous consequences for education, safety, security, quality of life and human development.
- IsDB has been a major player in the education sectors of its Member Countries, with investments that have been second only to those made by the World Bank. However, these investments have been skewed in favour of non-least-developed countries,

as well as towards tertiary education, and have mainly been for infrastructure and equipment.

- The criteria used for deciding on investments in education have had more to do with the ability to pay back and the availability of soft loans than the changing needs of Member Countries in education and development.
- Major reforms within IsDB indicate the need to focus on building strong partnerships in support of education in Member Countries and for Muslim communities elsewhere. These reforms also point to the need for a more flexible and diversified use of resources for financing education in Member Countries, including innovative financing tools, joint-financing instruments, enhanced national revenue sources and flexible financing tools.
- IsDB reforms also highlight the need to shift from single project financing to support for the whole system or sector as part of financing for endorsed education-sector policies and quality education-sector plans.

Based on these findings and conclusions, the main recommendations that were put forward for the IsDB Education Sector Policy are as follow.

- IsDB should renew its focus on, and accord high priority to, the growing list of its Member Countries that can now be classified as conflict or post-crisis countries. These are the countries where the need to build the foundations for human development is greatest.
- IsDB should engage more actively (especially through its Hubs) with other education partner agencies that are part of the global development architecture, such as the Education Commission (International Commission on Financing Global Education Opportunity) and the Global Partnership for Education. Such partnerships would enable IsDB to concentrate key resources around learning for human development and to contribute more effectively and efficiently to education and development in its Member Countries.
- IsDB should work with Member Countries and partner agencies to invest increasingly in promoting credible alternatives to standard schooling, so that Member Countries can provide a variety of learning opportunities to out-of-school children, refugees and other learners displaced by conflict and crisis. This will recognize and support learning for all, wherever it takes place.

- Investments in education should help to combat the growing bias and discrimination against Muslims in various countries resulting from the prevailing perception that most civil conflicts and terrorist activities are associated with so-called Islamic groups.
- In the same way, investments in education should combat the negative image, stereotyping and loss of human dignity that threaten the Muslim world due to poverty, intolerance, poor governance, discrimination against women, extremism and pervasive acts of terrorism.
- IsDB should reinforce support for the fundamentals and enhancing human development through education, while maintaining a commitment to human capital development, poverty reduction and peace-building. Learning for human development should be treated as an ideological niche for IsDB in its support for the education sector in Member Countries.
- Using this ideology of learning for human development as an overarching theme, IsDB can also cite commitment to human rights and human capability as part of its rationale for investing in education in its Member Countries and in Muslim communities in non-member countries.
- IsDB should mobilize a comprehensive and flexible financing package for support to the education sector in its Member Countries. This should include providing financing, knowledge and other resources from across the Bank as well as leveraging finance from key partners operating in the education sector.

To develop and operationalize its Education Sector Policy effectively and efficiently, IsDB shall assess the human-resource requirements for Headquarters and Regional Hubs, and enhance its in-house capacity accordingly. The Bank will also work within the corporate communications strategy to promote interventions in education.

The Bank will use its policy to support education in Member Countries to be part of the global mainstream – as a valuable contributor to the wealth of human knowledge and learning achievements rather than as a separate entity outside of the mainstream.

As Member Countries become more multicultural and as Muslims migrate to various parts of the world, the Bank shall support education as a force for good to uphold human development, promote national unity, celebrate cultural diversity and realize visions of greatness.

In the long term, IsDB will invest in building and sharing knowledge by co-opting universities and think tanks among its developer hubs to help the Bank to learn lessons. It will also use a consultative process to promote its Education Sector Policy, so that Member Countries and partners can understand what the Bank will lead on, what it will support others to do and what it will advocate when not itself investing major technical or financial resources.



Annex 2: Consultations and reviews

Internal consultation

This consultation involved different stakeholders within the Bank and was conducted in two stages. The first stage involved consultation to review the education policy study, which set out the background to the proposed Education Sector Policy. The second stage involved consultation on this policy.

Stage 1: Education policy study

1. Consultative workshop on draft policy study involving all the directors, managers and lead sector specialists from the complexes and entities of the Bank. The workshop was officially opened by the vice-president of country operations and facilitated by the consultant.
2. A technical committee was formed comprising specialists from different departments, divisions or units, including Country Relations and Services, Reverse Linkage, Operations Quality and Results, Public–Private Partnerships, Economic Research and Institutional Learning, Economic And Social Infrastructure, Islamic Finance Services, Women and Youth Empowerment, Knowledge Management and Institutional Learning, and Group Operation and Evaluation.
3. The technical committee convened to review the first draft of the policy study and provided feedback.
4. The study was revised based on this feedback.
5. The technical committee convened a second time to review the revised version of the policy study, and cleared the document.

Stage 2: Education Sector Policy

1. The technical committee convened to review the first draft of the Education Sector Policy and made comments for incorporation.
2. The technical committee convened a second meeting to review the revised draft of the Education Sector Policy and cleared it for further processing.

3. The revised draft was circulated to all heads of department and managers, including Regional Hub managers and the IsDB Group entities for review and comments.
4. The document was also submitted to the director-general of Country Relations and Services for comments as per Delegation of Authority.
5. The final draft Education Sector Policy was then reviewed and cleared by the Regional Network Committee and the Operations Committee.

External consultation

1. The final draft of the Education Sector Policy was peer-reviewed by several multilateral development banks (African Development Bank, Asian Development Bank, Inter-American Development Bank, World Bank), UN agencies (UNESCO, UNICEF and UNDP), multilateral agencies (African Union; Association for the Development of Education in Africa or ADEA; European Union; Global Partnership for Education; Organisation for Economic Co-operation and Development (OECD)), bilateral agencies (Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and Organisation of Islamic Cooperation-founded universities (International Islamic University in Pakistan, Islamic University of Technology in Bangladesh, Islamic University in Uganda and Islamic University in Niger).
2. A two-day high-level consultative workshop with selected Member Countries was organized in Jeddah, Saudi Arabia, attended by senior representatives of ministries of education (permanent secretaries and directors of education). The 12 attendees were representatives of Algeria, Bangladesh, Gambia, Guinea, Indonesia, Jordan, Nigeria, Saudi Arabia, Senegal, Tajikistan, Uganda and Uzbekistan. They reviewed and discussed the education policy study and draft Education Sector Policy. The recommendations that emerged from the workshop and the comments received from the various peer-reviewers were integrated into the final documents.

