Assisting Institutions to Improve
The Level of Becomingness of Students
Through International Quality Range Assessment
(IQRA)

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Abstract

The role of assessment for improving learning is well documented in the literature. At the institutional level, the ultimate aim is to upgrade the quality of educational programmes in the institutions concerned; based on the data obtained through assessment. This assessment for learning is the underpinning conceptual framework for the IQRA project. It is conducted by a group of educational researchers since 2015 who have been concerned with the problem of identifying the indicators of becomingness constructs so that the appropriate intervention program can be carried out in a more effective and efficient way. In addition, the researchers were also concerned at the lack of collaboration amongst the educational institutions in conducting intervention programmes. Each institution seemed to have conducted their intervention programmes based on limited data peculiar to their respective institutions. Hence there is the need to provide institutions with a more universal, reliable and valid data. The data obtained from IQRA will help to identify which construct need to be improved and by how much, through comparisons of the indicators of the constructs. Overall the IQRA project will be carried out in several stages. In the first part, the survey was conducted on students in the IKRAM-MUSLEH schools. This was reported in the IAEA 2017 conference. Subsequently, the second stage of the project involved a wider and varied sample. The result was reported in the IAEA 2018 conference. We have since further conducted the research involving 1865 students from government-aided religious-schools and thus we were able to get a fairly large amount of the becomingness data, based on individuals and schools. We are now embarking on the next part of the project and that is establishing base line data that will not only indicate the degree of becomingness amongst students and schools but at the same time, to make comparisons amongst students and schools. The ultimate aim is that we can conduct intervention programmes at the individual and the school levels. Thus, we are suggesting solutions to our institutions by identifying a more specific area for improvement, what and by how much, in developing students' becomingness towards achieving the aspirations of the Islamic Philosophy of Education.

1.0   Introduction

1. The role of assessment for improving learning is well documented in the literature. At the institutional level, the ultimate aim is to upgrade the quality of educational programmes in the institutions concerned; based on the data obtained through assessment. Assessment should not only be able to measure what we value but it should also be able to inform teaching practices. The fundamental role of assessment thus becomes crucial in both facilitating the extent the goals of education have been achieved and at the same time gauging what we value in life. Specifically, in the context of Islamic education system, where character building becomes the utmost important goal, the question of becomingness reflects the meaningfulness of education. The concern remains on how an assessment system could be part of an internal support structure in an education process so that the achievement of the desired goals of education can be assured. Somehow unrealize, the notion of students' development has either been taken for granted or neglected at the expense of students' academic achievement. Therefore, there is a need to have IQRA in our education process **NOT only to assess BUT also to assist. How? This paper will address the case of using IQRA to assist educational institution to improve the becomingness of the student.** This paper is organized according to the following topics: -

• International Quality Range Assessment (IQRA)
• Lack of Collaboration
• Improvement Through Collaboration
• Public-Private-Collaboration
• IQRA as Improvement Tool.
• Improvement towards achieving the aspiration of the Islamic Philosophy of Education

2.0   IQRA

2.1   This assessment for learning is the underpinning conceptual framework for the IQRA project. It is conducted by a group of educational researchers since 2015 who have been concerned with the problem of identifying the indicators of becomingness constructs so that the appropriate intervention program can be carried out in a more effective and efficient way.

2.2   IQRA is designed as a survey that can be administered at any time to any target – individual or group of students – at a certain level. The instrument used is divided into two parts. Part 1 – Contains 20 demographic items so as to assemble a wide range of relevant demographic data to enable a variety of analysis that would become an additional finding in quality assurance and enhancement. Part 2 contains 100 AOTI items – Action Oriented Thinking Items. There will be 10 items for each construct. The constructs assessed in IQRA are: (i) **Pure Belief** (ii) **Extensive Knowledge** (iii) **Correct Worship** (iv) **Spiritual Self Control** (v) **Good Character** (vi) **Time Management** (vii) **Physical Strength** (viii) **Organized in All Matters** (ix) **Ability To Work Towards Financial Independence** (x) **Beneficial To Others**

●**Pure Belief -** With Pure Belief, a Muslim will have a strong connection to Allah Al-Mighty. With that strong faith and connection to Allah, he will remain steadfast on the truth and be blessed with His compassion.
●**Extensive Knowledge -** Thinking before doing something is common knowledge. Muslims are commanded not only to think before doing something, but also to increase their knowledge and deepen their understandings on Islam.
●**Correct Worship -** In a hadith, the Prophet saw said: "Pray (as in 5 daily prayers) as you see me pray". Worshipping to Allah must, therefore, be based on As-Sunnah (words and actions of the Prophet saw). There must be no additions or omissions in fundamentals of worship.

•**Spiritual Self Control -** Every human being tends to do good and bad. Therefore, doing good and forbidding evil is very important in Islam. Self-control is crucial against evil lust.

•**Good Character -** Good character, such as positive attitude, manner and behavior that must be practiced by every Muslim, both towards Allah Al Mighty and towards His creations. With good character, a person will feel good and happy in this life and gain eternal success in the Hereafter.

•**Time Management -** Time Management has great impact to human beings. Time is life itself. One who loses time means one loses life. Time passes by very swiftly. When time passed, it will never return again. Therefore, every Muslim is commanded to plan, so that one's time would be fully optimized and never wasted.

•**Physical Strength - Physical** Strength signifies a strong mind, extraordinary discipline, healthy and fit body. Only with good physical strength, Muslims can implement Islam as a complete way of life.

•**Organized In All Matters -** In Islam, any muamalat (worldly dealings) must be done professionally and with integrity. Additionally, doing things passionately and making sacrifices in missions are noble indeed.

•**Ability to Work Towards Financial Independence -** Financially independent in life is indispensable. In fact, Muslims must be well off so that he or she can, not only put into action the pillars of Islam but also, he or she, can support others in need so that Islam can be practiced as a way of life in the community.

•**Beneficial To Others -** The best amongst the Muslims are those who are most useful, resourceful and beneficial to the others. His or her existence is indispensable. His or her absence is felt. Muslims always prepare himself or herself to be useful, resourceful and beneficial to society and to all creations of Allah The Creator.

3.0.   Lack of Collaboration

3.1   In addition the researchers were also concerned with the **lack of collaboration** amongst the educational institutions in conducting intervention programmes. Each institution seemed to have conducted their intervention programmes based on limited data peculiar to their respective institutions.

3.2   The theory and research on collaboration have offered definitions of the term that have included several key components: common goals (Cook & Friend, 1991; Welch & Sheridan, 1995); joint work or interdependence (Gray, 1989; Little, 1990; Welch and Sheridan, 1995); parity (Cole & Knowles, 1993; Cook & Friend, 1991; Welch & Sheridan, 1995); and voluntary participation (Cook & Friend, 1991; Hargreaves, 1994). Although there is no agreement in the literature on a single definition for collaboration, the key components have served to develop a common language and understanding of the term. Furthermore, the key components provide a filter for examining the extent to which schools' reform programmes actually embodies collaborative principles.

3.3   Interdependence, an essential component of collaboration (Gray, 1989; Little, 1990), is reflected in the trend to view the school as an organic, meaningful whole rather than a number of isolated parts (Maehr & Midgley, 1996). Prestine (1995) stated that interrelatedness requires restructuring that is systemic rather than compartmentalized or segmented. Change must happen in such a way that it becomes interwoven into the basic fabric of the organization. Abowitz (1999) also cautioned that seeing the components of a school as separate entities may reinforce the sense of isolation that is experienced by the people who learn and teach daily in separate classrooms (Goodlad, 1984). Accordingly, the success of a school improvement plan requires interaction between many participants at different levels of the educational system and relies on the interdependence of the parts.

3.4   A school-to-school   partnership approach   can   facilitate collaboration and allow schools to provide resources to support each other while retaining autonomy. In fact, collaboration between institutions should be two-way.

3.5   The ability to work collaboratively with others is becoming an essential component of contemporary school reform. As school systems in many countries have restructured their organizational features and activities, the need to develop a more collaborative approach has been a part of the direction. In fact, some authors have asserted that current reform initiatives have relied on collaborative principles (Barth, 1990; Cook & Friend, 1992; Fullan, 1993; O'Shea & O'Shea, 1997). Therefore, shared governance initiatives have been accompanied by endorsements of collaboration as a means of achieving improvement. Consequently, the call for collaboration has also been a pervasive theme within the reform rhetoric (Welch, 1998).

3.6   Although collaboration underpins and indeed is at the heart of school improvement initiatives, the interaction among the components in the school improvement process remains somewhat of a mystery (Spillane & Seashore Louis, 2002). Hence there is the need to provide institutions with a more universal, reliable and valid data. The data obtained from IQRA will help to identify which constructs need to be improved and by how much, through comparisons of the indicators of the constructs.

4.0   Improvement Through Collaboration

Before we embark in any collaborative activities with the aim of improving our educational institution, we have to have a clear framework on how to go about doing them. The two models described as follow might help.

4.1   Model 1: Expectation, Collaboration & Celebration

4.1.1   James Kozlowski, the principal of Endeavour Sports High School in Caringbah, Australia, was a 2018 participant in Improving Schools: The Art of Leadership, a professional learning program at the Harvard Graduate School of Education. James Kozlowski is the Principal of Endeavour Sports High School in Caringbah, Australia, which was named Secondary School of the Year (in the government category) at the 2018 Australian Education Awards. He is also the Vice President of the Sports High Schools Association of the New South Wales (Australia). In the summer of 2018, Kozlowski attended the Harvard Graduate School of Education's professional learning program Improving Schools: The Art of Leadership.

4.1.2   According to Kozlowski, "For a school principal, the task of leading school improvement can be daunting; schools are large organizations filled with those most unpredictable of things — people. They are also places where there is a plethora of opinions about the methods that should be used to achieve success. Nearly four years down the road, my school's success can be distilled into three words — **expectations, collaboration and celebration**. When I started at Endeavour in 2015, we had just been through a tough couple of years; enrolments were falling and staff morale was down. We needed to set the standards high, get everyone working toward the same goals, and celebrate our achievements at every opportunity".

4.1.3   The Construct assessed in IQRA can help the school community to know the expectation in terms of human becomingness. Our expectation for students to become what? And the Becomingness assessed and reported by IQRA will be the feedback needed by the school.

4.1.4   "When it came to collaboration, I saw it as part of my leadership to guide staff through the minefield of opinions to find "what works best," based on expert research, for whole-staff professional learning. If our High Expectations policy was directed at students, this collaboration was targeting quality teaching. We started with the assumption that the most important within-school factor influencing student achievement is the quality of the teaching. The evidenced-based strategies we employed excluded no one. The message we wanted embraced was that these strategies were for everyone — and their success *needed* everyone. Feedback is a strategy of enormous power, and we have become a "feedback school."

4.1.5   **"**Reinforcing our collaboration and the establishment of high expectations has been the celebration of success, whenever it arises. Both student and staff success has been recognized and

publicized. Nothing fuels future success like current achievement and the acknowledgement of it. Key to this has been our use of social media to allow our community into the Endeavour world. Too often, only those within a school's gates get to see the great work that is being done. Social media has allowed my school to share our success on a daily basis and reward those who have achieved their best. We don't wait for end-of-year presentation days or whole cohort exam results to salute our students and staff. By consistently sharing the everyday achievements, we are recognizing those who may never have been placed in the spotlight"

4.1.6   Therefore "**expectations, collaboration, and celebration"** as described by Kozlowski can be considered as a model for an in-school collaboration for improvement.

4.2 Model 2: Partnering

4.2.1   Micheal Niehoff (2018), a Getting Smart Columnist, points out that "Collaboration is a great term, but I actually prefer the word *partnering*. Collaboration sounds like working with others while partnering sounds like a long-term investment in a relationship that is mutually beneficial to all. Our work environments are becoming more collaborative each day and are constantly extending to new parts of the world. The days of working in jobs as isolated cubicle inhabitants are rapidly disappearing. Companies can train people on technical skills, but really want people who come prepared to partner.

4.2.2   "Partnering also provides all of us with opportunities to continually learn and improve. We all need mentors, especially young people. We meet our mentors and guides through projects and partnerships. We also solve problems through partnering. The more we collaborate, the more likely we are to address the global challenges – i.e. climate, food, employment, health and wellness and so much more. It's reciprocal. When we partner, we solve problems. When we work to solve problems, we create opportunities for work and learning. If we want educational experiences and lifelong learning to be both experiential and relevant, partnering is the vehicle"

4.2.3   Our challenge as educators is whether we walk the talk. We ask our students to collaborate, or partner, but do we truly do it ourselves? How can Educators model true collaboration and partnering to our students? Here are three extended categories focused on just that:

- **Collegial Collaboration.** In terms of modelling, this might be the most important. Our students are witnessing our collaboration, or lack thereof sometimes, each and every day on our campuses and in our classrooms. They are watching and listening to what we say through our collegial interactions. If we publicly bad mouth our administrators, colleagues, parents or students, we are demonstrating that we don't take the collaboration, or partnering, seriously. After all, our stakeholders and colleagues are our partners in education. We need to show them the respect they deserve as team members. So, we need to show our students that we value the ideas, opinions and contributions of those we work alongside with in every way.

- **Community Collaboration.** Most graduate profiles these days place value on students being connected with their communities in order to produce active citizens who are engaged in their neighborhoods and local needs. We also like the idea of the impact of service and volunteer education where students learn and experience empathy for others. And, as we look more towards our students being engaged in real-world challenges and relevant academic work, we know that our local communities are rich with potential projects.

- **Digital Collaboration.** The majority of our future collaboration will be digital. Indeed, many of our students will work with people from all over the world that they may never have met. Google has already revolutionized how our teachers and students are working on a daily basis.

4.3   In both of the models described above; Model 1: Expectation, Collaboration & Celebration which is good for in-school collaboration and Model 2: Partnering which is good for School-to-school collaboration, IQRA can play an important role.

5. Public-Private-Collaboration

5.1   Overall, the IQRA project will be carried out in several stages. In the first part, the survey was conducted on students in the IKRAM-MUSLEH schools. This was reported in the IAEA 2017 conference. Subsequently the second stage of the project involved a wider and varied sample. The result was reported in the IAEA 2018 conference. We have since further conducted the research involving 1,865 students from government-aided religious-schools and thus we are able to get a fairly large amount of the becomingness data, based on individuals and schools. Working together with the Examinations Syndicate, the Ministry of Education Malaysia, we manage to gather data from the following category of schools:

45 - Sekolah Agama Bantuan Kerajaan (Government Aided Religious Schools)
48 - Sekolah Menengah Kebangsaan Agama (Religious National Secondary Schools)

5.2   Raw scores are derived from the scoring process of responding candidates to the items featured in IQRA. The raw scores shown need to be seen as the basis for further assessment process. Rasch's analysis is carried out on the data to position it in the Rasch Model so as to enable us to obtain a linear measure to illustrate the becomingness of the students assessed. The raw data (raw score) obtained from IQRA is in ordinal form. Since data in the form of ordinal scale has limitations in terms of statistical processing and analysis, it is transformed into interval form with logit as the unit, to ensure standardization and accuracy of data interpretations. This is done using a Rasch-based analysis application.

5.3   To create a becomingness profile for one person or one group, the averages of percentage (which indicate ownership of constructs measured) are presented in the form of a radar graph or a spider chart (spiderweb). Every point on the graph indicates where a person's position in terms of the dimension or construct measured. This position is regarded as a sign of reference to be used for improvement and development. The profile is not intended to indicate final achievements of individuals, and certainly not to be used to compare individuals. The measurement of becomingness can be determined for a single person, collectively for the whole group, or collectively for a particular group of interest (e.g. group based on gender, or group based on school location).

5.4   At this stage, the question is "How can IQRA assist and facilitate school improvement through collaboration?" By looking at the quality of education based on its effectiveness and meaningfulness, the achievement in the subject is the measure of the effectiveness of the education whilst the individual's measure as a result of a learning process of those subjects reflects the meaningfulness. With IQRA, determining the quality of education will be complete and perfect. The individual's score as a result of learning subjects in school is also known as student's development. Thus, the becomingness of the student, recognized and acknowledged by IQRA, can be regarded as student's development. Therefore, the dimensions shown by IQRA can be seen as an Improvement Tool that can assist 'institutional improvement through collaboration. Using IQRA as an Improvement Tool will create a new environment of relationship between public and private schools, collaborating to improve the quality of education.

6.0   IQRA as Improvement Tool.

We are now embarking on the next part of the project and that is establishing base line data that will not only indicate the degree of becomingness amongst students and schools but at the same time, to make comparisons among students and schools. **The ultimate aim is that, we can conduct intervention programmes at the individual or school levels or national level or even at international level.**

Now more than 100 schools - public and private - in Malaysia are ready to embark on the program of Improvement through Collaboration using IQRA. IQRA will assist the school based on the two models; Model 1 and Model 2.
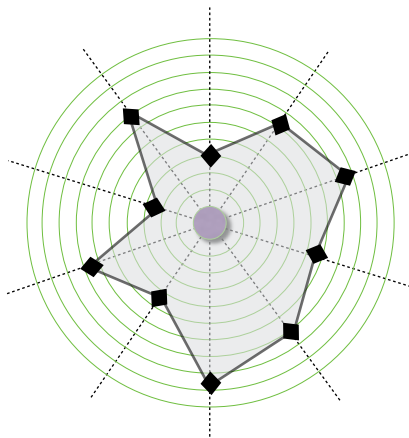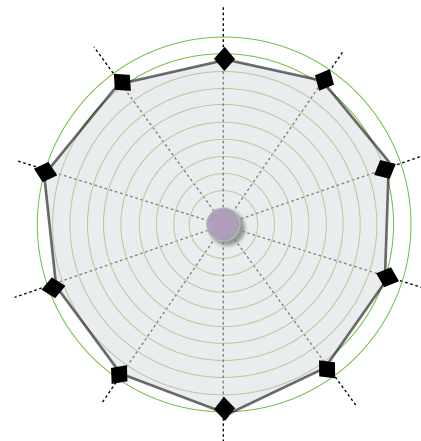
Status   **Expectation**

Model 1 – In-School Collaboration

The ultimate goal of any school improvement process is to enhance and facilitate better learning experience for students, including **levels of achievement and wellbeing**. For this reason, direct measures of s**tudent outcomes**, and the collection and analysis of data, are essential to all school improvement efforts. At this juncture IQRA will play the role the Improvement Tool.

Improvement tools are research-based instruments which enable schools to develop critical information about their performance. This information is essential for developing relevant, evidence-based school improvement plans that can drive improved learning outcomes for all students.

In this model where the focus is on Expectation, Collaboration and Celebration, IQRA can assist schools to set expectation. The indicator of becomingness shown by IQRA can be the status from which school can set the target of improvement through collaboration. The information on the status of becomingness of the students of the institution in terms of i) Pure Belief (ii) Extensive Knowledge (iii) Correct Worship (iv) Spiritual Self Control (v) Good Character (vi) Time Management (vii) Physical Strength (viii) Organized In All Matters (ix) Ability To Work Towards Financial Independence (x) Beneficial To Others can be considered as the 'starting point' from which the target can be set as the expectation. Communicating expectations for school performance is important, but ratings will only get us so far unless they are accompanied by meaningful action to improve. Once a school is identified as needing improvement, school and district leaders, families, and community members must figure out what to do to better serve all students. Then in-school collaboration in terms of 'who is going to do what' can be set for the whole-staff professional learning after deciding "what works best," targeting on quality teaching on certain constructs based on the information shown in the spider web. Remember that in-school collaboration, the evidenced-based strategies excluded no one – it is in fact for everyone — and that their success *needed* everyone. Remember that 'feedback is a strategy of enormous

power', therefore it is most important to be a "feedback school." Finally, all that will reinforce collaboration and the establishment of high expectations with the celebration of success, whenever it arises" capitalizing on Social Media to Community to share Success on a Daily Basis to Salute Students & Staff.

Model 2: School-to-School Collaboration

Information on the status of becomingness of the students of the institution in terms of i) Pure Belief (ii) Extensive Knowledge (iii) Correct Worship (iv) Spiritual Self Control (v) Good Character (vi) Time Management (vii) Physical Strength (viii) Organised In All Matters (ix) Ability to Work Towards Financial Independence (x) Beneficial To Others by sharing information and helping each other can assist schools to realize school-to-school collaboration for improvement.

Sharing school data on becomingness with other school can show strengths and weaknesses of each other not for ranking purposes but to assist the school to identify 'partner' for improvement. We realize that partnering provides all of us with opportunities to continually learn and improve. We can be the mentor for our partner school on the becomingness that we are better off than them and our partner can be our mentor on the becomingness where they are better than us. We all need mentors, especially young people and young schools. Our partner can become our mentors and can guide us through projects and partnerships.

The diagram on the next page shows the profile of four schools in terms of becomingness shown by IQRA. The information shown will assist schools to identify partner or partners. This is where the relationship between public and private school can be secured. School C (Public) can be the mentor of School A (Private). At the same time, School C (Public) can benefit from the relationship with School D (Private) by taking the school as the mentor on certain becomingness. This shows that information revealed by IQRA can assist the realization of School-to-School collaboration by identifying the potential mentor who will guide through projects and partnerships, solve problems and create opportunities for better learning. At its heart is the notion that stronger and weaker schools should work together to raise standards for the mutual benefit of both. In its report on school collaboration in 2013, the Education Select Committee, Department for Education England, noted that "school partnerships and cooperation have become an important part of what
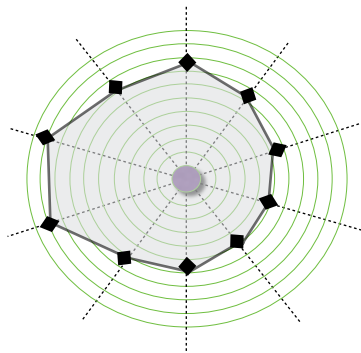
has been referred to as a 'self-improving' or 'school-led' system". A school-to-school partnership approach can facilitate collaboration and allow schools to provide resources to support each other
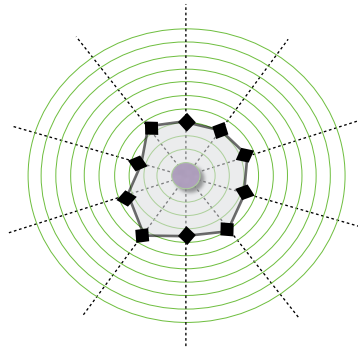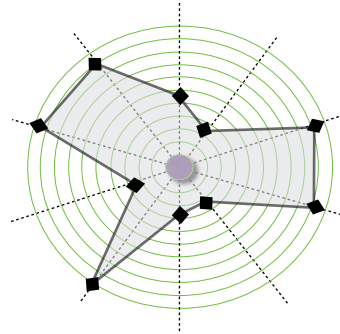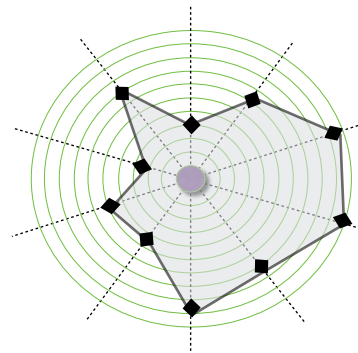
School A (Private)   School B (Public)

SCHOOL C (Public)   **SCHOOL** D (Private)

while retaining autonomy. (Department for Education)

Collaboration between institutions should be two-way. For example, the national schools commissioner, Sir David Carter, has spoken of the incentives for outstanding schools to engage with underperforming neighbors, explaining that "every school ... should be both a giver and a receiver of support" (ASCL et al, 2016) and that "there is as much, possibly even more, to learn from the teachers who have gone from special measures to good as they are from the ones who have gone from good to outstanding". Collaboration is a vital tool in the school improvement arsenal. It can be used to improve teaching and learning, leadership, and use of data and **assessment.** It works best when partners have similar characteristics, are nearby and both sides are fully committed at all levels.

When data on IQRA are shared at the international level, partner or partners from other countries can be identified and IQRA can assist to the realization of collaboration for school improvement at the international level. Insya Allah.
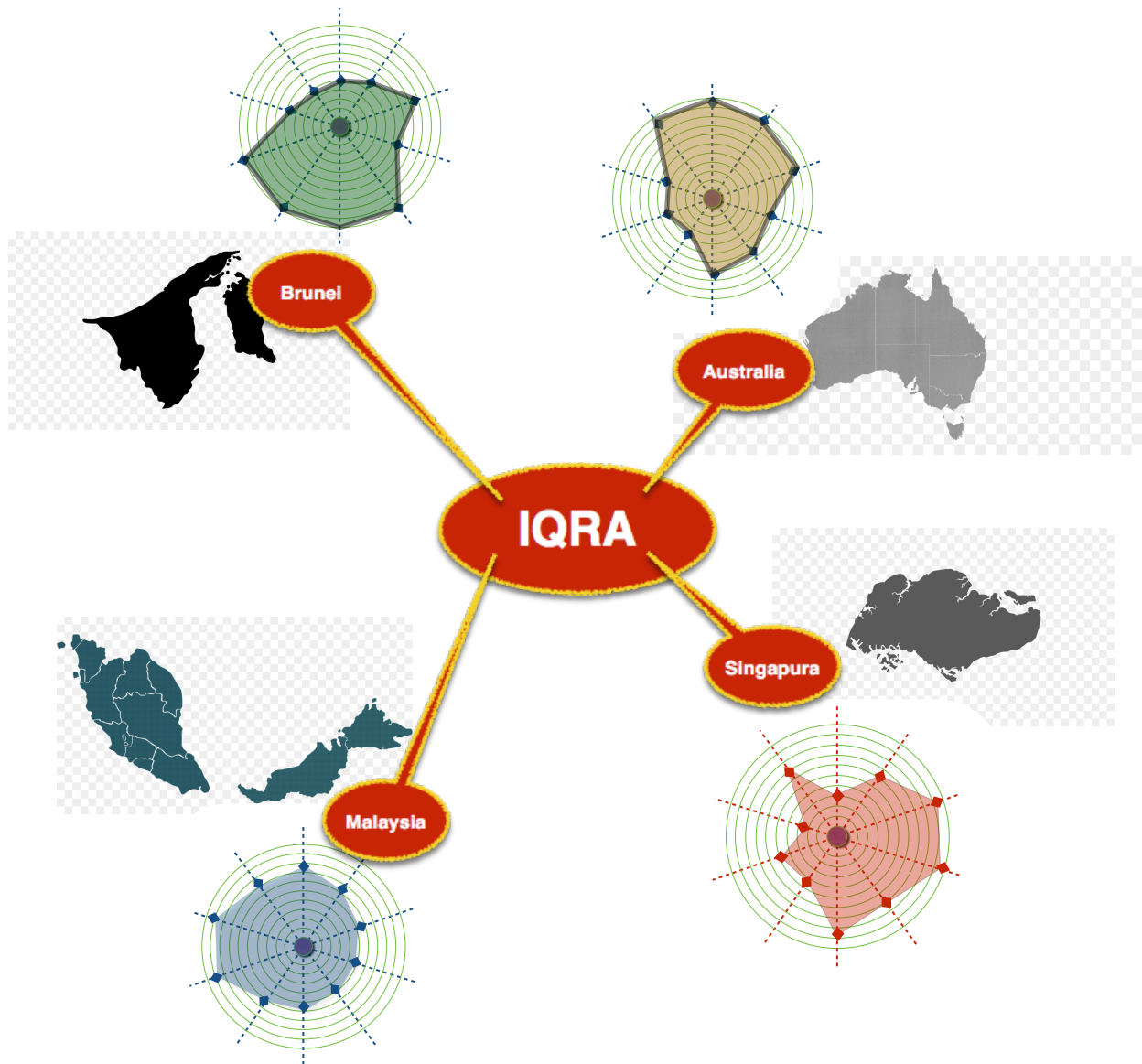
Important Note: The spider web graphs depicted are based on fictitious data. Real data have yet to be collected through surveys

7.0 Improvement towards achieving the aspiration of the Islamic Philosophy of Education

Thus, we are suggesting solutions to our institutions **by identifying a more specific area for improvement,** what and by how much, in developing students' becomingness towards achieving the aspirations of the Islamic Philosophy of Education.

As Muslims, we know that the purpose of education in Islam, is not only to develop learner's cognitive aspect, but also to harmonize the development of his physical, emotional, as well as his spiritual aspect. In the words of Al-Attas, the goal of Islamic education is to produce a good man who is able to make justice to himself, his environment and ultimately his Lord (Al-Attas: 1990).

Islamic education is defined as the recognition and acknowledgement, progressively instilled into man, of the proper places of things in the order of creation, such that it leads to the recognition and acknowledgement of the proper place of God in the order of being and existence (Al-Attas: 1990). Al-Attas further deliberated that the recognition and acknowledgement which are instilled into man is adab (encompasses manners, behavior, etiquette, protocols, conducts). According to him, adab involves actions to discipline the mind and soul as well. Adab also combines the 'ilm (knowledge) and 'amal (action) together. Hence, the goal of Islamic education is to produce a good man from whom a good society will be established. By this definition of education and its goal, it is clearly seen that the element of soul is already in our education. Human soul has been considered as an important factor in producing good men as well as the mind. However, the question that may come to mind is that: do we have the knowledge of our self or do we realize its importance and practice its purification in our life? Do our teachers understand the concept of soul and do they practice it?

In Islam, the study of human soul is very important since human soul is the essence of human being, in which he is judged based on his soul and his actions or 'amal as stated in the hadith narrated by Imam Muslim that: "God will not see into man's physical appearance nor his property, but He will see into man's soul as well as his good deeds".

When man recognize himself well, he will know that He is his creator (man 'arafa nafsahu faqad 'arafa rabbahu), Imam Al-Ghazali emphasized on the importance of knowing the knowledge of self since men's success in this life and in the Hereafter will very much be dependent on the state of his soul. He also stated that the soul is the key for those who walk on the right path (siraat al-mustaqim) and the place for the seat of goodness and badness. When someone is observing or disobeying his religious teaching, indeed, it is the work of his soul.

Based on the Islamic Philosophy of Education spearheaded by IKRAM-MUSLEH, these virtuous noble character of man must be capitalize to invite others to Islam as a complete way of life as demonstrated by the holy prophet Muhammad s.a.w. It is the Islam that embodies *salaam* (peace) within the person and bestows *rahmah* (compassion) to the creations.

In this context, (i) Pure Belief (ii) Extensive Knowledge (iii) Correct Worship (iv) Spiritual Self Control (v) Good Character (vi) Time Management (vii) Physical Strength (viii) Organized In All Matters (ix) Ability To Work Towards Financial Independence (x) Beneficial To Others are information, provided by IQRA, can be considered as the specific area that schools or educational institutions can work together to achieve the aspirations of the Islamic Philosophy of Education.

8.0   Conclusion

This paper began with a description of IQRA. The discussion then moves on to Lack of Collaboration, Improvement Through Collaboration, Public-Private-Collaboration, IQRA as Improvement Tool and finally to Improvement towards achieving the aspiration of the Islamic Philosophy of Education. At the heart of the self-improving school system is school-to-school collaboration, but how could collaboration work effectively for the benefit of everyone involved? IQRA can be the answer.

As such, IQRA provides a framework for thinking about the school improvement process that is anchored in collaboration. Also, IQRA provides the opportunity to examine how the sharing of ideas and experiences on the data would lead to improvement in teaching and learning. Real experience of collaboration recounted so vividly by participants in this project, collaboration has shown its potential to transform individuals and schools for the better. As evidence of this project suggests, the collaboration that underpins school improvement entails going beyond the superficial structural changes of reform initiatives. Collaboration should involve people in deep and meaningful relationships based on trust and respect. It will open up leadership opportunities for capacity building and support for changes for improvement. All that and more, IQRA can assist School Improvements Through Collaboration to happen – at the school level, between School-to-School, nationally and even internationally.

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