



Islamic Religious Education (IRE)

**Report for the Term
2003 – 2006**

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**THE
WORLD
FEDERATION**

OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES

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1 INTRODUCTION

- 1.1 The Strategic Plan directed the Islamic Education Board to enhance the delivery of Islamic education in our Madaris. The part-time position of Islamic Religious Education Coordinator (IREC) was created (and assigned to Nisar Sherali) to undertake the following from March 2004 for 1 year:
- to visit madaris and assess their structure
 - to enhance the efficiency of our educational institutions
 - to encourage excellence in the delivery of Islamic education
- 1.2 This report outlines the findings of the IREC, and highlights the IEB's efforts in creating:
- a vision for all Madaris
 - infrastructural support for all Madaris
 - a strong ethos for future generations through a global broad-based curriculum

2 Executive Summary

A conservative estimate by the IREC shows that the global community has over 90 Madaris with 12,000 students and 1700 teachers.

- 2.1 A ratings system was devised to assess institutions on five functional areas (see 3.8.1), each with several specific performance requirements (41 in total); the values assigned (from 0 [worst] to 3 [best] were then totalled, resulting in a score for each educational institution.
- 2.2 Analysis of the individual results showed that Madaris from East Africa / Dubai performing best (potentially due to their long establishment). Large Madaris (300+ students) are also doing better than medium-sized (100 – 300) and small Madaris (<100 students).
- 2.3 Qualitative research was also carried out – a list of individual Madaris' Best Practices has been included in this report, and has been made available to Madaris to transplant good procedures and innovations that have benefited other institutions.
- 2.4 Based upon the research undertaken and its analysis, a set of recommendations have been made; with a proposed action plan. Notable recommendations include a 'Madrasah-in-a-Box' administration package, as well as the establishment of a centralised teacher training institute. Other recommendations have been also been laid out.

3 METHODOLOGY

- 3.1 In order to assess the standard of the Madaris and make recommendations (both for individual Madaris and collectively); a Madaris rating system was developed. We rated Madaris in 5 key



“functional areas”; each with several specific “performance requirements”.

- 3.2 The rating system gave every Madari a score from 0 – 3 one each of the 5 Functional Areas, totalling 41 Performance Requirements; which are listed in Appendix 1.
- 3.3 We have assessed 80 institutions in total, with a breakdown given below:
- Canada: Edmonton, Kitchener, London, Ottawa (2), Toronto (4), Vancouver (2)
 - USA: Allentown, Los Angeles (3), Miami, Minneapolis, New York (5), Orlando
 - UK: Birmingham, Leicester, London (4), Milton Keynes, Peterborough, Wessex
 - Europe: Paris (North & South), Trollhattan, Marsta,
 - Tanzania: Arusha (2), Dar es Salaam(7), Dodoma, Morogoro, Mwanza, Tanga, Zanzibar (2)
 - Kenya: Mombasa (4), Nairobi (2)
 - Asia: Dubai, Karachi (23)
- 3.4 The Madrasa Drive for Excellence Program (MDEP) was adapted as an evaluative self-review tool for Madaris. It enabled them to:
- Measure the overall performance of a Madrasa
 - Identify areas of relative strengths and weakness

4 QUANTITATIVE ANALYSIS OF RESULTS

4.1 Analysis Methods

Each Madaris was given a rating from 0 – 3 on each of the 41 specific Performance Requirements.

- “3” = good performance
- “2” = average or fair performance
- “1” = poor performance
- “0” = a lack in the performance requirement (i.e. Not Applicable)

- 4.1.2 Each Performance Requirement was assigned a relative weight, dependant on its importance as a requirement. By multiplying the score by the weight; we can achieve a maximum score for any institution of 100 in each of the 5 functional areas – the maximum overall rating attainable through this system in 500.
- 4.1.3 By collating this data, we are able to present a ‘league table’ that measures the regional and local Madaris standards. Institutions have been assessed by their type (either Madrasa or Day School); and Madaris have been analysed individually by region and by size (see 3.6 and 3.7 respectively); but day schools have been omitted from this analysis due to their small sample size.
- 4.1.4 There are approximately 11960 students, with 1700 mu’allims, teachers and assistants. There was no great regional variation, but Karachi (Pakistan) has a greater number of students than any of the regions.



REGION	STUDENTS	MU'ALLIMS & ASSISTANTS
North America	2950	602
Europe	2494	423
E. Africa & Dubai	2531	362
Karachi	3985	299
Total	11960	1686

4.2 Assessment by Type of Institution

The average weighted score for Madaris is 359, while Day Schools have an average of 406. Madaris fall short of the maximum by approximated 150 points, whilst the Day Schools fall short by almost 100 points.

- 4.2.1 There is significant room for improvement, though this deficit may have been larger if the scale was more specific.

4.3 Assessment by Madaris' Geographic Region

Score		Total	North America	Europe	E. Africa / Dubai
Category	Score				
Below Average	0 – 320	33.33%	27.78%	30.77%	12.50%
Average	320 – 400	43.59%	50.00%	30.77%	50.00%
Above Average	400 – 500	23.08%	22.22%	38.46%	37.50%
No. of Madaris		39	18	13	8

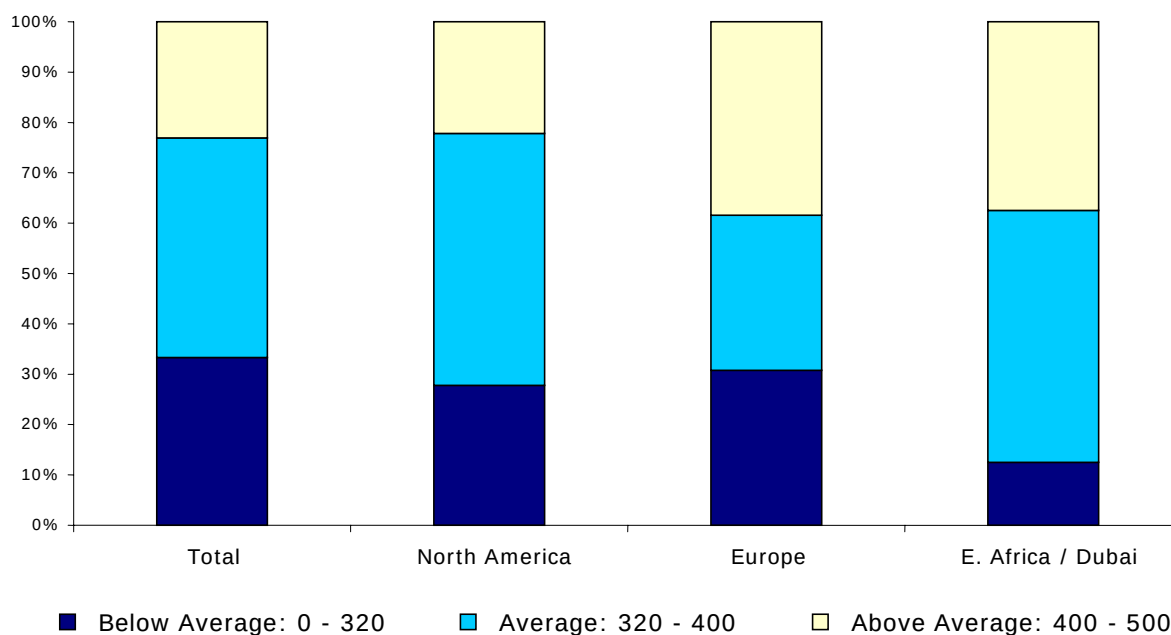
By analysing the data shown in the table above (as seen in the chart), we are able to understand that:

- Madaris in East Africa / Dubai are performing best
- European Madaris has a higher proportion of above average and below average Madaris than North America
- North America has a higher proportion of average scores than Europe

- 4.3.1 This data indicates that the longer the Madaris have been established (established first in East Africa); the more developed they become.



Differences of Madaris' Score; by Geographic Region

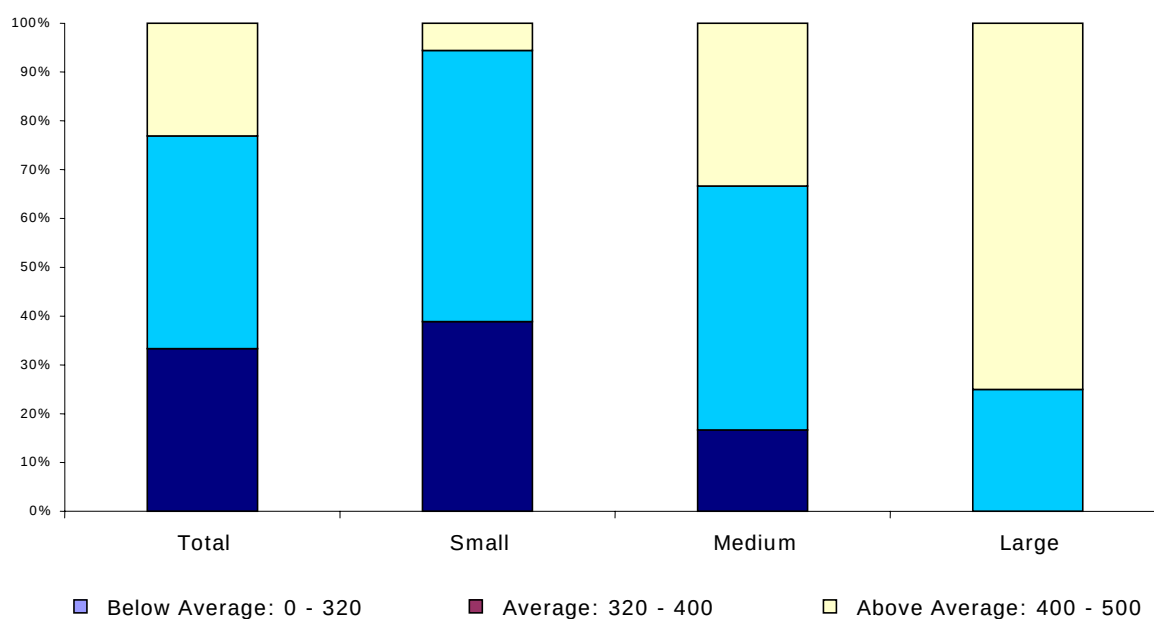


4.7

Assessment by Size of Madaris' Enrollment

The Madaris were grouped by size (with more than 300 as 'Large', 100 to 300 as 'Medium'; and less than 100 as 'Small').

Differences in Madaris' Score; by Enrollment Size





Score		Total	Small	Medium	Large
Category	Score				
Below Average	0 - 320	33.33%	38.89%	16.66%	0.00%
Average	320 - 400	43.59%	55.56%	50.00%	25.00%
Above Average	400 - 500	23.08%	5.56%	33.33%	75.00%
No. of Madaris		39	18	13	8

- 4.7.1 From the data we have gathered, we can see that:
- The larger the Madaris, the better their overall performance. A greater proportion of large Madaris have above average scores, and none have below average scores.
 - The smaller Madaris have a greater proportion of below average and average scores than medium-sized Madaris.
 - Increased size encourages Madaris to organize themselves efficiently. Smaller Madaris have struggled with manpower, and we need to support them.

4.8 Assessment of the 5 Functional Areas

From our data, we can see that amongst madaris, there is a fair amount of variation in scores both amongst and within the 5 functional areas that make up the overall score. However, amongst Day Schools, there is much greater consistency amongst functional areas.

- 4.8.1 Amongst madaris, functional areas in their descending order of scores, are:
- Finances and Financial Management
 - Organization and Administration
 - Study Programs
 - Library/Media Center
 - Staffing and Personnel
- 4.8.2 Looking at functional areas as a whole, improvement efforts have to be focused on Staffing and Personnel and Library/Media Centres. These 2 areas not only have the lowest scores but also generally exhibit greater variation amongst madaris/schools. Madaris perform above average on Finances and Financial Management.

4.9 Differences in Functional Area Scores by Region

By taking the average score for each of the 5 functional areas for Madaris in each region; we can see that (see next page).

- East Africa and Dubai has a higher average score overall
- All Madaris score worst in Staffing and Personnel; with Library / Media Centre scores also scoring poorly.

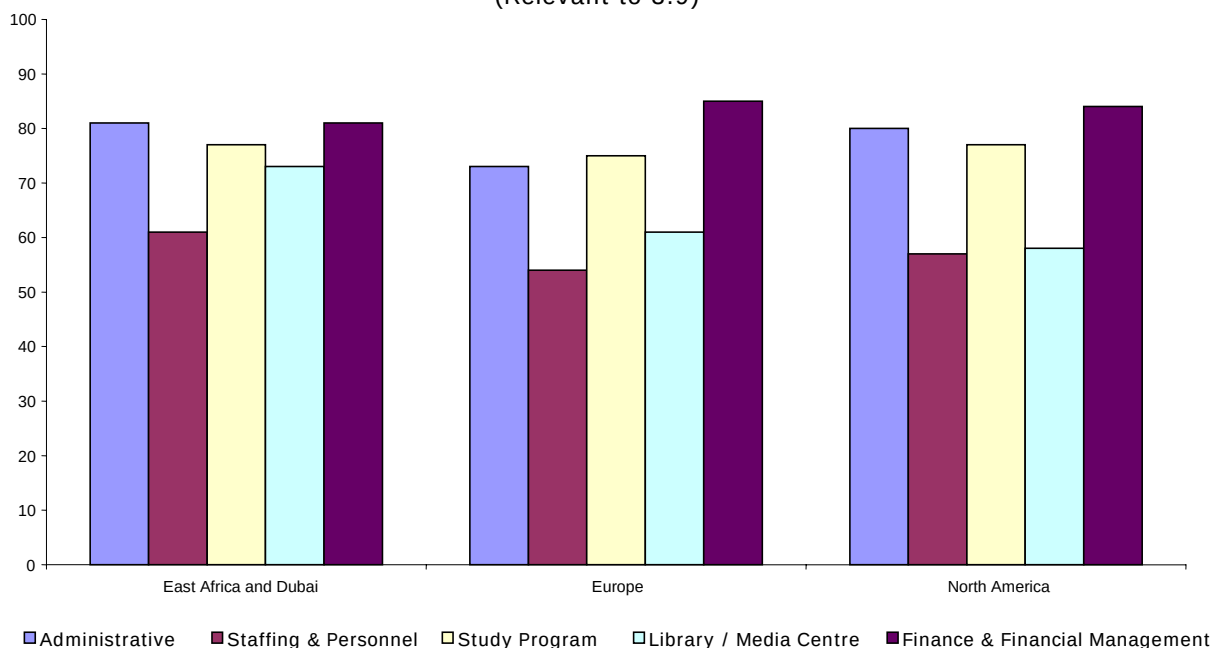


4.10 **Lowest Scores for Performance Requirements** (See Appendix 1 for all 41 Performance Requirements)

As regards the worst Performance Requirement, both Madaris and Day Schools struggled with:

- 3.9 Challenged Students
- 2.10 Inter / Intra-Madrasa Communication

Average Score per Functional Area; by Geographical Region
(Relevant to 3.9)



If individual Madaris wish to know their own scores, they may contact IEB at ieb@world-federation.org.

4.11 **Limitations to the Data Collection**

It is important to note that this data set has a few limitations, though it does provide an accurate picture of the requirements and areas of improvement for our Madaris and Day Schools. The limitations are listed below:

- It is relative and is a best attempt towards quantifying performance of madaris in 5 key functional areas; the weights.
- Does not measure the 'spiritual' dimension of the madaris. Hence whilst the scoring does indicate the level of 'knowledge' gained, it does not measure the 'character' of the same graduate or the 'ethos' and 'values' of the Madrasa in concern.



5 QUALITATIVE ANALYSIS OF RESULTS

In addition to our numerical analysis of each of the institutions, we collated a list of 'Best Practices' of individual institutions, so these could be transplanted into Madaris and other institutions globally.

5.1 Observation of Best Practices in Madaris

Our observation showed that they can boast of at least 1 practice unique to them. Some of these innovative ideas and strategies are listed below, with one practice picked from each Madrassah, not duplicated elsewhere to present to the world-wide Madaris so that they be shared globally and this is detailed in the table below. The practices are also evaluated against the MDEP functional requirements.

These functional requirements were:

- 1) Organisation and Administration
- 2) Staffing and Personnel
- 3) Study Program
- 4) Library / Media Centre
- 5) Finances and Financial Management

North America

No.	Madrassa	Description of Best Practice	Func Req.
1.	Allentown – Al-Ahad Madrasa	Islamic posters and evolution of administration forms and procedure	1
2.	Edmonton – Al-Mahdi Madrasa	Resources co-ordinator, providing support for the teachers in lesson planning	3
3.	Florida – IJA Madrasa – Miami	Development of unit plans	3
4.	Kitchener – Husayni Madrasa	Current affairs	3
5.	London, Ontario – Ahlul Bayt Islamic Centre Madrasa	Visit to multi-faith centers and raising funds for local charities	2
6.	Minnesota – Az Zahra Madrasa and Academy	Seminars for youth on Life skills Wellness part of curriculum	3
7.	Nepean, Ottawa – Imamia Madrasa	Recitation of Qur'an	3
8.	New York – Al Iman Saturday School	Arabic programs	3
9.	New York – Tawheed Institute	Taqwa games and elaborate administrative practices	4
10.	New York,	Children's Islamic games,	4



	Woodside – Al Hussein Madrasa	Board game: Pictograph	
11.	Orlando – Islamic Education Centre – Madrasa	Du'a classes – Journey of Life for final year students and Teaching Assistants	3
12.	Seattle – IMAN (Ithna Asheri Muslim Assoc. of the NW)	Administrative practices and experiential learning	1
13.	Brampton – Islamic Shia Study Centre – West Madrasa	Curriculum development and teacher resources	3
14.	Toronto – ISSC Centre Madrasa	Islamic posters and projects	4
15.	Toronto – ISSC East Madrasa	Islamic Jeopardy game, Ahlul Jannah	4
16.	Vancouver – Az Zahraa Madrasa	Qur'anic Arabic and memorization of sura and hadith	3

Europe

No.	Madrasa	Description of Best Practice	Func Req.
1.	Bagneux, France – Mohamadi Imambara, S. Paris	Youth classes by youthful Maulana	3
2.	Birmingham – Muhammadi Madrasa	Experiential learning through short suras and well equipped Library	4
3.	Leicester – Sharikatul Hussain Saturday Workshop	Handouts for teachers	3
4.	London – Hujjat Sunday Madrasa	Producing one-act plays and uploading them on madrasa.net commonly used world-wide syllabus	4
5.	London – Hujjat Saturday Workshop	Lesson plans and lesson delivery. Student publish illustrated stories from Qur'an	3
6.	Milton Keynes – Zainabiya Madrasa	Interfaith activities. External inspectorate	2
7.	N. Paris – Sani e Zehra Madrasa	Senior students tajwid and translation class by an Iraqi Univ. student in French	3
8.	Peterborough – Husaini Islamic Centre	Detailed administration process and procedure	1
9.	South London – Hyderi Islamic	Elaborate and comprehensive newsletter	3



	School	by students and teachers	
10.	Sweden – Madrassa-e- Zainabiya, Marsta	Youths and scientific theories related to Islam	2
11.	Wessex – Al Mehdi Centre Madrasa	Transposing ayats from the Qur'an on nature into photography	2

East Africa / Dubai

No.	Madrasa	Description of Best Practice	Func Req.
1.	Arusha – Yadgare Murtazawi Madrasa	Du'a (you mean dua) creative projects by the students	2
2.	Dar es Salaam – Husayni Madrasa	Curriculum development according to age level of students and individual training of assistants	2
3.	Dubai – Al- Madrasa Al- Muhammadiya	Record keeping and teacher mentorship	1
4.	Mombasa – Husayni Madrasa	Teacher training by 'alim and IRE in school curriculum	3
5.	Mwanza – Husseini Madrasa	Administrative practices. Preparing students for Qur'an recitation at competitions #1.	1
6.	Nairobi – Haydari Madrasa	Curriculum and workbook for all grades including student activities. Excellent library	2
7.	Tanga – Ja'afery Madrasa	Salaat observation charts	3

5.2 It was encouraging to note that Madaris are attempting to prepare youths to study within secular schools and encouraging Interfaith groups to discuss about Islam. Printed material is available via MNET.

6 CONSULTATIONS

We consulted with mu'allims and administrators after making a PowerPoint presentation on "The Role and Responsibilities of the IREC", by dividing them into groups to deliberate on the following areas and offer their suggestions for consideration:

- Improving Madrasa Administration
- Enhancing Delivery of Islamic Education
- Recognition of Students, Mu'allims, and Administrators
- Promotion of Culture of Excellence and Lifelong Learning



- Sharing Best Practices

6.1 Improving Madrasa Administration

It was recognised that each madarasah has adopted its own administration system, some with greater progress than others. Elaborate forms and record keeping electronically have also been developed by other madaris.

- 6.1.1 A universal administrative system via “Madrasah-in-a-Box” was proposed. It would contain advice and materials to help start up a Madrasa, hard- copies and CDs of forms to be used, how to evolve mission statements and provide samples from various madaris.
- 6.1.2 It was suggested that the teachers may require remuneration, and also that the Administrators should ensure punctuality, as well as phoning ahead of time if teachers are to be absent.

6.2 Enhancing Delivery of Islamic Education

Since the chalk-and-talk strategy is not the best method of teaching, projects like Open Madrasa Project (OMP) and Madrasa Teacher Training Institute (MTTI) were highlighted as good programs to re-invigorate the educators.

- 6.2.1 IEB has begun collaboration with the Madrasa Teacher Training Institute (MTTI) in Toronto. This program has, for 14 years, taken madrasa graduates and trained them to become Assistant Teachers and eventually take up the position of full fledged teachers in the Madaris. The Mu'allims recommended that the MTTI seek professional accreditation with institutes of higher education.
- 6.2.2 In order to make it accessible world-wide, IEB sponsored the program with equipment and offered to host the lectures; which may now be viewed online (<http://www.ieb.world-federation.org/MTTI>).
- 6.2.3 In order to supplement any future work, the IREC will create a database of our educational institutions, Mu'allims and teachers, and professionals within and outside of the community to participate as volunteer, trainer, and consultants. The aim is to encourage Mu'allims, teachers and Madaris to get to know each other and stimulate communication and networking between each other.
- 6.2.4 The commitment and dedication of the Mu'allims at weekend was superb; but resource constraints do limit the actions of both tutors and administrators. It was suggested that we alleviate the burden of planning and researching lessons, and instead allow the teachers to focus on sharpening their delivery techniques. The following ideas was suggested:
 - Graded text books according to age level
 - Produce high quality, supplementary text and activity books



- Motivate and stimulate students via on-line learning and teacher training
- Monitor and share syllabi between Madaris

6.2.5 Currently a lot more needs to be done to standardise the curriculum across all our Madaris. Currently, many Madaris base their curriculum on those provided by madrassa.org and madrassa.net. This standardization is eagerly awaited by our Madaris.

6.2.6 It was noted that many Madaris are located in make-shift accommodation, and would benefit from the use of regular classroom facilities.

6.3 Recognition of Students, Mu'allims, and Administrators

Madaris work via a triangle of collaboration (the home has to work closely with the institution at the base; to educate the student at the apex). Recognising the achievements of all three constituents is paramount in developing the tripartite the relationship.

6.3.1 Suggestions were made by the participants, and they are listed below:

- Annual Dinner to recognize the hard work of teachers
- Retreats for teachers
- Student of the year to be sent to a course or ziarat (for free)
- Networking MNET chat room for students
- Inter-schools academic and sports competitions for juniors, intermediates and seniors
- Teachers exchange with other Madaris

6.4 Promotion of Culture of Excellence and Lifelong Learning

During discussion it was noted that a major concern was that we do not equip our future generations with the tools to combat Islamophobia and negative attitudes towards Islam; whilst also showing the spiritual dimension of Islam, to counter the promotion of lifestyles contrary to the Islamic way of life in secular schools.

6.4.1 It was suggested that the curriculum should contain these modules / units; and a number Madaris have launched classes in this area, such as "Life Skills", "Current Affairs", "Islamic Art and Architecture" and "Muslim Contribution to Civilisation".

6.4.2 Many teachers noted that there was limited time to cover the current syllabus, never mind any additions. Suggestions included extending the Madrasa time or add more years before a student can graduate.

6.5 Sharing Best Practices



We have highlighted a few of the innovations we saw in our assessment in this report, and we are working to gather more and present them to the Madaris. Madaris all have similar needs (see section 3.8.1 and section 3.10) and are working toward a common goal – and by transplanting best practices; we can ensure not only improvement today, but also provide incentive for innovation.

6.5.1 Other suggestions made by the community were:

- Youth camps to be regulated under one umbrella organization and a curriculum framework be developed to ensure progression rather than repetition year after year.
- Youths at university to be encouraged to participate in the production of various current affairs units to be taught in Madrasa
- Career counseling offered to the youth in the Madaris by qualified professionals (preferably from the community)
- Teach the concept of love of Allah rather than the fear of Allah
- Bring the Youth back into the Madrasa through organized lectures and seminars, arranged by the youth themselves.

7 RECOMMENDATIONS

7.1 Curriculum Development

This report attempts recommends the development of a robust global curriculum that encapsulates regional variation, modern methodologies, support material for students, teachers and parents; whilst retaining the core knowledge of Dinyat and Tareekh that exist in current curricula.

7.1.1 All major curricula that exist today lack the 'Aqaed' and 'Theological' subjects that must be captured in any future curriculum design, as well as ensuring that the new 'Current Affairs' units are also included.

7.1.2 Alongside the new curriculum, we should look to develop standard textbooks and performance metrics, highlight areas of concern.

7.2 Teacher Training Institute

There is a dire need for a tailor make teachers-training program. Whilst the MTTI is a promising beginning, the longer term vision should incorporate a fully state-of-the-art teachers training centre that would cater for the needs of the 1700 teachers globally. IEB proposed replicating the MTTI and establish Teachers' Training the regions.

7.2.1 We should also look to develop teaching aids and other materials. With a collaborative plan, we can encourage the Madaris to work together and network amongst themselves. On this front, we propose that a conference of Madrasa Heads / Principals take place, where the implementation of these ideas discussed.



7.3 Administrative and Infrastructural Support

It is recommended that a budget be set aside for the next term; dedicated to fulfilling the administrative and infrastructural support required to support the Madaris in their development.

This budget will be bolstered by funds required for curriculum development and establishment of a teachers training institute.

8 ACTION PLAN

This report details many interesting points of action, and we have proposed programs to facilitate development.

8.1 Staffing and Personnel

The objective is to develop local Madrasa capacity to facilitate the creation of future generations of teachers/assistants. This can be done through:

- MTTI will develop portable courses and hold them periodically in each region/large madrasa
- Develop local contacts who have expertise with MTTI
- Develop appropriate manuals to address specific issues
- Develop teachers' network through MNET and biennial conferences

8.1.1 A breakdown of the estimated resource requirement is given below:

Travel for 4 annual sessions (1 week duration), 4 regions, 2-3 trainers @ \$2000 each	\$ 16,000-24,000
Miscellaneous materials and manuals	\$ 10,000
Part-time liaison person to administer the course ...	\$ 5,000
Total annual estimated investment	\$ 31-39,000

8.2 Organization and Administration

The objective is to develop capable local educational leaders who can lead Madaris effectively, with vision and direction. This can be achieved via:

- Holding leadership / facilitation courses in each region with Madaris education focus
- Develop leaders through networking (e.g. biennial conferences, e-mail groups)

8.2.1 A breakdown of the estimated resource requirement is given below:

Travel and fees for 4 annual training camps (2/3 days) 4 regions, 1 trainer	\$ 10,000
Miscellaneous materials and manuals	\$ 10,000
Part time liaison person for administering course	\$ 5,000
Total annual estimated investment	\$ 25,000

**8.3 Finances and Financial Management**

The objective is to develop a financial manual (Madrassa-in-a-Box) that can be used by Madaris as guidelines. The proposed program will require the formation of a committee of 5 persons with following expertise to develop a reference manual: Accountant, Lawyer, Administrator, Business person, an Educator.

8.3.1 A breakdown of the estimated resource requirement is given below:

Part-time administrator & Secretary	\$10,000
Miscellaneous printing costs	\$10,000
Total annual investment	\$20,000

8.4 Library / Media Centre

The objective is to develop and facilitate a policy for the acquisition of resources and texts. The program would require:

- Library software that WF can negotiate bulk acquisition with support for distribution to Madaris (with financial participation from Madaris)
- Identify good reference texts arrange for bulk acquisition (through community booksellers) in phases for distribution to Madaris
- Identify uniform cataloguing system (suggest an established system, e.g. Library of Congress, Dewey Decimal Classification, etc.) to enable easy input for Madaris.

8.4.1 A breakdown of the estimated resource requirement is given below:

Service of a retired librarian	\$ 15, 000
Software Acquisition Subsidy	\$ 15, 000
Books acquisition subsidy	\$ 25, 000
Total annual investment	\$ 55, 000

8.5 Communication with Parents and Other Madaris

The objective is to develop the Tripartite relationship between teachers, parents and students; and forge links with other Madaris especially within the same region. This can be done by:

- Developing a generic handbook that lays down the expectations of all stakeholders that can be modified and customized by each madaris to suit their needs
- Publishing 'Tripartite Exchange' that will serve as a periodic parent/teacher communication magazine / newsletter
- Developing a quick reference tripartite relationship enhancement tips (from the best practices in this report and others)
- Instituting a means of sharing and communicating with other Madaris.



- 8.5.1 A breakdown of the estimated resource requirement is given below:

A part-time tripartite co-ordinator (for one year period to develop the program and materials)	\$10, 000
Printing of handbooks and miscellaneous investment	\$10, 000
Tripartite Exchange quarterly publication*	\$16, 000
Total estimated annual investment	\$36, 000

Annual Conference for teachers, administrator and parents
\$ 23, 000

* (full/partial investment can be recovered through ads and sponsorships)

8.6 Overall Costs and New Curriculum

The total proposed investment in our worldwide Madaris for 2006/07 fiscal year (excluding curriculum development) is \$190,000 - \$198,000.

- 8.6.1 The costing on the curriculum development (including publishing texts and support material) is significant, and a separate project plan is required for this exercise.



9

APPENDIX 1

The 5 Functional Areas and 41 Performance Requirements.

- Administrative
 1. Governing Body
 2. Vision and Mission Statements
 3. Administrative Structure
 4. Administrator(s) Qualifications
 5. Leadership Responsibilities
 6. Madrasa Policies
 7. Madrasa Rules & Regulations
 8. Conflict Resolution & Disciplinary Action
 9. Record Maintenance
 10. Physical Facilities
- Staffing and Personnel
 1. Staffing Adequacy
 2. Teacher Qualifications
 3. Teacher Expectations
 4. Teacher Assignments / Rotation
 5. Teacher Evaluation
 6. Teacher Training
 7. Recruitment Program
 8. Grooming Program (Teacher Assistants)
 9. Parent-Teacher Communications
 10. Intra / Inter Madrasa Communications
- Study Programs
 1. Course Offerings
 2. Course Curricula
 3. Teaching Philosophy
 4. Teaching Strategies
 5. Teaching Materials
 6. Research Projects
 7. Student Evaluation / Assessment
 8. Honouring Students
 9. Challenged Students
 10. Co-curricular, Extra-curricular Activities
- Library Media Centre
 1. Centre Facilities
 2. Resource Availability
 3. Acquisition Policy
 4. Resource Cataloguing
 5. Operational Procedures
- Finances & Financial Management
 1. Income Streams
 2. Annual Budget
 3. Expensing Authority / Procedures
 4. Account Auditing
 5. Liability Insurance
 6. Long-range Planning



9.1 APPENDIX 2

The following table shows the average score per functional area, and a grading by region.

Region	Students	1	2	3	4	5	Total	Grading
Africa & Dubai	6187	81	61	77	73	81	373	Fair
Europe	2498	73	54	75	61	85	349	Needs Improvement
North America	3794	80	57	77	58	84	357	Fair
TOTAL	12479	78	57	76	64	83	359	Fair