There is need for a meaningful and sustainable interaction between Islamic and Western secular education, especially in the era of decentralization and increased demand for new competence at local levels” (Iddrisu 2005 p53). In the case of Ghana, “sustainable interaction” has certainly come about through the establishment of Integrated Public Schools, which marry Western and Islamic traditions in the form of government regulated, privately managed and jointly funded public religious schools. This research is concerned with the quality of that interaction and in particular its meaningfulness to those most responsible for shaping and managing it. Using qualitative data (via interviews and focus groups) from integrated public school teachers, proprietors/school directors and parents as well as ‘ulema (Muslim thought leaders or intellectuals), this presentation explores how stakeholders interpret, enact and ultimately draw meaning from the blending of these different educational traditions at the school level and community levels.