



JAQ Education Trust Annual Highlights 2009-10

Overall Goal

The JAQ Education Trust promotes literacy and primary education among children in the lowest income communities in Pakistan, providing them an opportunity to develop their human potential and to become productive members of society.

A summary of our activities and achievements during the academic year 2009-10, as well as profiles of a few of our students are presented below:

Achievements during 2009-10

Academic

- Provided free primary education through eight informal community-based schools to 1042 students, of which 36% were girls. Total enrollment remained stable over the year, with a 10% increase in the proportion of girls. 84% of the students passed the annual exam, a 5% improvement over the previous year.
- 29 PK students (including 8 girls) passed the class 5 exam conducted by the Federal Directorate of Education this year. 25 students (including 6 girls)¹ were mainstreamed into the formal school system, continuing their education in class 6. In addition, 80 of our students from lower classes (including 25 girls) transferred to formal schools during the year.
- Continued providing educational stipends to: 30 deserving students in Rawalpindi and Hafizabad; 4 former PK students continuing their education beyond class 5; and to 1 former PK girl student for vocational training.

Extra Curricular

- Expanded extra-curricular activities: organized a PKSS inter-school cricket tournament; arranged field visits to the flower exhibition at the Rose and Jasmine Garden and to nearby farms and Iqbal Day and Quaid-e-Azam Day events at all PK schools.
- PK students participated in an international painting event at F-9 Park, with the paintings to be exhibited in Germany.
- PK students were also invited to participate in the Gogi cartoon program at the National Arts Council.

¹ Remaining 2 girls are studying in Class 6 at PKSS in PK7

- Introduced drawing classes for older students in 3 schools and cooking classes for all ages in two schools.

Student Welfare

- We distributed new uniforms to our students after a gap of a few years, thanks to a generous donation provided by one of our regular patrons.
- The JAQ Trust continues to provide nutritional supplements to PK students. Traditionally this has been in the shape of weekly portions of milk and fruit. However, due to insufficient funding, we were forced to discontinue the milk supplement from March 2010. We hope to restore this as soon as our financial situation permits.
- We facilitated our students' access to government sponsored preventive health programs: specifically the government's Polio immunization and vaccination drives during the year.

Community Engagement

- In addition to the regular parent teacher association (PTA) meetings held in all PK school communities, we introduced separate PTA meetings for women in the Pathan communities, to encourage greater involvement by mothers in school affairs.

Staff Employment and Benefits

- We continue to provide employment as PKSS teachers to educated youth from local communities, along with financial support for continuing education, specialized teacher training and computer skills, and a career path for professional growth. Over the review period, 27 teachers (including 17 women) were employed in the PK school system. Six of our teachers continued to pursue higher academic qualifications with the Trust's financial support.
- We introduced the position of teacher aides for the Katchi (prep) class this year, drawing primarily from our own pool of primary school graduates. Three former PK students (including one girl) are currently employed as teacher aides. The teacher aide position, which basically utilizes the contribution of under-matric (high school) students, helps PK school teachers, of junior-most classes, to manage the youngest age group in school, and also provides an income earning opportunity and continued involvement in the PK schools to former students.

Infrastructure

- We made incremental improvements to the physical infrastructure: installing steel pipe columns in place of wooden poles in 11 school sheds (about half of

the total) to improve structural safety and durability; we also added a toilet at PK-7 and strengthened the store sheds² at 2 PK schools.

New Initiatives

- We started offering vocational training (sewing classes) for older girls and women in two PK communities. 32 women were trained.
- Through the concerted inputs of a PKSS supporter and educationist, we developed and introduced a formal ethics curriculum. These included messages on personal health and hygiene, cleanliness of school, home and community, and the importance of ethical values and behaviour. The messages are imparted through an interactive, experiential methodology using story-telling, drama, songs and art. This is part of our efforts to strengthen citizenship.
- Through an ongoing collaboration with DIL (Developments in Literacy) we continue to train our teachers in new teaching methodologies, with a special focus on foundation classes (katchi and pakki – prep and class 1).
- We partnered with students from the Islamabad College of Arts and Sciences (ICAS) to deliver supplemental summer courses in English, Math and Arts at school PK-5.

Impacts

- We are beginning to see a change in community attitudes towards the importance of education:
 - There is greater willingness among parents to send children to school, and noticeably less resistance to the schooling of young girls.
 - In some communities, there is increased parental support for girls continuing their education beyond class 5. However, we continue to face challenges in the more conservative communities, particularly those from rural Pathan backgrounds.
- We are seeing greater interest and engagement of parents in their children's academic performance.
- Anecdotal evidence suggests that PK graduates/students have access to a wider range of livelihood options compared to their unschooled peers.

Finances

- Our operations are entirely financed by the generous donations of our patrons and trustee contributions. The Trust's annual financial statements are audited

² Small steel sheet store sheds have been erected in each school to store school equipment such as mats, black/white boards, books/stationery, charts and other school equipment after school hours.

by an independent chartered accountancy firm and posted on the Trust's website at www.jaqtrust.org

- Our overall income and expenditures during the year, based on the un-audited 2009-10 cash based accounts are summarized below:
 - total donations received during the year were Rs. 3,229,260 (US\$ 38,170).
 - total expenditures were Rs 3,415,105 (US\$ 40,370)
 - average annual expenditure per student was Rs 3,277 (US\$ 39)³.

Management

- A seven member Board of Trustees directs the overall affairs of the Trust. Day to day operations are managed by the Principal and the school management committee (SMC) comprising head teachers of each school.
- Our Trust Deed was amended during the year to comply with the good practice guidelines provided by the Pakistan Center of Philanthropy (PCP).

Future Plans

In September 2010, we completed 10 years of successful operations since the formal registration of the Trust. In the coming year we plan to:

- Emphasize a more broad-based curriculum to help our students develop well rounded personalities. This will include ethics training, more extra-curricular activities and an expanded vocational training program.
- Continue the strengthening of teacher capacities.
- Pursue further improvements in physical infrastructure – to the extent possible, based on available funding.
- Register with the Pakistan Center of Philanthropy (PCP) and the Central Board of Revenue to allow tax exemption on donations to the Trust.

How you can help

The JAQ Education Trust needs your generous donations to continue and expand its work. You can:

- | | | | |
|---------------------------|-------------------|----|-------------|
| ▪ Sponsor a Child ... | for Rs 4,300/yr | or | USD 50/yr |
| ▪ Sponsor a Classroom ... | for Rs 125,000/yr | or | USD 1500/yr |
| ▪ Sponsor a School... | for Rs 550,000/yr | or | USD 6500/yr |

³This reduced figure takes into account the fact that we discontinued milk supplements to meet the financial shortfall.

A donation in any amount is welcome. Your checks made out to ‘Jamshed Akhtar Qureshi Education Trust’ should be sent to one of the authorized Trust representatives whose contacts are provided below. Kindly include your name, address and an email contact so that a receipt can be issued and your name can be included on our distribution list. Donations can also be sent directly by wire transfer to the following bank accounts in Pakistan, under intimation to one of the authorized representatives for a receipt.

Bank Information:

Bank Name: Muslim Commercial Bank (MCB),
Address: F-10 Markaz Branch, Islamabad, Pakistan;
Swift Code: MUCBPKKA
Name of Account: Jamshed Akhtar Qureshi Education Trust
Pak Rupee Account No: 1406-02-01-002051-6;
US Dollar Account No: 1406-02-02-000256-1

Contacts for authorized representatives:

In Pakistan:

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PKS Student Profiles

Meet with Nadia Tahir



Nadia Tahir's family shifted to Islamabad from Faisalabad in search of employment. Nadia's father found some work and the family's economic condition improved. They rented a small home in the Golra area.

Nadia has two sisters and four brothers. She was very fond of learning, but family finances did not allow for her education. During one of the PKSS routine community surveys, the PK staff met with Nadia's family members, and discovered her

desire for education, but that her parents were unable to send her to school due to lack of finances. Nadia's mother also informed the teachers that Nadia has to help her at home. The PKSS staff then informed Nadia and her mother that her education would be free of cost as the PK schools not only provide free schooling, but also take care of all related expenses, including books, stationery, uniforms etc. Her parents were overjoyed and agreed to send their daughter to school, hoping this would give their child a chance to make something of her life.

Nadia came to school daily. From the beginning she was neat and tidy in appearance, and with time and the teachers' continued reinforcement on cleanliness, she became even more careful about remaining tidy. Nadia would share her school experience with her parents daily after coming home. Her parents were also very happy to see their daughter learning with such enthusiasm. Seeing this, Nadia's parents felt that now they must send their other children to school also and enrolled them in the PK school as well.

Nadia began to read and learn regularly and works hard. She always stands first in class and also helps her other class fellows with their studies. Nadia also takes part in extra-curricular activities, especially drawing which she is very fond of. She participates in all the drawing competitions and always wins a prize. Nadia is now in class 5, and also teaches her younger brothers and sisters. She has learnt a lot from her school experience, and values the exposure she has received to not just academic learning, but also an appreciation for issues such as health and hygiene, a clean environment, respect for elders, and helping others. Nadia keeps track of the daily home expenses and advises her parents on expenditures.

Nadia wants to study further, and become a teacher after completing her education so that she is able to give others a similar chance.

I want to become a Nurse

I am Salma. I want to become a nurse. One day my brother's wife fell ill and I took her to the clinic. She could not speak Urdu and was unable to explain her medical condition to the doctor, who could not understand her problem. I was very young at the time and also could not speak Urdu. From that day, I dreamt of being a Nurse so that I might treat and help patients. I belong to a village near Kohat, named Sheikh Banda. Facing unemployment and poverty, my parents left Kohat and shifted to Islamabad, renting a place near Golra Station.



Life in Islamabad was very different from that of our native village. Most of the girls and boys went to school. I would watch them going every day early in the morning. I very much wanted to learn and go to school like them. But there is no tradition in our family to send girls to school.

One day, I was going to somewhere with my mother, and passed in front of the Pehli kiran School, where I saw girls and boys studying. As I watched them standing near the school entrance, a teacher came out and softly asked my name. She also talked to my mother, asking if I wanted to come to school. I told her how much I wanted to learn. But my mother told her we do not teach our daughters. I began to cry, but my mother roughly took me away. A few days later, we again met a PKSS teacher on her way home after school. She stopped to talk to us and asked if she could come to our house to talk further. She spent a lot of time trying to explain the value of education to my mother. After some persuasion, my mother finally agreed and I was admitted to the PK school.

I was very regular in my studies. I always stood first in class from katchi to class 4. I was also very fond of taking part in extracurricular activities and took first prize in sports and debates – I particularly liked the frog race. My teachers were also very happy with my performance. When I was studying in class 5, I worked harder than ever to pass the Federal Board exam. At last I passed my 5th class exam with good marks, getting A-Grades. My parents and teachers were also very happy on my success. I wanted to study further but my parents were not keen. The PKSS teachers again helped me and persuaded my parents to agree to my continuing studies. So I took admission in class 6, in a Middle School situated at Dheerk Mori, Islamabad. I continued to do well in my studies and in extracurricular activities. I again stood first in class 6.

After some time my parents arranged my marriage with my cousin in a 'wata sata' (sibling exchange marriage). I gave in to my parents' decision. But sadly, my marriage did not last. I was divorced by my husband and I shifted back to my parents' home. The family was very upset. The PKSS teachers again helped me through this difficult time. When they heard about my situation, they asked me if I was interested in becoming a teacher aide. I happily agreed and began to work as a teacher aide in my old school. At the same time the PKSS staff helped me to get admission in class 10. I am on my way to achieving my dream – some day I hope I will become a nurse.

Story of (Waseem Yousaf)

My name is Wasim Yousaf. I belong to Jhang. I came to Islamabad with my family to look for better employment opportunities. We live in a little hut near Golra, close to the Pehli Kiran (PK) School. I have three brothers and three sisters. Our life was very basic and we were not at all aware of the importance of education. We did not know what learning was about. We thought that the purpose of education is to pass the time.



After a while, some teachers from PKSS surveyed our community. They met us and our parents and told us about the importance of education. Our parents told them that there was not much future after completing education as the children were not likely to become officers. The only hope is in our employment. But when we saw other children going to school, we gradually became interested and asked our parents to send us also. So our parents finally agreed to let us go to school, especially as we were told that PKSS

provides free education and also bears all other school expenses.

We slowly started understanding the importance of education. My brother Naeem and I would come to school regularly. I stood first in katchi class and got prizes. I was also fond of extracurricular activities, especially cricket and drawing. Our parents were also happy to see this. I became very fond of my studies and my teachers told me I was an intelligent student. The school environment helped change my thinking and also improved my habits in simple things like manners of eating, drinking, respecting others. After some time my parents began to send my other brothers and sisters to school also.

Before coming to school, our living conditions were not very good. My father used to drink a lot and my mother worked as a servant in a house to bear the household expenses. With a few years of schooling I changed myself and also made an effort to keep the house neat and clean. On seeing the improvement in me, my parents tried to change their behavior also. They began to understand the importance of education, and to earn for their children. Now my parents want me to study computers.

I am in class 5, and hope to pass my board exam with good marks.

Summary Profile of PK communities

Community pk 1.

PK-1 is the oldest of the Pehli Kiran school communities, located near the E-11 sector of Islamabad. The first Pehli Kiran school started operating in this community about 15 years ago. During this period, the community has been relocated twice, but has remained within the same vicinity. While other ethnic groups have taken up residence nearby, it remains a predominantly Punjabi community, with most of the settlers originally from Sargodha and Jhang. They speak mostly Punjabi or a mix of Urdu and Punjabi. On moving to Islamabad they took up residence in this katchi abadi, hiring a jhuggy for Rs.300 a month.

The men are daily wage earners, most of who go around Islamabad picking up empty bottles, old newspapers, used cartons etc. A few of them work as semi-skilled labor - painters and carpenters – with slightly better daily wages (approx Rs.300 daily). The majority of women work as domestic labor in at least two to three bungalows daily, in the nearby sectors. They earn approx Rs.100-Rs200 daily – cooking, cleaning, washing clothes, dishes etc. Pehli kiran school provides free education to their children, starting about 15 years ago. The community faces great problems in obtaining drinking water as well as water for daily use for cooking, cleaning etc. Each family has about 2-5 children.

Community pk2.

It is also an old community settled in Golra near Railway Station and nearby places about 20 years back. The people of this community hailed from Mardan, Peshawar and Afghanistan etc. All of them spoke pushto. Most of them started working at the stone machine who crush stones and cut them into required sizes. These small factories are in I-10 & I-9. All of them were deadly against formal education of girls and also boys but preferred boys to be admitted in Madrassas to learn (Cramming) the holy Quran without understanding and paid nothing. By and by they were convinced and felt the importance of education and started the formal education of their boys in different schools including Pehli Kiran. The present survey discloses that a few %age of girls (about 20 to 30%) also started formal education but only upto class 5. Pk school # 2, was at the top for providing them absolutely free education. As the settlers could afford the building rent therefore, they started living in houses and also got their sons and girls admitted in Pakka schools and for which they paid building rent. Most of the people have wells in their residences therefore, there is no water problem. Each family has 3 to 6 children.

Community pk3

This community was slightly different from the community of pk1 but as this school was opposite F-11/2 in a vast area having a mosque and a large numbers of huts ready for rent. Therefore, pk school no 3 was introduced with steel infrastructure about 8 years ago. There was also a great problem to get drinking water or water for necessities of life. The M.T. took maiden step to provide a tubewell to this community free of cost. The people of community along with their children pray to God at least 2 to 3 times daily and regularly on Friday in their locality mosque controlled by Mr. Zahoor who also resides in a small room attached to Mosque. A few men are taxi drivers and painters therefore, their earning is better and now they had started living in one or two rooms quarters made of blocks. In future this community will be called as F-12. Each family has 2 to 5 children.

Communities Pk4 & pk8

This community is located to dead end of Margalla Road, at F-11 on one side is Headstart surrounded by expensive building and on the other is Katchi abadi having a vast open ground in which pk 4 is located. The community hailed from Afghanistan. The settlers live in jhuggies and have wells on short distances. They speak pushto and can hardly understand urdu. In between the two settlers there is small rivulet. Their custom is also not to educate their sons & daughters. Early marriages is their favourite custom, each family has four to eight children. Most of the earning members are daily wage earner in Sunday Bazaar.

Community of Pk5

This community is opposite to F-11/1, St.1 where pk5 is established with 200 students out of which 36% of girls which varies from time to time. Most of settlers are Punjabi speaking. They are also daily wages earners. Some of them are vendors, painters, carpenters, masons, security guards, and taxi drivers. The females work in bungalows as domestic workers (cleaning, dusting, cooking, dish washing, watering the plants, attending the visitors at the main gates when the bell rings). The standard of living is much better of this community. All of them live in rented one to three rooms quarters made of blocks.

Communities of Pk6 & Pk7

The communities live across the railway line but near the boundary of Islamic International University. They pay nothing as land rent and live in the huts. They hailed from Afghanistan and tribal areas. They speak Pashtoo and hardly understand Urdu. Early marriage is also their favourite custom. Most of the women live in huts and their burqa from top to bottom. Their men do not allow

them to go out of the huts. They have to live there for 24 hours. Before, dawn they go to nearby fields for urine and etc outlets. The women rear cattle and arrange fodder for them. Their men go to vegetable and fruit market. Some of them driver and they have their own construction heavy machinery. Their children work as loader and unloader. They hesitate to get education. The PTA meetings are always without females. Pk 7 is exception as most of the females attend the PTA meetings and also come out of the houses as and when required. They have also tube well but the male of PK-6 get water from CDA pipelines which they break from time to time according to their need and choice.