

Qurban & Surraya Educational Trust

**Annual Report
April 2020- March 2021**

INFORMATION ABOUT THE TRUST

Type of Organization: A registered educational trust

Age range of pupils: 3-21years

Gender of pupils: Female/Males/Female Adults

No of students: 5005 (varied due to Covid)

No of staff: (teaching) 283, (non-teaching) 42

School address: Qurban School & Degree college Trust, Walton Rd, Lahore Cantt

Telephone number: 042 6669442

Name of Patron: Mrs Surraya Khanam

Name of Administrator: Abaida Mahmood

Aims & Purposes of our Institution:

- To provide good quality education to all and to prepare them to become good humans so that they can take an effective role in personal, national and international development.
- To provide free education to all orphans and needy.
- To provide free in service teacher training to all our staff and to offer the programme to teachers of other schools, nationally.
- To help parents, especially mothers to learn and develop various skills e.g. child development.
- To screen children's eyes and to prevent them suffering from serious eye problems e.g. amblyopia.

Our Mission statement

We believe in providing the best quality of education to all our pupils irrespective of their background and educating pupils to produce confident youngsters who are able to take up a variety of roles in our rapidly changing society and to have a self-esteem and a pride in their own culture and religion. We also aim to equip our youngsters with skills and universal values that will enable them to live in harmony with the rest of the world.

CHARACTERISTICS OF THE TRUST

Brief history of the institution:

The schools & college working under the trust are situated on Walton rd and cater for the needs of the local community. People of Walton area belong to lower middle or lower class. The average income of a family in Walton is Rs15000 per month.

Qurban girls' school was established in 1980 to educate the girls of the area. The school started with two teachers and about thirty pupils. Within a year the school attracted 300 pupils and the teachers kept on increasing. The school was registered with the board of intermediate and secondary education in 1982. In 1990 due to the popular demand of the residents of Walton the school was raised to college level and was called 'Qurban girls higher secondary school'. A new Principal was appointed for the college section and a new building was constructed for them. The popularity of the school due to its results increased and in 1992 the school had to be separated into a junior and a senior school. The college started teaching degree classes and was given the status of 'Qurban Degree College' by the Punjab University. The junior school used to cater for the boys up till class 5th and then they had to look for other alternatives. The parents always insisted on the management to open up a boys' school. Due to lack of space and insistence of parents a secondary school was set up which became so popular that the trust had to buy some land at the back and 'Qurban boys school' came into existence, which was registered with board of intermediate and secondary education in 2001.

The trust has successfully opened a junior English medium branch in which Modern British Education system in context with Islamic culture has been introduced and is now successfully providing excellent education.

Mr Qurban Ali worked in England for 18 years and set up a Trust in 1993 with his own assets calling it 'Qurban & Surraya Educational Trust' and was declared Waqful Allah which means that there are no beneficiaries and all income will be spent on Educational purposes and establishing new schools.

The schools and the college have been put under the management of the trust and all income goes into the trust account and is spent according to the trust rules.

The trust has set up a fund and all orphans and needy not only get free education but are given free books and uniform as well. Scholarship is awarded to pupils who top the class.

A governing body was set up to help manage the trust. One member from each section of the schools and college and four external community representatives are members of the governing body. The governors decide the important matters like schedules of curricular and extracurricular activities, dismissal of pupils and staff (in case of misconduct and incompetency), pay scale, and rules and regulations of the schools and college.

After the launch of QS learning, QS training has been launched in London in 2016. It has been providing workshops for training purposes free of cost but now plans for income are being formalized.

Qurban and Surraya Educational Trust:

A small girls school, which started in 1980, today boasts of a full fledged institution. The Trust has the following programmes:

- **Qurban Girls Higher Secondary School - Senior Section**

- **Qurban Junior School**
- **Qurban English Medium School**
- **Qurban Boys High School.**
- **Qurban Degree College for Women.**

This progress was gradual and over the years the school slowly and steadily built its reputation and also expanded to accommodate more students and classes. Mrs. Surraya Qurban volunteered herself to look after the school in the capacity of administrator and both husband and wife made it their mission to turn the school into one of the best in the neighborhood. His uncle Mr. Farzand Ali and his daughter were also among the earliest staff members who offered their services for the cause.

Senior Section:

The school started with this section and only four rooms were available for classes. The staff was scarce and everybody shared multiple responsibilities. Mr. Qurban was accountant, teacher and principal simultaneously. After one year the enrolment crossed 300 students and the school got itself registered with the education board. Home economics classes were also started for girls and stitching and embroidery were main subjects. Rules and regulations for the staff were developed and the teachers started getting increments on their salaries. Mr. Qurban used to meet every teacher in person and talk about his/her strengths and weaknesses and the ways to bring improvements in their teaching methods. As the resources were meager in the beginning, Mr. Qurban even brought his home furniture to the school but gradually things started getting better. Infrastructure was also improved by expanding the school from one storey to double storey and then purchasing adjacent houses further expanded it. Mr. Qurban was very determined to bring the girls into school and for that purpose he personally met with parents and convinced them to send their daughters to school. It was difficult in the beginning but gradually parents started sending their daughters and the school became prominent because of female education.

Junior Section & English Medium:

In 1994, classes from nursery to fourth grade were separated from senior section and a separate headmistress was appointed to run the affairs of junior section. The reason for separating the section was obvious and all the more necessary. Because of senior students getting more attention like having zero period and summer classes, the junior classes were being ignored and small kids used to get little attention. It was realized that they needed more attention than senior students. After separating from seniors, small children began to show greater improvement. Separate library and science lab was built for them so that they could learn latest and updated techniques. In the year 2000 another step was taken and the school started its English medium section to provide their student

an opportunity to learn English from early classes. This section is now providing English education from nursery to 10th grade.

Qurban Boys School:

Till 1998, boys could only get education up to 5th grade and the rest was only for girls. In 1998 however it was felt that the stress to teach girls had resulted in ignorance towards boys so the management decided to build a separate boys section because there was no concept of mix education beyond 5th grade. Mr. Qurban was well aware about the social set up and was very particular not to indulge in any controversy that could hamper the well-built reputation of school. The separate boys section was started and gradually progressed towards 10th grade. Because of the shortage of classes, they used to have evening classes as well but later on the Trust purchased another one of the adjacent houses and totally separated the boys high school.

Qurban Degree College for Women:

School was progressing towards prosperity and the parents had finally realized that girl's education is as good as boys and so they started pressurizing the management to open up higher secondary classes for the girls. The ever-eager management responded positively and as early as in 1990 the school started its higher secondary classes. The response was overwhelming and within no time they started a full fledged Degree College with all graduate subjects. They applied for an affiliation with the university and after appointing a separate principal for the college they were awarded an affiliation with the Punjab University in the year 2000. The college has now started classes for the Master's degree in English, Islamic Studies, Urdu and Economics. They are now planning to have computer specialization classes. The college now has a library, science and computer lab, their own magazine, stationary shop and cafeteria.

Internal Governance

The objective of having an internal governance system is to have clearly drawn out rules on how a trust is to be run, the procedures for daily operations, and interactions of employees with the management and governing body (GB) of the trust. The idea is to institutionalise mechanisms, rules, procedures and means to operationalise trustal interventions. The governance system should ensure transparency, participation and decision making at all levels within the trust and reflect the trust's values and business and ensure policies in human resource management that would effectively increase a trust's performance.

A governing body comprises of 11 members who very actively participate in the decision-making and supervisory matters of QSET. Along side there is an managing committee whose members are chosen from teaching staff who help give insight of the internal working and management. The board members are

nominated from eminent citizens of adjoining area so that the population whose children are getting education can also represent their point of view. The chairman visits the organization regularly and being an educationist shows keen interest in the betterment of the institution.

Value for money:

The school charges Rs 1500 average per month. Deserving and needy families are given concession and about 2000 pupils are on subsidized fee and more than 600 pupils are receiving free education. The children of the staff members are educated free of cost. Children of widowed/divorced teachers and non-teaching staff members are provided with books, uniform and all school equipment.

April 2020 till March 2021 went through the times which needed resilience, adaptability, flexibility and change management. For our institution survival became came foremost. As our institution is solely dependent on the intake of the fees, Covid situation left most of the parents jobless and they stopped paying fees which led to decrease in income by 80%.

No one was able to foresee what the future held.

Social & Economic Impact of Project /Program

Improvement in the quality of life of the Beneficiaries

The school started in 1980 as a small project with the aim brining literacy to women, to help improve the lives of the underprivileged. For the last 40 years thousands of underprivileged girls have benefited from quality education, they achieved their Secondary school certificates and since 1990 with the start of college the girls have been able to secure a degree which has helped them to secure their future.

Many outstanding girls are now working as successful doctors, teachers, engineers and government officers.

All Orphans & Needy children whose mothers have no source of income are not only educated free but are provided with free uniform & books.

Bali shelter is an orphanage for girls which provides a safe haven for them, a permanent contract has been made between the shelter and the trust to accommodate and provide free education to all Bali shelter girls. 145 students of the shelter are at present studying in the institution.

Uneducated widows and destitute women are given a stipend every month from the Zakat fund which was set up by the Patron of the trust- Mr Qurban Ali.

Those who are young and are willing to work are encouraged to take up a job in the institution, those having basic education are helped to earn a degree while in

service.

The trust has set up a fund called the Qurban welfare fund which aims at providing interest free loans to the staff members, parents and students in case of job training, illness, study or payment of bills etc. Funds are raised through collection of old and new unwanted gift items, sold inside the trust at a minimum cost which benefits the needy discreetly. Mrs Surraya Qurban actively arranges to send things from London as collected by her from friends and family and then sends them over to the trust.

Number of Beneficiaries

Every year about 500 pupils leave school to enter college and about 200 girls leave college after taking their degrees successfully. During April 2020 to March 2021, 120 staff members received Rashan boxes every month (each cost about Rs5200). Ramazan, Eids all were spent in lockdowns. Other than the Rashan boxes about 16-20 staff members were given financial assistance to cope in these hard times. The schools barely opened for two months partially in October and closed again after 40 days, then reopened in February partially and closed in between.

The government asked educational institutions to give 20% relief to parents in fees who were charging more than Rs5000 a month, keeping in view our parents' situations the GB, SMT and accounts department thought it wise to give 20% relief to all parents, even then we saw a drop of 70% in our fee intake which led to decrease in the salaries. No pupil was deprived of learning from our end due to their financial situation.

Pupils' attitudes, values and personal development

Pupils' attitude towards schools and college stayed positive during pandemic as well. The students showed a very positive attitude towards online learning, especially girls.

How well were our students taught?

Student learning has been the main focus during these hard times. Lesson objectives were clearly defined for the teachers and students and the pupils. Google classrooms, whatsapp groups, you tube lessons and hard copies of the work were made available to students to gain access to the work.

Feedback from students

We asked our students online about their online experiences and learning. As only 50% of them had full or partial access to smart devices they mentioned that the online learning is not as effective as attending schools/college.

Staff working during pandemic

Our staff is a great asset to the institution. The teachers despite having a very sound subject knowledge struggled to come to terms with online teaching. Some struggled with the connectivity of the internet, some others who were financially struggling found it hard to concentrate. It was suggested over and over again to take subject specialists and only engage them in work so that the learning of the pupils was not compromised.

However, those who showed interest in teaching and learning produced some outstanding lessons which have been shared across and have been a source of great learning.

The IT coordinator's work increased manifolds and she along with her IT members of the sections worked diligently and at all hours to accommodate all staff, students and parents.

How well does the school cared for its pupils?

Pupils learning seemed foremost in these times so without any financial strings, SMT members were advised to allocate work to all students irrespective of their situations.

How well does the school worked in partnership with parents?

We were concerned that with most young people were not attending school and many had no access to resources and materials with which to learn, there would be a subsequent detrimental effect on both academic attainment and wellbeing. The impact of this, particularly on groups who were already disadvantaged widened the existing inequalities and to contributed to a rise in parents' mental health during and transitioning out of the pandemic.

The parents indicated that the responsibility to educate children increasingly falling on parents and carers, exacerbated inequalities, particularly for single mothers/parents. Many parents lost their jobs or were forced into lower salaries like our own staff members and educating their children became the last of their worries. For many parents, encouraging online learning has been a major source of tension within the home. Many parents have understandably been reluctant to force their children to prioritise academic progress at a time of heightened stress. As one parent told us: "I do my best, but I am mum and not their teacher, and the shift in dynamics is difficult for us all."

91% parents showed satisfaction from the working of the trust. 94% agreed that the educational standards were pretty high, 97% showed their trust in the management. Almost all parents mentioned that they are pleased with how teaching and learning was managed during pandemic.

SMT worked extremely hard during the pandemic months to keep things going.

On one hand they had to continue with the teaching and learning and on the other hand they had to cope with the mental and physical health of their staff members. 90% staff members said they are happy with their Principals and thought that they were there to support them.

How well is the school led and managed?

The Governing body, administrator and the senior management team have a clear vision about the school. Values exist, that are believed in and are followed. Over the last few years the Principals have been given more authority towards leading and managing. Teachers are made to feel proud about themselves and their profession. Pandemic brought the team closer as they met at least 3-4 times a month online. The mental well being of the SMT members were taken into account and their concerns were heard and taken into account.

External factors affecting the climate of the institution:

This year Covid has had a huge impact on the organization on the whole.

What should the school do to improve further?

The institution as a whole needs to find other methods to finance the trust so that the salaries of the staff members are not compromised in the future. We also need to look into providing internet access and smart device to at least all our teachers to ensure uninterrupted teaching and learning. To extend our Qurban welfare program further so that we can make a difference in the lives of our students, staff and community members.

As we emerge from the lockdown, most organizations are looking at how they can restructure and emerge stronger for the next decade. In our work with dozens of organizations on their rethink plans, we have learnt that organizations that focus on restructuring the work people do, empowering leadership, shifting beliefs and behaviours, and building resilience – are the ones that are continuing to succeed at unlocking productivity.

1. Restructuring activities

We must support all teachers to prepare and support so that they can address learning losses among their students and to incorporate digital technology into their teaching.

2. Empowering leadership

In order for a higher level of productivity to continue, leaders have to evaluate how their leadership style was different and ask what it was about this mindset that allowed us to survive. Our founder, Mr Qurban Ali believed in taking action there and then rather than going through formalities during crisis and that spirit has been passed down to the SMT members. Regular empowering sessions helped them to face these crisis better than expected.

Many staff members along with the SMT members working on the front lines had to work out how best to maintain staff, students and parents satisfaction while having less physical connection with them. We need to empower them by giving them as much space as possible, making our intent clear and watch them deliver.

We also need to take time to identify and support our SMT leaders who emerged during the crisis. Through circumstance, this blossoming talent has found the freedom to act and has proved very capable of independent thought and performance.

3. The shift in beliefs

As life returns to normal, leaders must understand how the beliefs of their most productive people changed during the crisis and which beliefs are most compelling for moving forward. We must nurture our staff members to work out how to replace the crisis with an inspiring purpose if they are to nurture and sustain the urgency created during the last few months.

4. Building resilience

The good news is that resilience, defined by an individual's ability to bounce back after absorbing energy and pressure, is a skill, not a trait. It can be developed and strengthened through developing basic techniques of self-awareness and self-management, and as organizations find their footing, it's vital to invest here at an individual, team and organizational level.

The situation we face is so dramatic and difficult that we cannot afford to be pessimistic. We are facing the biggest changes in education since public schooling emerged in the 19th century. The urgency of improving on the world that was before presents us all with a real challenge and responsibility. We must build narratives for what the new reality could look like. We have to nourish the sources that give us hope for rethinking how the world works. Education needs to be at the heart of a post-COVID-19 world. For that future we need boldness of thought and courageous action now.

What do the stake holders say about the institution?

'I am highly impressed by the quality of education being given in this institution along with emphasis on discipline and extra curricular activities. Best wishes for Mr and Mrs Qurban, may Allah shower His blessings on them for doing such great charity work.' – Abeeda Khan, Assistant Professor, Quetta 2016

'Qurban trust's disciplined environment, dedicated and lovely staff never ceases to impress me. I pray that Qurban trust flourishes with its dedicated staff and most hardworking leadership. Stay Blessed.' Ms Lubna Tasneem, Principal, Shadab Institute, Lahore 2016

'Visit to Qurban Trust was one of the most memorable days of my life. I wish the institution a very bright and a glowing future.' – Faisal Sultan, Section Officer, Literacy Department, Punjab 2016

'Qurban school is a great institution which is delivering great services in the private sector. I congratulate all the students and teachers who worked very hard and got the achievements.' – Abdul Hashmi, Education Project Manager, Punjab, March 2018

I am very pleased to be part of the college Convocation. Heartiest thanks and best wishes for future for this institution and especially to the governing body of this noble cause.' – Ismatullah, Principal Fazaia Degree College of Education, Sarwar Rd, Lahore Cantt. March 2018

'It's an absolute honour to be here today and be able to participate in this beautiful celebration. It's amazing to see Sir Qurban sitting through this event. He certainly is a legend who saw his vision coming true. Best wishes for the future of this great institution.' – Dr A Waheed Tabish, Associate Professor , Penn state college of Medicine, USA March 2018

'My dear Pakistan family,
Thank you is not the proper word to express what I feel in my heart. It has been a wonderful experience of sharing. I know you all are very strong women! We have to keep working and fighting, it's a long process! Never give up, be who you are, keep up the great work you are doing: direction, staff, teachers, students and works. You will always be in my heart.' – Genoviva Oliviera, April 2018

'Qurban Trust is doing a great contribution towards education. It is a well administered educational Trust. I am very impressed. My compliments for the administrator for organizing a beautiful exhibition of art work which is indeed very educational. I am sure that the students will gain knowledge. This kind of

exhibition is important as it opens the door to understand more the culture of the country. ' – Iftikhar Firoz, Honourary Consul for Portugal, Lahore April 2018

'Qurban trust is performing very well in the field of education. We people are working for the welfare of the special children. Very happy, satisfy and glad to know the efforts of yours regarding this noble cause of education. The performances were really good.' – Javeria Masood, RD Officer at Rising Sun Institute, Lahore January 2019

'It is wonderful to be here and see what a wonderful and fantastic work is being done for education of young girls. I salute the passion and spirit of Qurban sb and his family for training and education of generations. A lot of wishes and prayers.' – Rozina Bano Javed, Head School Safety, First Female Rescue Officer March 2019

'It's my first visit to this institution and it has left good feelings to me. Owners of the institution are too lively and students are so participative. And most of all this institution has a homely environment. I would love to come here again.' - Asima Malik, Waste management Team, Cantt Board, November 2019

'I have really enjoyed coming to Qurban Degree College. 100% result of the college is a pride for Pakistan. The performance of the teachers is exemplary. Congratulations on your success.' – Mrs Saiqa Ishaq, Member Pakistan Girls Guide Punjab, President Rotary Club Shalimar December 2019

The financial report for the year 2020-2021

