

iqra fund
ANNUAL REPORT
FISCAL YEAR 2015



A Letter from the CEO & Founder

Over the last five years, with the generous support of the Iqra Fund community, we have provided access to quality education for over 2,400 children in some of the most remote regions of northern Pakistan. Our investment in human resource and community buy-in has resulted in impressive measurable outcomes from which we can now scale our work to open doors for many more girls.

We have identified over 105,000 school-aged girls in Gilgit-Baltistan alone who are not in school. Our dream is to not only provide those children with access to education, but to expand our successful model to reach the 25 million children throughout Pakistan who are not in school.

Iqra Fund only works in communities where we are formally invited. Community leaders and elders continue to knock on our door to request our assistance to establish a functional education system for their village. Our reputation has gained us access in some of the most conservative villages where girls and women have historically had very few opportunities beyond work in the fields and child marriage.

Today, in 2016, Iqra Fund's impact is felt throughout Pakistan and is

being monitored and evaluated diligently by our teams on the ground. The following pages will share our results and goals, including how we are outperforming in providing access to quality education in a sustainable way.

We have ambitious goals for changing the futures of many more girls, and we are excited to partner with you to make this a reality.

I hope you enjoy reading this annual report. You will learn from our financials exactly how far a dollar goes to support our teachers and students in Pakistan. You will also learn about how Iqra Fund's programs change lives for generations through the stories shared about our students and teachers.

On behalf of the entire Iqra Fund community, thank you for your continued support.



Genevieve Walsh , EdD, CEO & Founder

STUDENT SPOTLIGHT

Batool Inayat

"I really hope other girls benefit from Iqra Fund's scholarship program the way I did," says Batool Inayat of Basha Valley, "Iqra Fund gave me the courage to continue my education."

Batool is a high school student taking pre-medical classes at the Degree College for Girls in Skardu. Her father, Inayat Ali, earns a limited income and supports a family of 5, making Batool's academic expenses difficult to maintain.

Today Batool is excelling in high school, but she faced many challenges to get to where she is now. The first of these challenges came when she finished primary school and there was no secondary education in her village. She pleaded with her father, who reluctantly agreed to send her to school in the nearest city, Skardu, but only on the condition that she take her younger brother and sister along. After she and her siblings had left, her family faced disapproval and criticism from their fellow villagers for allowing their eldest and unmarried daughter to go to Skardu.

Life in Skardu brought its own set of challenges for Batool, who now had to juggle the responsibility of managing her own home and caring for her young siblings in addition to the demands of her schooling. When she heard of Iqra Fund's scholarship opportunity, she immediately applied and was relieved to be accepted. "Iqra Fund gave me the inspiration I needed to continue my education." No longer having to worry about working to pay for school, she was able to devote the necessary time to her education. Her mother also moved to Skardu to help with her with domestic responsibilities.

Batool aspires to complete high school and pursue a medical degree so that she can become a doctor and serve her village, which lacks access to healthcare. She also hopes that Iqra Fund expands its scholarship program so that more girls like her are able to receive an education and realize their potential.

"Iqra Fund gave me the inspiration I needed to continue my education."



STUDENT SPOTLIGHT

Zaira Zehra

“ Many parents around here are not educated, so it is difficult for them to see the value of education.”

“I believe that education is as vital as food and water,” says Zaira Zehra. “Although I have seen so many people forgo their own education or that of their children due to a lack of resources, I think that every problem can be solved with determination, and so we should never give up on the fight for education.”

Zaira is the very first girl in Hushe Valley to be enrolled in a Master’s program. Studying Science Education at Karakoram International University in Gilgit, she was one of Iqra Fund’s first scholarship students, starting from high school and now into her advanced degree. Zaira is one of the few girls in her area who have had the support of their family in pursuing an education – her older brother was one of the first boys in the village to ever go to school and is now a prominent village leader who has ensured that his sisters and his daughters receive an education. In many ways, Zaira’s family has helped pave the way for other girls in the area to go to school. “Many parents around here are not educated, so it is difficult for them to see the value of education for their children versus the benefit of marrying them off early or having them work in the fields and tend to the animals.” However, Zaira is extremely motivated to work towards the benefit of her community, and volunteers with Iqra Fund whenever she is home from university by helping younger girls in the village apply for the Iqra Fund scholarship program. After completing her degree, Zaira hopes to establish and sustain an effective science education model in her area. She is proud of all the other Iqra Fund students, particularly the scholarship students, who are all motivated to work hard and excel in school.







Let. Dog, Elephant, Hen
Car, Chicken, Cow
Human beings, Horse
Etc.



SOLUTION
EXPLANATION
REMARKS

1. THE NEED

1 in 12 of the world's out of school children live in Pakistan. That amounts to over 25 million children between the ages of 5 and 16 years who are out of school.

2. POPULATION

The sixth most populous nation on earth, Pakistan has a population of more than 180 million people, and that number is expected to grow to over 210 million by the year 2020. Pakistan also has one of the world's largest youthful populations with 55 percent (that's 99 million) under 19 years old. These young people deserve an education so they too can succeed and make a difference in the world.

3. LOCATION AND GEOPOLITICS

Situated between India, Iran, China and Afghanistan, Pakistan occupies a key location for oil pipelines and international trade, and this strategic position makes it a major player in the geopolitical affairs of the region. Through access to quality education, the people of Pakistan can leverage this strategic position, strengthen the economy and lead the nation away from extremism.

1. THE NEED

48% of the children in Gilgit-Baltistan are out of school

2. REMOTE COMMUNITIES

Situated among some of the world's highest mountain ranges, Gilgit-Baltistan is home to the most remote communities in the country. The local terrain and harsh weather conditions make it extremely difficult to reach these areas, and so the people living here face a lack of access to critical services like education.

3. LOCATION AND GEOPOLITICS

Gilgit-Baltistan's proximity to Afghanistan and China makes it a key strategic area not only for Pakistan, but also for the region.

4. UNDERREPRESENTATION

The people of Gilgit-Baltistan have historically been marginalized by the Pakistan government due to their closeness to the disputed area of Kashmir. Gilgit-Baltistan is not represented in the Pakistani Parliament or the National Assembly and therefore has no voice in the affairs of the country.

WHY PAKISTAN?

WHY GILGIT-BALTISTAN?



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AFGHANISTAN

Balochistan



WHY ESPECIALLY GIRLS?

54%

1. 54% of Gilgit-Baltistan's out of school children are girls



2. Girls face unique and complex barriers to education, and are twice as likely as boys to never start school



3. Sending a girl to school sharply decreases the chance of early marriage and early motherhood



4. In Pakistan, educated women earn 95% more than women with little or no education, and reinvest up to 90% of their earnings into their households



5. The effects of educating girls carry from one generation to the next: educated girls have fewer, healthier and better educated children



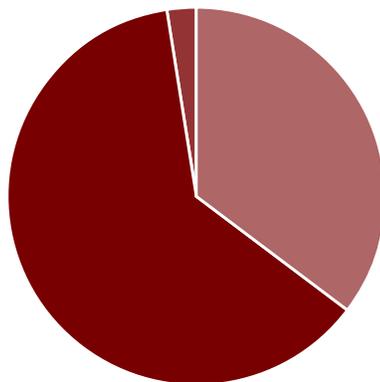
6. Educated girls are far more empowered to break the cycle of poverty

FINANCIALS

Revenue and Funding

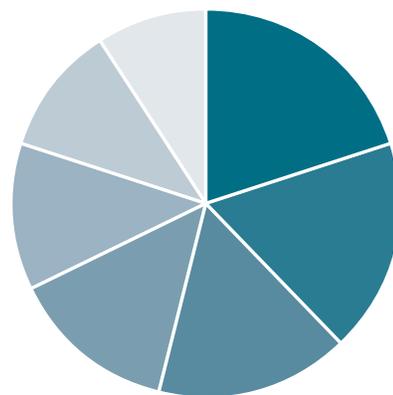
FISCAL YEAR 2015

Total Revenue	\$508,629
Expenses	
Program Services	\$346,062
Teacher and Staff Salaries	\$183,281
Teacher Professional Development	\$42,303
Primary Student Support	\$68,399
Secondary School Scholarships	\$52,079
Fundraising	\$62,403
General & Administrative	\$48,704
Total Expenses	\$457,169
Net Assets Beginning of Year	\$109,663
Change in Net Assets	\$52,637
Net Assets End of Year	\$162,030



FUNDING SOURCES

- Individuals (67%)
- Foundations (28%)
- Corporate (5%)



EXPENSES

- Teacher and Staff Salaries (40%)
- Primary Student Support (15%)
- Fundraising (14%)
- Secondary School Scholarships (11%)
- General & Administrative (11%)
- Teacher Professional Development (9%)





WHY DOES IQRA FUND SERVE CHILDREN AND TRAIN TEACHERS IN REMOTE MOUNTAIN COMMUNITIES?

Barriers to Education in Remote Mountain Communities

Economic: The region of Baltistan is home to subsistence-based farming communities without a history of a cash-based economy. In addition, the elevation in these communities limits crop production to one harvest per year. This significantly impacts the amount of food they have to eat and trade.

Geographic: Villages are far from any cities and resources, including high schools and hospitals.

Political: Citizens have no political representation in the Parliament or National Assembly, and are largely underserved with insufficient government funding for schools.

Cultural/Social: Rural tribal areas are very culturally diverse with languages and religious practices that differ from valley to valley. This results in challenges to providing social resources.

Iqra Fund works with community leaders to develop a value for quality education so that sending children to school becomes more important than having them work in the fields.



COMMUNITY

Iqra Fund operates with a high level of community leadership and engagement, and commits to providing education to the entire community, especially the most marginalized. We increase communities' access to resources at local and government levels, which ensures that all children stay and succeed in school.

TEACHERS

We hire local teachers and train them in effective methods to create an environment where students succeed in school and in life. Our teachers receive incentives to stay in their remote community schools to lead the next generation of quality educators.



SCHOOLCHILDREN

Our community schools provide enriching and safe environments where boys and girls alike can thrive. We also provide scholarships to the most needy families, and provide students with professional development workshops and guidance counseling. Students give back to their home communities by volunteering as primary school tutors, adult literacy trainers, and mentors for women and girls.



Iqra Fund's model enables remote mountain communities to access quality education for boys and girls.

Three-year targets (by the end of 2017)

PROGRAM IMPACT REPORTING

Increase **ACCESS** to Primary Education (to grade 6)



By 2018, hire and train 146 teachers to serve 5,125 students (>50% girls).

2014 Year-end RESULTS:
2,170 (1,406 girls, 46 teachers)

2015 Year-end RESULTS:
2,406 (1,395 girls, 64 teachers)



By 2018, 80% of school aged girls and boys in a participating village will be enrolled in appropriate grade level.

2014 Year-end RESULTS: 90%

2015 Year-end RESULTS: 90%



By 2018, 80% of villages engaged with Iqra Fund will maintain a 30:1 student to teacher ratio within 3 years engagement with Iqra Fund.

2014 Year-end RESULTS: average 44:1

2015 Year-end RESULTS: average 44:1

Increase student performance
QUALITY in Primary Education



By 2018, 70% of school-aged girls will pass competency levels for 5th grade level; and will increase to 80% after 6 years of engagement.

2014 Year-end RESULTS: 65%

2015 Year-end RESULTS: 97%



By 2018, 90% of teachers attaining above competency achievement on Iqra Fund's post-training assessment.

2014 Year-end RESULTS: 90%

2015 Year-end RESULTS: 100%



By 2018, all teachers will receive an average minimum of 50 hours of professional development and in-class per year.

2014 Year-end RESULTS: 53 hours

2015 Year-end RESULTS: 27 hours

Increase **SUSTAINABILITY** Of Iqra Fund's Programs In Each Community Served



By 2018, 80% of Mothers Support Groups will be functioning in Iqra communities.

2014 Year-end RESULTS: 0% (with 27% whole community participation)

2015 Year-end RESULTS: 100% (with 76% whole community participation)



By 2018, 70% currently enrolled and 80% graduated of secondary scholarship students/girls return to communities as service providers (e.g. Teacher) during holidays or full-time after graduation.

2014 Year-end RESULTS: 50% enrolled; 75% graduated

2015 Year-end RESULTS: 85% enrolled; 100% graduated



By 2018, 25% of girls' school related costs (books, uniforms, supplies) will be covered by local communities.

2014 Year-end RESULTS: 0%

2015 Year-end RESULTS: 0% (expected results are 25% by the end of 2016)



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