



Marhum Mulla Asghar,
Founder of The World
Federation and the
ZCSS initiative

The three different ways we provide an Education:

- Further Education Sponsorship
- Pre University Sponsorship
- Building Schools



7 Countries 5355 Students (2012-2013)

ANNUAL REPORT 2012-13

ZCSS

Zainabiya Child Sponsorship Scheme

To sponsor or for more information contact us at:

zcss@world-federation.org
www.world-federation.org



/wfksimc

Registered Charity (UK), No. 282303

THE
WORLD
FEDERATION

OF KHOJA SHIA ITHNA-ASHERI MUSLIM COMMUNITIES



7
Billion
people in the world

1/7
people in the world are illiterate (approx.)¹

We cater for the provision of education in three ways:

- Financing Further Education
- Pre University Sponsorships
- Building Schools in remote areas

The Problem

There are currently over 7 billion people living on Earth, and the world illiteracy rate is just shy of 900 million people. The sad reality is that amongst these are many thousands of Shia Ithna-Asheri children that have no hope of ever getting a chance to educate themselves or escape poverty. It is only through the provision of education that we can collectively give them the opportunity and conquer other challenges.

What is ZCSS?

ZCSS (Zainabiya Child Sponsorship Scheme) is an initiative of The World Federation started by marhum Mulla Asghar and has been running for over 30 years. This sponsorship scheme supports young students in less advantaged Shia populated areas of the world in order for them to complete their education. ZCSS supports a range of students from Primary to Further Education.

The scheme started with a humble few students and over the years has supported over 25,000 students, many of whom have attained reasonable success in changing their lives and their communities.

Our Objective

The World Federation's education objective is to empower communities with the ability to become self-sufficient. The most efficient method of reducing illiteracy is through education. We aim to enable growth and progress through this most powerful of mediums. This will create a generation of skilled individuals who will work together to lift their communities out of poverty. Unlocking the potential of just one educated person has a great multiplier effect; these benefits far outweigh the monetary cost of that education.

“To change tomorrow's world we have to make history today. The development of Human Capital through education is the way to unlock the potential of Humanity.” Shan-E-Abbas Hassam
Secretary General of The World Federation



Left: Students of Class 4 in Golpalpur school (India) studying Maths.

Below: Primary school Maths class, Zainabiya school in Ghosi (India).



Left: Female students studying at a Zainabiya School in Kohat (Pakistan).

ZCSS Success over the years

Student Sponsorship

Here are a few examples of successful individuals who have graduated from the scheme with your help:

Higher Education

Komelabbas Nayani a graduate of ZCSS, from Bhavnagar city in India, was sponsored to complete his Bachelors' Degree in Mechanical Engineering. Speaking about his studies he told The World Federation, "It was always my dream to become an engineer. However it was The World Federation that made my dream into a reality as my family couldn't afford to send me to university and pay my fees. Upon completing my education I am proud to inform you that I was employed by the first company I applied to; Larsen & Toubro Engineering and Construction. I am thankful to the donor that supported my education, and dreamt my dream with me. I am also thankful to The World Federation for their constant advice, support and help during the duration of my education."

Primary Education

Abu Talib Mistry is a ZCSS sponsored student at Madrasa Askaria in Sarania India. His father works as a laborer earning 60 Rupees daily and with that he endeavors to support his family of 5 children. With Moksed Mistry's meager income supporting his children through school was impossible so The World Federation offered to help his children through the Zainabiya Child Sponsorship Scheme.



Abu Talib Mistry

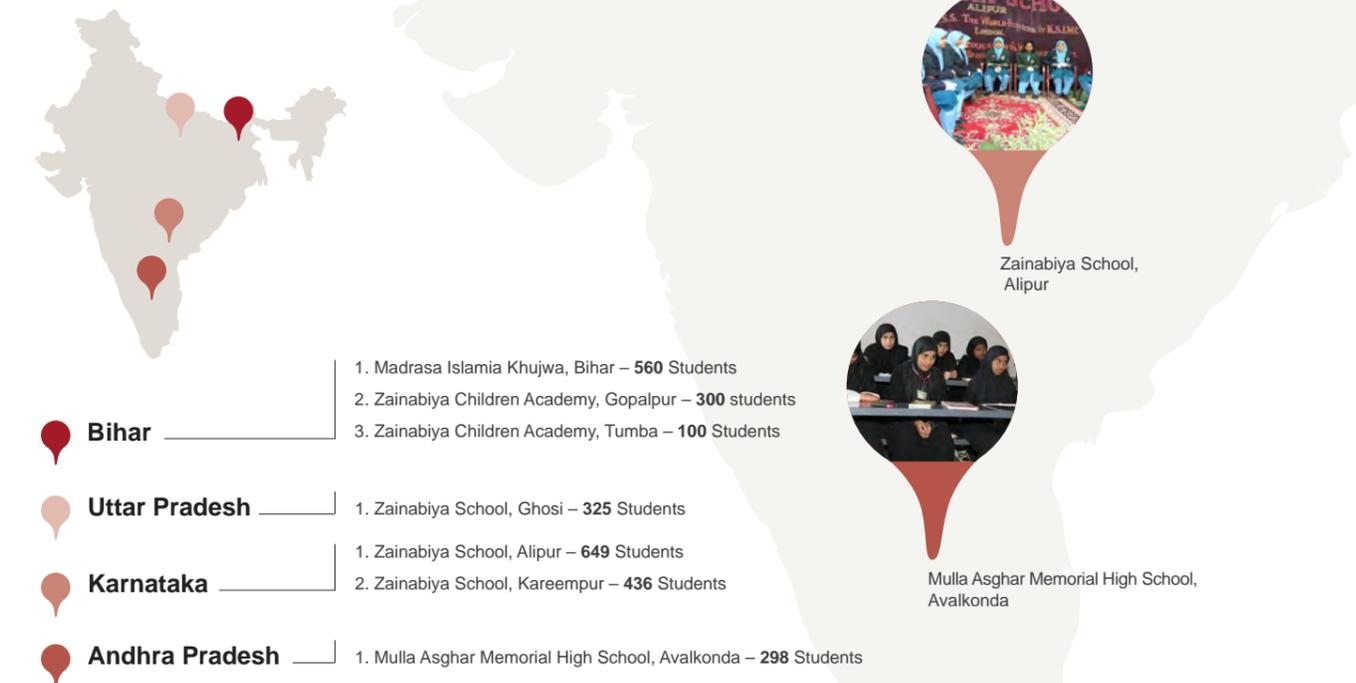
As a capable, intelligent and dedicated student Abu Talib's educational achievements set him apart from his class mates. His primary school achievements have placed him in a great stead to continue his education into Secondary school and pursue his dream of Further Education. Abu Talib Mistry is sure to help his family elevate its financial position after he completes his education.

School Building

In the past the need had arisen for ZCSS to fund and build schools in some remote villages in India. The World Federation has built six schools in India, in the regions of Karnataka, Andhra Pradesh, Bihar and Uttar Pradesh. The schools provide an educational institution for the poorest communities in the towns of Alipur, Kareempur, Avalkonda, Khujwa, Gopalpur and Ghosi.

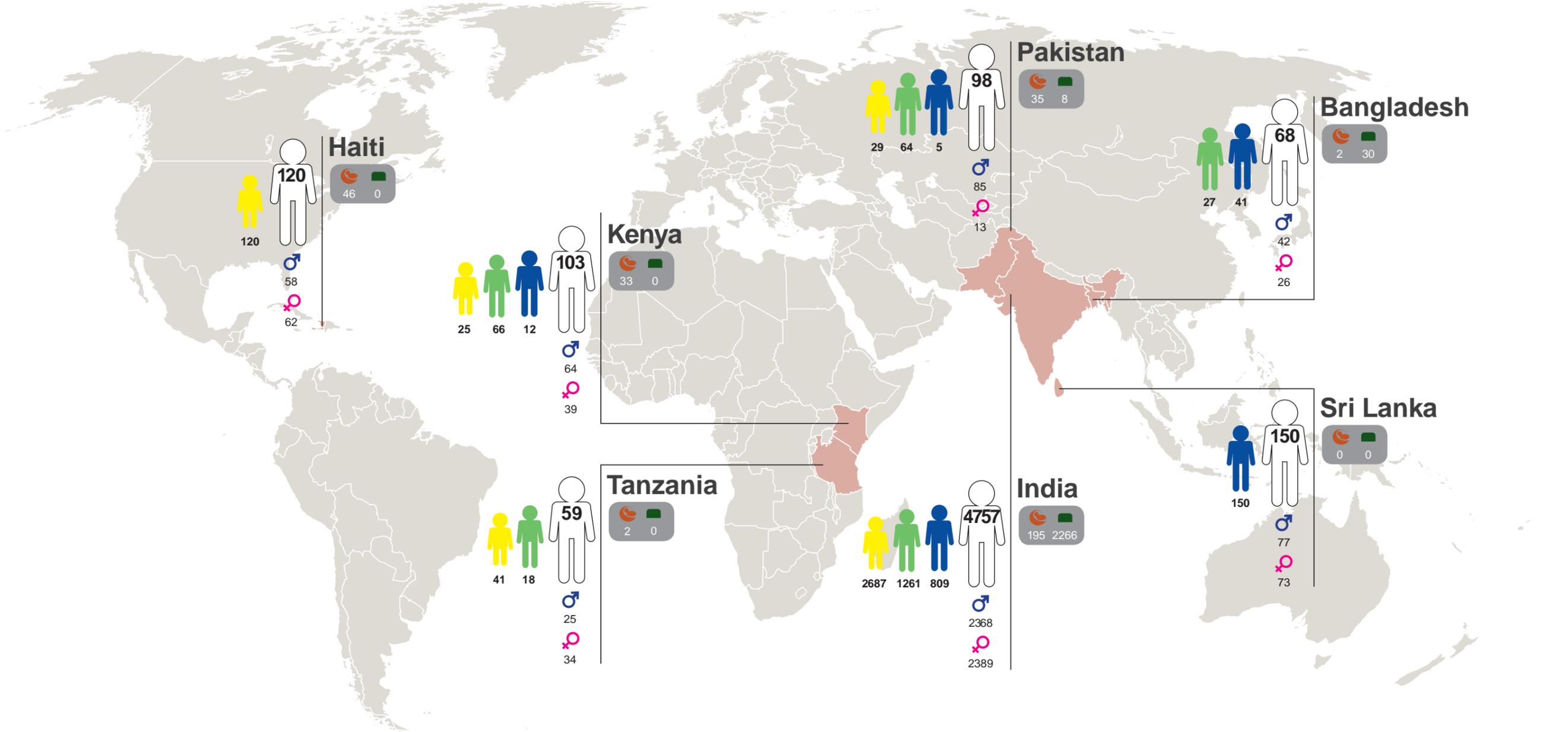
Students have access to facilities such as a library, well-equipped classrooms, science labs, computer labs and sports facilities. A principal runs each school and a board of trustees is responsible for governance, consisting of individuals from the community who understand the needs of the local populace and thus ensure the fair provisioning of education for everyone.

These schools have enabled us to then sponsor students who couldn't afford an education in those areas that was otherwise not possible. And to this date its benefits in these flourishing communities can be seen socially as well as economically.



Map of Student Sponsorship 2012

A map of the number of Students sponsored across the world in our ZCSS programs.



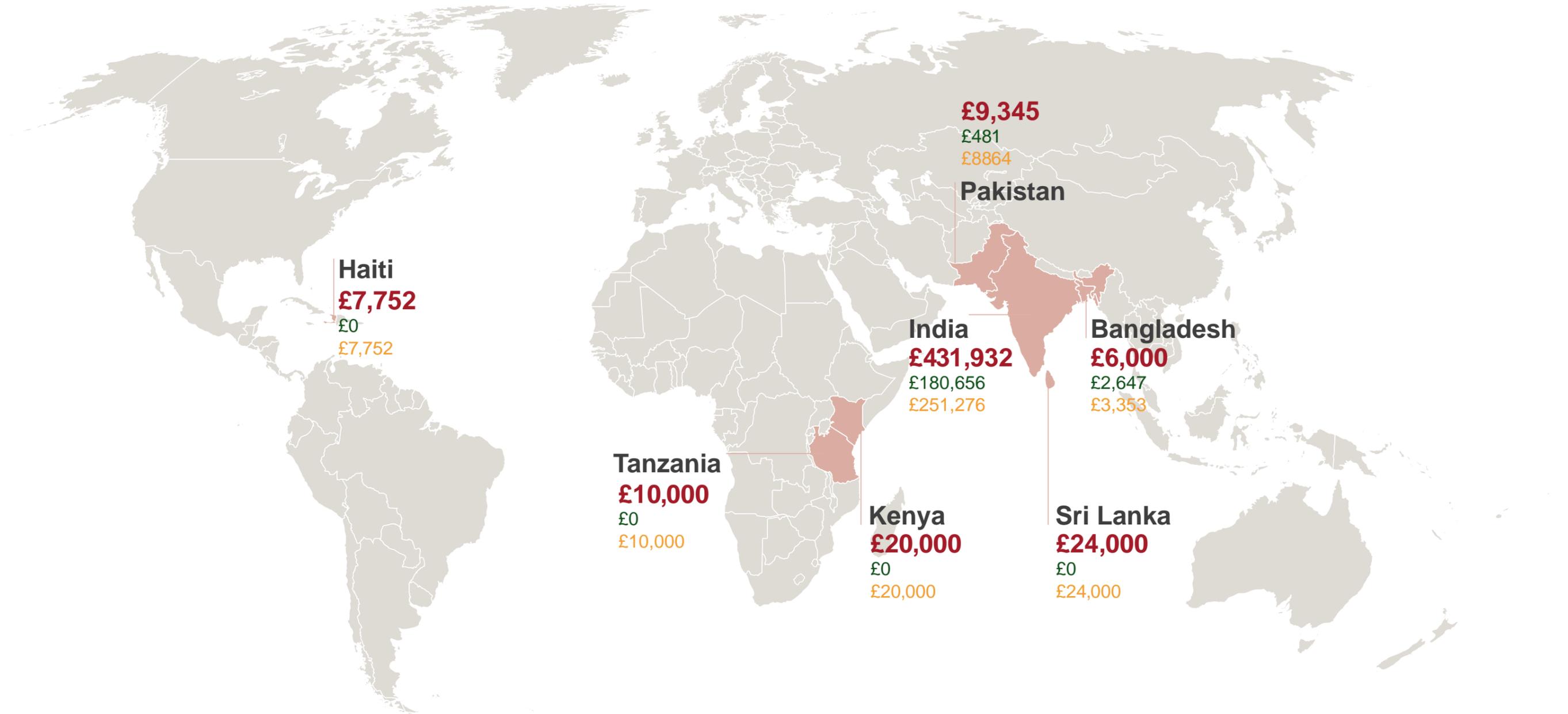
Key:

- 
 Primary Education
- 
 Secondary Education
- 
 Further Education
- 
 Total no. of students sponsored

-  Male Students
-  Female Students
-  Orphan Students
-  Sadaat Students

Map of Expenditure 2012

A map of student sponsorship expenditure across the world in our ZCSS programs.



Key: Total Expenditure

Total Sadaat Expenditure

Total Non Sadaat Expenditure

World Total: £509,029 £183,784 £325,245

ZCSS Report 2012

Haiti

The famous economist Robert Barro concluded that poor countries can catch up faster with rich countries if they have a high level of human capital (inclusive of educational attainment) per person. His conclusion not only validates the insight behind Marhum Mulla Asghar's vision for ZCSS but it shows the foresight of a truly great policy maker. ZCSS's work has been aided by economic theories and for this purpose the Human Development Index and Literacy rates have been used to show the progress of our work.

4996

students sponsored between Primary and Secondary school this year.

359

Further Education students sponsored this year.

Key:



Literacy Rate

This is the measure of how many individuals in a country can read and write a given language. The literacy rate is a good measurement of the overall intellectual capital of a certain country.



The Human Development Index

The HDI is a summary measure for assessing long-term progress in three basic dimensions of human development:

- A decent standard of living
- A long and healthy life
- Access to knowledge

The purpose of this measure is to chart the development of the 187 countries and UN recognised territories. By calculating the HDI value we are able to rank countries in measure of progress.



Total Number of Students

This number represents the total number of students sponsored in a country by ZCSS in the report year.



Total Expenditure

The total expenditure in GBP; the amount of money spent on student sponsorship in that country for this report year.



Area of Work

If our work has a particular focus in an area of a country it will be mentioned here.



52.9%



Low



0.454



120



£7,752

Pictured: Some of our Primary students studying at Al Mahdi Islamic Centre and School in Port-au-Prince, Haiti.



About Haiti

Haiti is the poorest country in the Western Hemisphere. Our Partner School In Haiti, The Al Mahdi Islamic School, caters for children who are turned away from other schools and end up on the streets. Some of these children are orphans. All of these children live in poverty.

The level of poverty in Haiti can be demonstrated by comparing the Gross National Income per capita (in International dollars based on purchasing power parity rates) in 1980, which stood at \$1,828 per annum is in 2011 at \$1,123 per annum. Therefore the average person in Haiti would be living on \$3.07 per day. Those children who attend Al Mahdi School face even harder situations than the average Haitian, given the fact that they are orphans or street kids discarded by their families.

What we did:

The Al Mahdi Islamic Centre and School was founded in September 2000 in Carrefour, Haiti. The original school building was entirely demolished in the earthquake of January 2010. A temporary school was rebuilt soon after the quake and was funded by The World Federation to shelter the children from the hot sun and rain. Staff consisting of eleven people: the Principal, eight teachers and two maids, now run this modest establishment.

The school follows the government education curriculum and classes range from pre-kindergarten to Grade 6. Alongside sponsoring the education of these children, the funds donated will also enable the school to purchase food, school supplies and to support teacher and staff salaries.



Bangladesh



56.8%



Low



0.500



68



6,000

About Bangladesh

The 2010 Human Development Report (HDR) introduced the Multidimensional Poverty Index (MPI), which identifies multiple deprivations in the same households in education, health and standard of living. In Bangladesh 57.8 per cent of the population suffer multiple deprivations while an additional 21.2 % are vulnerable to multiple deprivations. The figures show the severity of demand for services in Bangladesh, and while building human capital is crucial to development, Bangladesh is a prime example of a state where The World Federation needs to be a facilitator of growth and development.

What we did:

The education we provide in Bangladesh is not only taking people out of poverty, but we are building the future of the nation by creating the human capital that will drive the economy of Bangladesh. Due to its geographical location, and its extreme weather, Bangladesh is prone to natural disasters and constant flooding. The creation of a skilled population will enable the country to move from the vicious cycle of progress and destruction to a point where the skilled labour force can reduce the impact of that destruction.



Left: Rumana (far left) and her sister who we also sponsor.

A ZCSS Story in Bangladesh

Student Name: RUMANA HOSSAIN-DHAKA

Sponsored from: School - Further Education

Student Achievement: Studying a masters followed by a thesis. She is an excellent student always achieves A results.

Her Life: Rumana's father Mr. Mahub Hossain is a salesman with a monthly salary of Tk.6000. His wife has medical problems and also her older sister has some blood disorder

Message to ZCSS: I am grateful to ZCSS for sponsoring me, for the last few years. My family has both financial and medical problems. My dream and aim in life has been to get a good education. Inshallah I hope to get a good paying job with my degree. It will provide a better life for my family.

May ALLAH bless all at ZCSS who make it possible for people like us to get educated.

JazakAllah.



India

74.04%

HDI Cat. Medium

HDI 0.547

4757

431,932

8 States



Left: Syed Ghulam Rizvi at Madrasa Askaria

A ZCSS Story in West Bengal

Student Name: Syed Ghulam Rizvi

Sponsored from: Primary - Secondary Education

Student Achievement: He has successfully completed his Primary and Secondary School. He has secured 63% marks in his secondary examination.

His Life: Syed Rizvi's father, Syed Qasim Rizvi is a Madrasah Teacher with a meagre salary of Rs.3000/- p.m. He has two sons and two daughters in his family to support. He was anxious that his son receives a good education.

Message to ZCSS: I am thankful to ZCSS - Syed Rizvi's Father

About India

India has one of the world's largest demographic dividends and this primarily, is due to the shift in mind-set of Indian society. There are two distinct demographic trends: South-Eastern India where fertility rates have dropped with the fast pace of economic growth and development. In comparison to Northern India that now has a population bulge and requires effective investment in human capital.

What we did:

The World Federation has been working in India for over 30 years, and we have continued to learn that an investment in education within India yields the one of the highest returns compared to anywhere else around the world. We currently sponsor students in eight states out of India's 28 states. These include Andhra Pradesh, Gujarat, Bihar, Uttar Pradesh, Maharashtra, Tamil Nadu, Karnataka and West Bengal.

We have focussed our efforts to uplift communities out of poverty and that requires continuous support to meet the demands of one of the world's largest populations.

NGO's across the world are working in tandem with the local and national authorities across the country to ensure such a demographic dividend has a long-term positive impact on the country rather than becoming a burden to the world.

By working in India, we have been able to take children away from child labour, forced employment, poverty, ill health, and the streets. These children would have otherwise grown up in the cycle of poverty but now they have an ambition, a sense of hope and the responsibility to take their families out of poverty.

The majority of our work is carried out in rural areas, and in many cases the mind-set of those communities have developed since ZCSS came to the area. For example we have continued to fight against the prevailing discrimination faced by girls and women in rural India to pursue an education. These women play a vital role in local communities, not only as future mothers but as strong and independent role models defining a new reality and challenging the preconceptions left behind after decades of gender inequality.

We face huge challenges in India, it is however encouraging to know that between 2010-2011 literacy rates have increased steadily in the eight states which we are involved with despite a large growth in their population (see 'Literacy and Population Growth' graph on the opposite page).



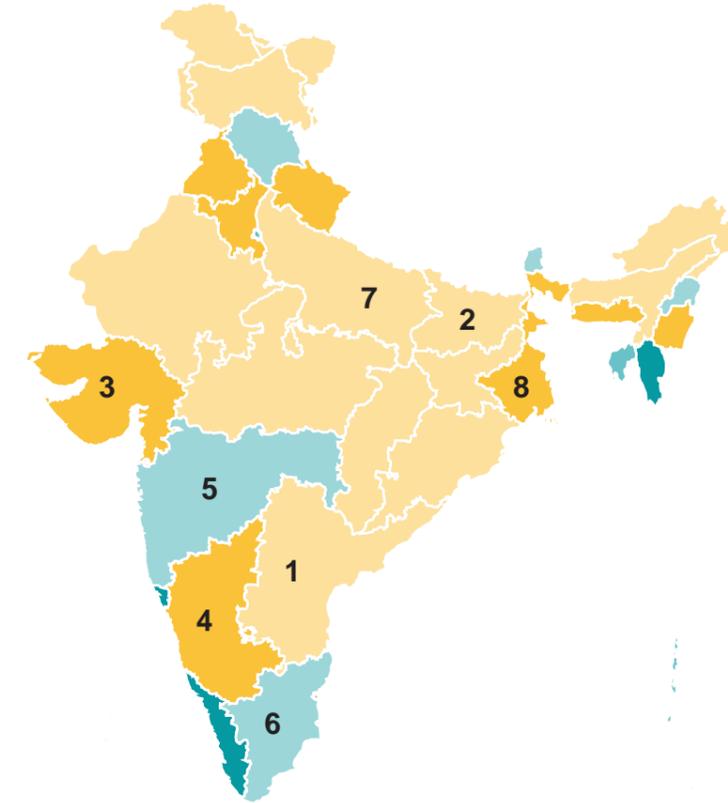
Left: Secondary students in an English Class at a Zainabiya School in Ghosi.



Far Left: Students in a school in Alipur (Karnataka) receiving presents on Independence Day.

Left: Primary students learning Nursery Rhymes in Zainabiya School (Uttar Pradesh, India).

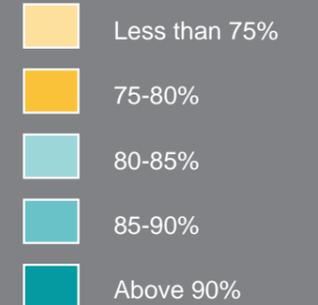
India Literacy Rates - 2011 Census



ZCSS related states:

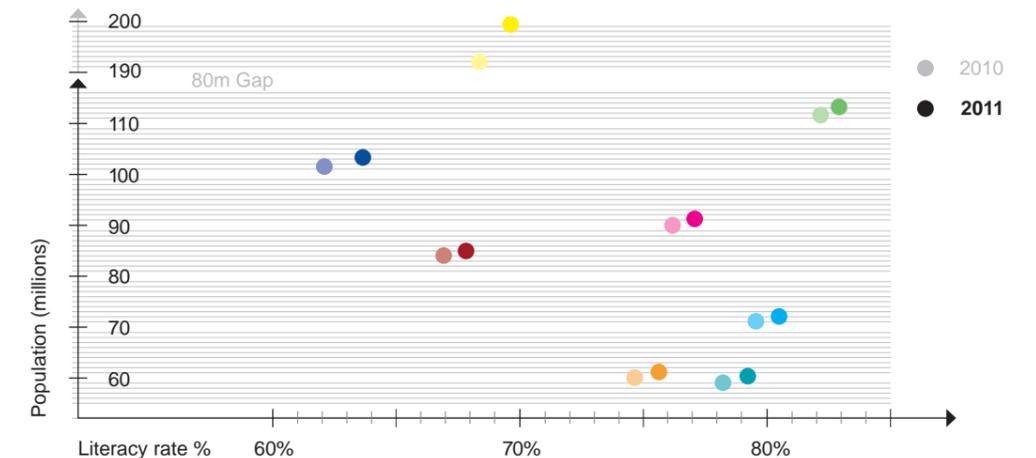
- 1- Andhra Pradesh
- 2- Bihar
- 3- Gujarat
- 4- Karnataka
- 5- Maharashtra
- 6- Tamil Nadu
- 7- Uttar Pradesh
- 8- West Bengal

Literacy Rate %



Literacy and Population Growth

- Andhra Pradesh
- Bihar
- Gujarat
- Karnataka
- Maharashtra
- Tamil Nadu
- Uttar Pradesh
- West Bengal





Kenya

73.6%

HDI Cat. **Low**

HDI **0.509**

103

£20,000

About Kenya

In 2011, Kenya still had over 9 million illiterate people. The problem is further compounded by issues such as lack of sufficient and sustainable healthcare, poverty, child labour as many children are the only means of an earning, and lack of opportunities of secondary or tertiary employment in rural Kenya.

The cost of living in Kenya is higher than in Tanzania and providing an education therefore costs more.

What we did:

Our agency works in rural Kenya where education provision involves transport costs, school fees and most importantly educational support due to the higher standards of the Kenyan syllabi.

“ I can be a role model for the community and will encourage my other brothers and sisters to continue their education. I pray to Allah (SWT) bless the Mission and my sponsors abundantly ”

- Ramadhan Dawa



A ZCSS Story in Kenya...

Student Name: RAMADHAN DAWA

Sponsored from: Secondary School - Further Education

Student Achievement: Second year student of Mombasa Polytechnic University College for the degree Program of Bachelor of Engineering in Electrical and Electronics. I wish to pursue the Masters Program in the same field.

His Life: I thank Allah (SWT) and the Mission for the sponsorship as I was not one of the students who were being sent back home for balance of school fees.

Message to ZCSS: On completion of this course, I will be in a position to secure a respectable job, which will help me support my family and my sister to pursue her education and also to accommodate my pursuit for Masters Program. I can be a role model for community and will encourage my other brothers and sisters to continue their education. I pray to Allah (SWT) bless the Mission and my sponsors abundantly.

A ZCSS Story in Kenya...

Student Name: RAJAB TSUMA

Sponsored from: Secondary School - Further Education

Student Achievement: Currently, I am working as an IRE Teacher at Jaffery Centre, teaching at Jaffery Primary School.

Message to ZCSS: I thank the Mission for the support. I am now able to support my family by supporting the education for my brothers and sisters.



Pakistan

72%

HDI Cat. **Low**

HDI **0.504**

98

£9,345

About Pakistan

Between 1980 and 2011, Pakistan's life expectancy at birth increased by 7.6 years, mean years of schooling increased by 3.1 years and expected years of schooling increased by 1.2 years. Pakistan's GNI per capita increased by about 98.0 per cent between 1980 and 2011.

However, as those increases are good for the development of Pakistan, what is shocking about the results is the slow rate of development in the country compared to its neighbours in South East Asia. As political instability and corruption continue to disrupt the progress of development, investing in education in Pakistan is not only a necessity, but it is also required to stop these disruptions.

As mentioned, HDI is a great tool for measuring development / progress, however the value masks the inequality in the distribution of human development across countries. Therefore, when calculating Pakistan's HDI and discounting it for the inequality, the figure falls from 0.504 to 0.346. This indicates a potential loss of 31.4%, and what is striking when looking at what comprises the value of the potential loss is the fact that inequality within education accounts for 46.4% of the potential loss.

What we did:

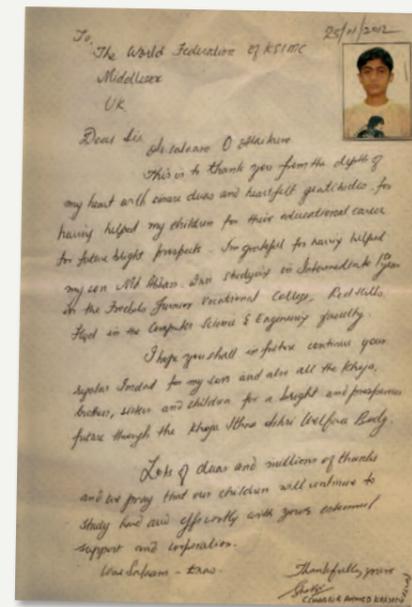
The ZCSS work in Pakistan is especially pertinent when we look at the areas in which we choose to focus our efforts. These areas have been marred by conflict due to religious fundamentalism and sectarianism. Furthermore Pakistan is a highly discriminative society especially in the rural areas that we choose focus our efforts. The country's Gender Inequality Index shows that educational attainment among adult women stands at 23.5% compared to 46.8% of the adult male population. Therefore our work in Pakistan is not only educating women but also changing the societies mind-set.



Top: ZCSS students in Al-Asr school situated in Kohat, Pakistan.



Left: Al-Asr school building side view.



A ZCSS Story in Hyderabad

Student Name: Md Abbas

Message to ZCSS (extract of letter to the left): This is to thank you from the depth of my heart with sincere duas and heartfelt gratitude for having helped my children for their educational career for future bright prospects. I'm grateful for having helped my son who is studying Intermediate 1st year in Juniors Vocational College in Computer Science and Engineering.

I hope you can continue your regular help for my son and also all the Khoja, brothers, sisters and children for a bright prosperous future.
Lots of Duas and Millions of Thanks
Shabbir Ahmed



Top: Students celebrating Womens Day with a ZCSS Agency in Sri Lanka



Top: ZCSS students receiving presents on a special occasion in Sri Lanka

About Sri Lanka

Sri Lanka boasts great economic progress, a healthy rate of GDP growth and a good per capita income in comparison to most of South Asia. Sri Lanka also has a free state education system, and it has been hailed for its widespread access to Primary and Secondary Education. Sri Lanka boasts enrolment rates of nearly 100% for primary school children, nearly all children completing at least grade 5, and the increasing rate of success at GCE O/L exams.

However sadly this is only a part of the story, some issues exist relating to the corruption and efficiency of the education system. In 2007, half the pupils who sat for the GCE O/L failed. According to a paper published by *Transparency International Sri Lanka* they mention a concern being; 'efficiency and effectiveness of education management, with overstaffing, lack of co-ordination and low capacities leading to poor results'. They further add their concerns regarding; 'increasing competition for prestigious national schools and unequal distribution of resources across the country'.

What we did:

Having fully understood the education system in Sri Lanka, and having realised the inequalities present within the education system, The World Federation approached its local agency to reduce the impacts of the unfair system by ensuring poor students have access to tuition and therefore can compete for the better institutions having the same opportunities as their rich compatriots. Our work in Sri Lanka continues to close the discrimination and corruption gaps created by the system, however these solutions are short-term and long term solutions must be sought in order to uproot the problem.

In the possible future we are hoping to engage with local and national authorities in Sri Lanka to fully solve this problem. Political engagement of International NGO's is crucial to solving this problem, however this sort of engagement is a slow process that requires long-term planning and separate funding which we hope to achieve in the near future.

A ZCSS Story in Sri Lanka...

Student Name: RIYAZUR RIZWAN

Sponsored from: Secondary School

Student Achievement: She is currently studying at Zahira Maha Vidyalaya school in Wattala and has achieved good grades. Her teacher has commented that she is 'very keen & hardworking'. Her highest grades are in the Sinhalese and Tamil languages as well as English & Religious studies.



Right: Some of our successful Further Education students in Bilal Comprehensive School in Tanzania (including Rashidi Shaibu - pictured bottom middle and Zainab Hussein - pictured top left).

About Tanzania

In Tanzania Primary Education is compulsory at the age of seven from Grade 1 to 7. However unfortunately most do not attend school till this Grade and some do not attend at all. In 2000, 57% of children aged between five and fourteen years of age went to school. As of 2006, 87.2% of children who started primary school were likely to reach Grade 5.

What we did:

In Tanzania, our agency on the ground finds students who require sponsorship because their parents cannot afford their school fees or educational costs. The scheme then pays for their education for the foreseeable future until they can afford to provide for their own education. We sponsor students from kindergarten until they complete their further education.

“ ZCSS allowed me to move from one step to another, excelling in life. I am a married man... still connected to my Primary tutors because of this Sponsorship Scheme ”
- Rashidi Shaibu

A ZCSS Story in Tanzania...

Student Name: ZAINAB HUSSEIN

Sponsored from: Primary - O Levels

Student Achievement:

Completed O levels at a private school and pursued A levels supported by my father. Business Administration Course completed 4th level. I am planning to pursue it till the end, targeting at Self employment.

Message to ZCSS:

ZCSS has helped me beyond imagination. Thanks to ZCSS I can communicate fluently in English language, and am a confident person.

A ZCSS Story in Tanzania...

Student Name: RASHIDI SHAIBU

Sponsored from: Grade 6 - O Levels

Student Achievement:

Law certificate/Diploma in Law under BLESSLegal officer in Labour Dept/ Human Resources at METL Dsm

Message to ZCSS:

Without ZCSS I would be nowhere. It is a scheme which under privileged Shias count upon in these difficult times.