



Faith, skill and safety: a connected model for children's learning in rural Swat

An eight-week pilot with public, dated evidence — 12 October to 6 December 2026

WHO

A registered pre-primary and primary school
Two campuses, including a Girls Campus

WHAT

Six connected workstreams
Health, safety, model, gaming, protection, assessment

WHERE

Shin, Swat
Khyber Pakhtunkhwa, Pakistan

WE SEEK

Expertise and support
Review, training, testing, evaluation, resources

SUMMARY

Ameen Islamic Institute is a young school in rural Swat building a connected programme of education, wellbeing and practical skills. It places particular emphasis on girls' participation, while strengthening the wider school through child protection, digital learning and individual support.

From 12 October to 6 December 2026 we are running an **eight-week pilot** across six workstreams. Each one has a public profile page with its status, milestones, sessions, results and documents, updated as the work happens. Results read "Not yet reported" until there is a record.

We are looking for organisations and specialists who can help us **deliver responsibly, review the evidence and improve the model**, and, where the pilot shows a clear need, help extend what works.

1 The need

Rural girls face barriers to staying in school, including limited menstrual health knowledge, safety concerns and limited digital learning. Because these barriers are connected, we address them together, in a setting and a language of values that families trust.

- **Health knowledge.** Many girls reach puberty without clear information. Limited menstrual health knowledge is one of the barriers that keeps girls from full participation in school.
- **Safety.** Safety concerns are one of the reasons girls in our area miss out on learning.
- **Protection.** Protecting children requires clear adult responsibilities, supervision and a working response when a concern is raised, not only awareness.
- **Digital and future skills.** Good learning games combine research-based teaching with play children want to return to. We want to bring that approach to a rural school, in the languages our children speak.
- **Seeing the whole child.** A report card shows what a child scored, not how she feels about school, how he gets on with others or whether either is growing in confidence and character. Teachers need a fuller picture to shape daily learning.

2 About the Institute

Ameen Islamic Institute was established in 2025 in Shin, Swat. We see education as the relationship between what a child knows, how a child thinks and how a child acts: academic learning builds understanding, Islamic learning gives a framework for purpose and conduct, and tarbiyah helps children practise these values in daily life.

Campuses	Main Campus, Madeen Road, Shin, Naway Kaley · Girls Campus, Madeen Road, Shin, Nali Qala
Registration	Private Schools Regulatory Authority, Khyber Pakhtunkhwa: PSRA-SWT-00096646-25 (Main) · PSRA-SWT-00096846-26 (Girls)
Already in place	Structured phonics for Classes 1–3 with written and oral assessment; teacher-led game time with open-source phonics, puzzle and strategy games; screens and tablets on campus; karate and yoga classes; Qur’anic learning and Hifz

The Institute is led by an engineer of software and an engineer who is also a scholar of the deen. Together they hold the school to one standard: faith and skill, side by side.



“Our children will grow up beside machines that can think. Our task is to raise children who think for themselves, and know why they think.”

Software Engineer Abbas Khan, Principal



“Knowledge is an amanah. We teach children to carry it with both hands: the hand of faith and the hand of skill.”

Engineer Maulana Irfan Ali, Director

3 Our approach

A model blending Islamic teaching with modern schooling, addressing health, safety, protection and skills together. Each element needs an agreed learning outcome, a suitable age group, a responsible teacher and a place in the timetable. Specialist content is reviewed by a qualified Islamic scholar and, for health content, a health professional.

ELEMENT	EDUCATIONAL PURPOSE	CONNECTION TO VALUES
School & Qur’anic learning	Build knowledge and establish learning habits	Purpose, effort, honesty, responsibility
Screen-supported phonics	Literacy and pronunciation	Careful communication, commitment to learning
Growing Up Well (girls’ health)	Age-appropriate understanding of puberty and menstrual health	Dignity, care, cleanliness
Safe and Strong (safety)	Body boundaries, a clear voice, the SAFE steps and simple release skills	Self-control, care for oneself, respect for others
Educational gaming	Media literacy, decisions, problem solving	Thoughtful judgement, responsible use of information
Child protection	Adult responsibilities and routes for seeking help	Duty of care, protection of the vulnerable
Student profiling	Strengths and next steps across six dimensions: physical, social, emotional, educational, moral and intellectual	Attention to the whole child, fairness in teaching

4 The pilot: six workstreams

Status as of 17 October 2026 (pilot week 1). Targets for the two girls' courses are set after the week 3 baseline.

WORKSTREAM 1

Course designed

Growing Up Well: puberty and menstrual health

The companion track to Safe and Strong. Clear, respectful lessons on puberty and menstrual health, led by a female teacher, with all medical content reviewed by a female doctor or health worker and the faith content by a female scholar, in a school with the facilities girls need.

WHO

Girls, classes 1–5
content by age group

CLASSES 4–5

2 sessions
growing up;
understanding periods

CLASSES 1–3

Hygiene habits
everyday routines

TARGETS

After baseline
set from the week 3
baseline

WHAT WE WILL DO

- Medical and scholar review; facilities audit; rest and absence policy (weeks 1–2)
- Mothers' orientation and baseline (week 3)
- Sessions 1–2 for classes 4–5 (weeks 4–5); hygiene habits for classes 1–3
- Sessions 3–5 and "Little Sisters" peer guides for older girls later

SAFEGUARDS & OUTPUTS

- Private toilets with water, soap and a covered bin; an emergency pad supply; a rest place; a no-teasing rule
- Guardian consent with a simple opt-out; any girl may sit out
- Outputs: reviewed session plans, facilities audit, anonymised summary

ameenislamic.com/programmes/girls-health-education

WORKSTREAM 2

Course designed

Safe and Strong: personal safety and self-defence

Weekly lessons led by trained women: girls learn that their body is their own, to use a clear voice, the four SAFE steps (stay calm, assess, free myself, escape and tell) and a few simple release skills, built on the karate and yoga they already practise. Escape first, and it is never a girl's fault.

WHO

Girls, classes 1–5
content by age group

SESSIONS

Weekly
about 45 minutes each

STARTS

Week 3
only once safeguarding is
in place

LED BY

Trained women
female instructor for skills

WHAT WE WILL DO

- Classes 4–5: sessions 1–5 (my body, my voice, SAFE steps, getting free 1 and 2) in weeks 3–7
- Classes 1–3: body-safety stories, trusted adults, a loud voice
- Week 8: endline and a parents' showcase of the voice drill and release skills
- Mothers' orientation; boys' companion sessions (to be confirmed)

SAFEGUARDS

- Before session 1: safeguarding policy, a female focal person and deputy, a disclosure protocol; otherwise the start moves
- No one-to-one sessions behind closed doors; follow-up checks after sessions 1 and 3
- Research is promising but mixed; the course cannot guarantee safety

ameenislamic.com/programmes/girls-self-defence

WORKSTREAM 3

Being documented

Islamic and modern education model

Documenting how every element connects to Islamic values, a modern learning outcome, a responsible teacher and a timetable slot, so the model can be explained clearly to parents, partners and funders.

WHAT WE WILL DO

- Write a two-to-three page model description
- Map each element to a timetable slot, teacher and outcome
- Consult parents, teachers and a scholar; record feedback

OUTPUTS

- A documented, scholar-reviewed model, approved by leadership
- An element-to-timetable map
- Recorded parent consultation feedback

ameenisalamic.com/programmes/education-model

WORKSTREAM 4

Prototype planned

Educational gaming and future skills

Our students already learn with phonics, puzzle and strategy games. Our next step is a purposeful learning game, played at school and at home, that builds media literacy, critical thinking and problem solving.

FIRST OUTPUT

1 prototype
playable, then tested

STUDENT TESTING

Nov 2026
small test group

DEVICES

In place
school screens & tablets

COLLABORATION

Exploratory
no agreement yet

WHAT WE WILL DO

- Agree scope: platform, age group, languages, who builds it
- One-page game design brief: goals, mechanics, data points
- Build or adapt a prototype; test with a small group
- Run the Truth Detectives module with Workstream 6 (weeks 5–7)
- Publish the test report; define a student-creator pathway

WHERE A PARTNER COULD HELP

- Research-based, adaptive literacy games, through licensing or co-development
- Content in Urdu, Pashto and English
- A teacher view of progress, so children who need help are noticed early

ameenisalamic.com/programmes/educational-gaming

WORKSTREAM 5

Planned

Child protection development

Building a real child-protection capability, not only awareness: an approved policy, a trained focal person, staff briefing and a clear reporting procedure. Adults carry the responsibility. This builds on a recent teacher workshop on patient correction, respectful language and discipline without hitting.

WHAT WE WILL DO

- Identify the staff member to be trained and the provider
- Policy, a female focal person and deputy, and a disclosure protocol by week 2, before Safe and Strong begins
- Training (Nov 2026, Peshawar, to be confirmed); brief all staff

OUTPUTS

- Approved policy and reporting procedure in use
- A trained focal person (certificate described by its actual scope)
- All staff briefed; age-appropriate awareness sessions begin

ameenisalamic.com/programmes/child-protection

Student profiling and holistic development

Knowing each student as a whole child, using the six dimensions of the Self Concept Questionnaire (Dr. Raj Kumar Saraswat): physical, social, temperamental, educational, moral and intellectual. Each has a daily habit, a term activity, a role for students and a way of noticing growth. For our young students, self-perception is gathered through a short pictorial version read aloud by the teacher.

INITIAL GROUP

To be agreed
classes to be confirmed

BASELINE

Week 4
2–8 Nov 2026

PROFILE CARDS

Week 7
one page per student

PARTICIPATION

Consent-based
guardian consent required

WHAT WE WILL DO

- Daily routines: hygiene, a morning feelings check-in, and the hadith of the day as Hear, Think, Do, Reflect
- Buddy system, calm corners, portfolios and a role for every child
- Truth Detectives: four sessions on stopping, checking and verifying before sharing
- Profile cards that start with strengths, shared with each guardian

SAFEGUARDS

- A low result starts a conversation; never a diagnosis, ranking or public score. Each child is compared only with their own earlier results
- Signs of distress go to the child-protection focal person, not into a score
- Restricted access; partners see anonymised group findings only

ameenislamic.com/programmes/student-apitude-assessment

5 Timeline

WORKSTREAM	W1 12 OCT	W2 19 OCT	W3 26 OCT	W4 2 NOV	W5 9 NOV	W6 16 NOV	W7 23 NOV	W8 30 NOV
1 · Growing Up Well	Review	Audit	Mothers	Session 1	Session 2	Habits	Mothers	Summary
2 · Safe and Strong	Safeguarding	Training	Session 1	Session 2	Session 3	Session 4	Session 5	Showcase
3 · Education model	Write	Write	Map	Map	Consult	Consult	Publish	Publish
4 · Educational gaming	Scope	Brief	Brief	Build	Build	Test	Report	Pathway
5 · Child protection	Policy	Focal person	Provider		Training	Briefing	Sessions	
6 · Student profiling	Framework	Rubrics	Consent	Baseline	Routines	Detectives	Cards	Summary

■ Preparation & review
 ■ Delivery & testing
 ■ Reporting & publication

6 Measuring and reporting

Every measure is published on the programme's page with its target and the way it is counted. A result is shown only when there is a record behind it.

MEASURE	TARGET	HOW IT IS COUNTED	RESULT
1 · GROWING UP WELL			
Content reviewed	Female doctor and scholar	Sign-off record	Not yet reported
Facilities audit	Toilets, soap, bins, pads, rest place	Facilities checklist	Not yet reported
Knowledge change	Set after baseline	Picture-based quiz before and after	Not yet reported
Attendance on period days	Set after baseline	Anonymous, combined figures only	Not yet reported

MEASURE	TARGET	HOW IT IS COUNTED	RESULT
2 · SAFE AND STRONG			
Safeguarding before session 1	Policy, focal person, protocol	Leadership confirmation	<i>Not yet reported</i>
Girls who can name three trusted adults	Set after baseline	Statements and scenario responses, before and after	<i>Not yet reported</i>
Voice drill and one release skill	Set after baseline	Observed skills checklist (Emerging to Leading)	<i>Not yet reported</i>
Confidence change	Before/after	Statements such as "I can say no loudly" (not proof that harm was prevented)	<i>Not yet reported</i>
3 · EDUCATION MODEL			
Model approved	Scholar & leadership	Approval record	<i>Not yet reported</i>
Parent consultation	Feedback recorded	Consultation notes	<i>Not yet reported</i>
4 · EDUCATIONAL GAMING			
Playable prototype	1	Working build with screenshots	<i>Not yet reported</i>
Students testing	Small group	Test attendance; average play time from anonymised game logs	<i>Not yet reported</i>
5 · CHILD PROTECTION			
Policy approved · focal person trained	1 · 1	Leadership approval record · training certificate	<i>Not yet reported</i>
Staff briefed	100%	Briefing attendance record	<i>Not yet reported</i>
6 · STUDENT PROFILING AND HOLISTIC DEVELOPMENT			
Students with a baseline profile	To be agreed	Consent on file and baseline completed	<i>Not yet reported</i>
Truth Detectives sorting task	Before/after	Six-item true-or-trick task, anonymised	<i>Not yet reported</i>
Profile cards shared with guardians	All profiled	Guardian conversation record	<i>Not yet reported</i>
Self-concept growth	End of term	Repeat baseline; each child compared with their own earlier result	<i>Not yet reported</i>

What an eight-week pilot can and cannot show. It can show whether each activity can be delivered safely and acceptably, what participants learned in the short term, and what it takes to run. Claims about lasting change in attendance, safety or health require further evidence beyond an eight-week pilot.

7 Safeguarding, consent and data

- Guardian consent is required for every participant, with an age-appropriate explanation for each child.
- Participation consent and media consent are collected separately. Anything a participant discloses never becomes publicity material.
- Women lead every girls' session, and no lesson takes place one-to-one behind closed doors. Children are never asked about assault on questionnaires.
- Website forms never ask for health information.
- Learning data is collected only with consent, kept to authorised staff, and shared with partners only as anonymised group findings.
- Until the designated focal person is in place, concerns go to the school office; a dedicated reporting route will be published once operational.

8 Sustainability

The pilot is designed to leave capability behind rather than depend on outside delivery: **trained local staff**, a **documented model**, **campuses and devices already in place**, and an **open website** where every programme's evidence stays public. Student profiles are repeated at the end of term, and the gaming workstream defines a pathway for students to become game creators.

9 How partners can help

We welcome people and organisations whose expertise can help us deliver responsibly, review the evidence and improve our work.

01 Qualified programme review, facilitator development and teacher support

Workstreams 1, 2 and 3: health and scholar review of the module, trainer support, consultation on the model.

02 Child-protection training and practical reporting arrangements

Workstream 5: training for the focal person, policy review, a reporting route that works locally.

03 Educational game design, testing, content collaboration or licensing

Workstream 4: research-based literacy games, Urdu and Pashto content, a teacher progress view.

04 Child-friendly self-concept and observation tools, and evaluation support

Workstream 6 and the pilot as a whole: pictorial measures for young children, observation rubrics, independent review of the evidence.

05 Resources to extend an evaluated programme where a clear need is shown

After the pilot, based on what the records show.

This note does not ask for a fixed sum. For any area above, we will prepare a short, costed proposal with the partner concerned, based on what the pilot shows.

10 Partnership transparency

Discussions, resource requests, applications and signed partnerships are different stages. We name an organisation as a partner, or show its logo, only after its role and permission to be named are confirmed. No partner is named in this note.

1
In discussion
Not named publicly

2
Resource requested
Not named publicly

3
Application submitted
Not named publicly

4
Confirmed partner
Named with permission

NEXT STEP

Discuss a programme or arrange a virtual classroom visit

Follow the live evidence at ameenislamic.com/programmes.
Every programme page is updated as the pilot proceeds.

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