

# FAITH FOUNDATION PROFILE



FAITH FOUNDATION™

House# D-1, Navy Housing Scheme, Zamzama Clifton Block 9,  
Karachi South, 75600, Pakistan.

[www.faithfoundation.com.pk](http://www.faithfoundation.com.pk)





# About Faith Foundation

Faith Foundation has been formed on the following grounds Faith Foundation's objective is to work with the under privileged areas of our cities.

Social Services are rights that have eluded our society for too many years. As part of our mission to give something back to society, we have formed this not for profit organization and registered it under the Societies Act-1960 of the Government of Sind.

We follow all rules and procedures and the board comprises entirely or nominated volunteers who do not get paid for their services. Faith Foundation is a non-government, non-tax, non-profit and non-political organization.

Faith Foundation has been formed to serve humanity in all fields. It has been registered on 21st of July 2010, from the Ministry of Commerce and Industry, Government of Sindh.

# Empowering Humanity

Establish a society free from poverty where there is equality among citizens, citizen's rights are respected and they actively participate in the democratic process for establishing those rights. Empower disadvantaged people by developing their institution building and leadership capabilities, enhance their awareness on rights and provide access to resources for their socio-economic upliftment.

**Most children don't have a clue what they want to do when they grow up.** It's why so many of them end up in careers they don't like. When they go to college it's worse, because they'll spend years on a degree they won't even use.

Why don't we help them figure out what they want to do from a young age? Even if they change plans they'll still be used to thinking about the future. It's actually a lot harder than it sounds, so we'll look at how you should approach it.

- **Try to Uncover Their Strengths**

We all know kids are born with strengths in different areas, which need to be uncovered quickly. If you leave this to happen naturally, they might never find their true powers until they leave school.

Will their strengths help them decide which career path to choose? It won't force them into a career they don't like, but it will play on their minds. You'll always be more successful playing to your advantages.

- **Let Them Try Out Different Things**

Your child will find it impossible to explore careers if you keep them trapped in a vacuum. You will need to expose them to lots of new things. Over the years they'll pick up various hobbies they enjoy doing.

If you're lucky they could develop a few passions too. Their future career is likely to revolve around one of them if possible. You just need to let them try everything and your child can take care of the rest.

- **Find Them A Selection of Mentors**

Once your child tells you what they want to do, think about who you know pursuing the same career. If they wanted to be a fireman you might know a firefighter in real life. Ask if they can explain the job to your child.

Make sure your child has lots of questions written down. They might even get to visit the place where these mini mentors work. You should be able to reach lots of people unless your child wants to pursue an uncommon career.

- **Children Need Inspiration Friends**

Entrepreneurs always talk about how you're the average of the five people you surround yourself with. The famous quote might not be 100 percent true, but it's close enough if you investigate further.

Make sure your child has friends who will lift them up their entire lives. We all know it's bad to get involved with the wrong type of people. You don't want most troublemakers anywhere near them.

- **Don't Force Them to Do Anything**

If you're a mechanic you shouldn't be getting your child electric ride on cars so they can take them apart. Don't force them to love law, medicine, and engineering because they'll be able to make great money.

You have to refrain from treating your child as an extension of yourself, which can be difficult for some parents. Kids should only focus on the careers that interest them, or they will begin to feel pressurized.

- **Finding Out Early Is A Good Thing**

Some children like to party in college or travel to find themselves, but it's good if you find your true calling early. If they start working immediately, they'll be earning a comfortable living while others struggle.



# Activities of Faith Foundation (2010-2023)

Career counselling for students. **(815 students in Pakistan)**

English language training. **(129 students in Pakistan)**

Rashan distribution in Karachi. **(4354 Rashan Bags since 2010)**

Cooked food distribution daily in Karachi since January 2020. **(492'320 meals cooked by the President of Faith Foundation)**, at the LANGAR KITCHEN, NHS Clifton, Karachi South.

**Sewing machine distribution** to 44 Widows.

**Small business startups** for 6 individuals.

Rashan distribution in Tharparkar. **(2283 Rashan Bags since 2019)**.

**5 Wells delivered in Tharparkar.**

**43 Handpumps delivered in Tharparkar.**

**5 Mosque construction** complete in Tharparkar.

**8 houses Renovation** completed in Karachi, due to recent Rain Urban Flooding Disaster 2020.

**Vocational Training Centre** started in Nazir Hussain University, Liaquatabad, Karachi.

1 Well construction completed in Muach Goth, Karachi.

Financial support to needy families for delivery birth of baby. **(79 cases since 2010)**

Financial support for medical treatment of Infants in hospital. **(394 cases since 2010)**

Distribution of Clothes and Stationary items for School going children. **(183 students since 2010)**

Financially support for School fees for children of deserving families. **(279 students since 2010)**

EIDI for deserving children on EID-ul-Azha and EID-ul-Fitr. (Since 2011)

Rashan Bags distribution during Ramadan, before EID-ul-Fitr and EID-ul-Azha. **(6429 since 2011)**

Financial support for marriage of daughters of deserving families (Jahez, furniture, clothes, accessories, utensils, marriage dinner). **(89 cases since 2011)**

Financial support for fees for deserving students for Vocational training (boys/girls). **(135 cases since 2012)**

Financial support for deserving brilliant students for higher education. **(13 students received scholarship provided directly by Donors, since 2010)**

Financial support for deserving families for ambulance expenses for movement of patients to/from village/city. **(29 cases since 2011)**

Financial support for deserving families for Funeral services (Kafan, Ghusal, Mayyat bus, Qabar arrangement). **(67 cases since 2010)**

Assistance support for average people for Funeral services (Kafan, Ghusal, Mayyat bus, Qabar arrangement). **(94 cases since 2010)**

Life Coach Services to all age groups from any walks of life. **(273 cases since 2002)**

**IJTIMAI QURBANI** for underprivileged in Karachi and Tharparkar in 2020, 2021, 2022 & 2023.

2 Solar Well Project installed and delivered in District Mithi, Tharparkar, Sindh.

2 Solar Well Project installed and delivered in District Kaloi, Tharparkar, Sindh.

Helped release **37 innocent Prisoners** from Landhi Prison, Karachi. (since 2020)



# Flood Relief Activity

We established our permanent base camp in PIRYALO (village close to PIR jo GOTH). In PIRYALO, Faith Foundation provided food, tents and medical supplies to 400 families for 3 months. Also 150 families in BHONG SHARIF (village near SADIQABAD) were provided with food, tents and medical supplies for 3 months. We got a chance to put a base camp at BHANOR (village near THATTA) for 2 months where we supplied food and medical supplies.

We supplied food and medical supplies. Faith Foundation has tried to help the deserving families of Sind with food medicines and tents. But these people need to start their lives on their own the way they used to live. Faith Foundation is planning to reconstruct and rehabilitate these villagers by building their homes and providing them with cattle for breeding and seeds and fertilizers for farming. Faith Foundation is planning on building FAITH VILLAGE in BHONG SHARIF (village near SADIQABAD), for more than 250 families.



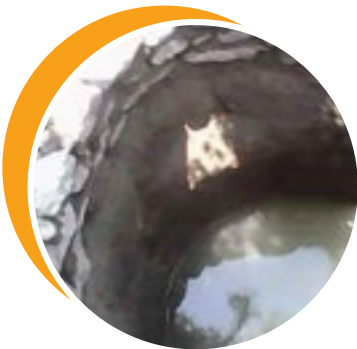
# Langar Kitchen

Faith Foundation have been delivering cooked food to the needy since the time of COVID-19 Lockdown in Pakistan. Our LANGAR KITCHEN, at Mini Market Area of Navy Housing Scheme, Clifton, started in the last quarter of 2021. Since then, our team of worker, led by the President of Faith Foundation, are working tirelessly to serve cooked meals daily to the needy. In such a short time span, the LANGAR KITCHEN has been equipped with state-of-the-art machinery, and has grown its cooking capacity to 450 meals daily, along with the ROTI, cooked by our ROTI PLANT, that has the capacity to cook 1200ROTI/Hour. At optimum capacity our LANGAR KITCHEN can deliver 5000 cooked meals daily.



# Wells

Faith Foundation had also delivered in providing pure water to the people of Haripur Hazara KPK and Piryalo interior Sindh. We are also focusing to provide more wells in suburbs of Karachi and interior Sindh.



# Dastarkhwan





# Dastarkhwan Schon Circle

Faith Foundation have conducted a successful DASTARKHWAN at SCHON CIRCLE, Clifton, Karachi South. Serving more than 150 meals to the deserving and homeless people. The Food served was cooked at our LANGAR KITCHEN.



# Blanket Distribution



# Boring Goth Rahim Bux



# Ijtimai Qurbani 2020



# Ijtimai Qurbani 2021



# Releasing innocent prisoners from Jail



# Ijtimai Qurbani Tharparkar

IJTIMAI Qurbani on Eid-ul-Azha 1444 AH, 2023, by Faith Foundation have been conducted at KALOI, MITHI, THARPARKAR SINDH. Cattle was sacrificed at site, and the meat was distributed to the homeless and needy people living in the area.



# Flood Relief Luari Sharif

After the flooding in 2022, Faith Foundation delivered the first FLOOD RELIEF SUPPLIES to the flood effected families, who were temporarily settled near the SHRINE of LUARI SHARIF, District BADIN, SINDH. Faith Foundation delivered 500 RASHAN BAGS, along with TENTS, Blankets, Clothes, Water and medicines to the Flood Effected Families.



# Flood Relief District Mithi

After the flooding in 2022, Faith Foundation delivered the second FLOOD RELIEF SUPPLIES to the Flood Effected Families, who were temporarily settled in District MITHI, THARPARKAR SINDH. Faith Foundation delivered 300 RASHAN BAGS, Clothes, TENTS and Water to the Flood Effected Families.



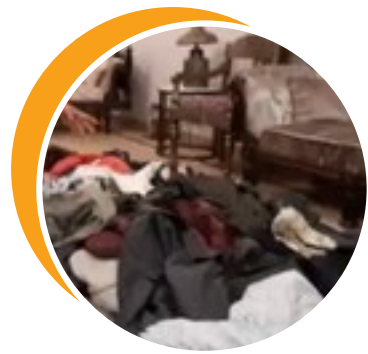
# Interview with Amir Liaquat at Shan-e-Ramazan



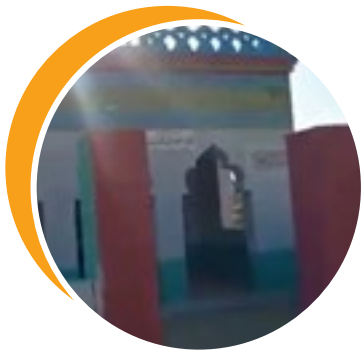
## Jahez Boxes



# Jacket Distribution



# Mosque in Tharparkar



# Quran Pak for Madarsa



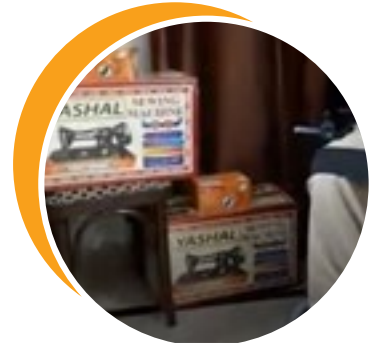


# Rashan & Food Distribution



# Sewing Machines for Widows

In 2023, Faith Foundation have distributed 18 Sewing Machines to needy Widow women, to empower them to earn a respectful livelihood at the comfort of their home.



# Tharparkar Hand Pump Projects



# Wells in Tharparkar



# Hand Pump Projects

Faith Foundation have delivered more than 50 Hand Pump Projects in the deserving Rural Areas of SINDH.





# Solar Powered Wells

Faith Foundation have conducted a successful DASTARKHWAN at SCHON CIRCLE, Clifton, Karachi South. Serving more than 150 meals to the deserving and homeless people. The Food served was cooked at our LANGAR KITCHEN.





# Coverage by Dawn News

## A midnight kitchen where Sehri is made for the needy

Couple start cooking at night and distribute food packets in poor neighbourhoods

By Shazia Hassan

KARACHI: "There are many who offer free food to all during Ramadan. But there won't be many who offer Sehri. We are here just to do that," Sajid Bin Ali told Dawn.

Under the umbrella of their NGO Faah Foundation, which they started in 2010 to help guide and mentor people to choose careers they had an aptitude and potential for, Sajid and wife Waqha also run the 'kangar' kitchen from inside the Navy Housing Scheme in Zamzama, Defence Housing Authority (DHA). The couple live there, inside the gated area, with Sajid's parents. His father is a retired

Navy officer. Sajid and Waqha are jewellery designers as well as gold and diamond jewellery wholesalers. He is also a certified geologist and a financial construction and reconstruction consultant.

Working during the day, the couple come to their kitchen in the evening after Taraweeh to prepare Sehri. Waqha, who is also a trained chef, cooks everything herself. "I make continental dishes too but for Sehri in Ramadan, I'm concentrating on Pakistani food," said Waqha, who cooked meat gravy for the first Sehri, Chicken Changan for the second, chicken skewer for the third and Karahi chicken for the fourth. "Ever since I remember, I've loved to cook. And doing it for a good cause motivates me even further," she added.

Starting around 11.30pm, the couple are done with the cooking by midnight. They leaving the food to cool for a bit they start packing portions, per person, into plastic bags. "It's all ready to be distributed by Jan. That's when we

step out of our home to neighbouring areas such as North Nazimabad and some commercial areas where there are hun-

dreds of people with no means of preparing Sehri themselves," said Sajid. This Sehri drive is recent. It was



FOOD is being cooked in a pot for free distribution at Sehri. —Fahim Siddiq / White Star

started this Ramadan-only. Earlier, the couple used to distribute lunches. "We have been to all out of poor neighbourhoods to have a fairly good idea of the poor localities where you find starving people, and daily wages," said Sajid.

"And not just poor neighbourhoods, we also distribute food packets to areas of the rich. Sadly, there are houses here in DHA who have more domestic help than they have household members. And they do not provide food to the people who work for them. Their employers expect them to buy their meals from some nearby hotel or something," Sajid pointed out.

"You know even if we can ease their burden, by helping them save even Rs100 a day, it would be a great help for their daily economics. Maybe the money they save this way can be used for something important, such as for their children's education," he said.

"Our NGO, Faah Foundation, also invites people to lend people. You can feed one person for Rs70 and 500 per-

sons for Rs100. A bag of 5000 can also be bought for Rs100," he said.

"We always wanted to do charity, we didn't have a place to cook food for so many people are grateful to the Pakistan have provided us with a 10-sq-metre kitchen. We cleaned it and painted it hygienic. We also set up a business place there to use to work for cooking. Now if there is a gas connection the started cooking ourselves but they have enough funds in a Tamboor at yet.

"I have tried contacting my nearby Teachers' group them to donate as a fee. And this way I have got around 2000 rupees to pack with the money for delivering them to the 5 Sajid, who has himself their funeral since 2002 with an accident as a contractor

FOUNDED BY QAUID-I-AZAM MOHAMMAD ALI JINNAH



# DAWN

www.dawn

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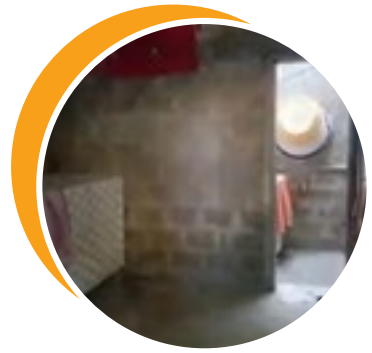
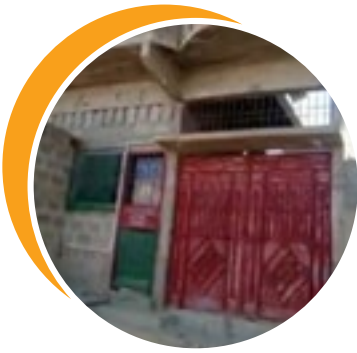
"Our NG invites peoj feed one pe

# Tharparkar Mosque Projects





# Urban flooding 2020 broken houses renovation



# Career Counseling

In today's life, ambition is becoming more and more important. Everyone who is educated wants to be successful in his/her life.

For choosing a career child need guidance of their teachers, seniors or of their family members. Apart from this one should have a clear picture about his career and should know what he wants to be in his life.

There is a need of proper guidance in career because now the young generation wants that everything should happen within a blink of eye and in that situation, they take wrong decisions regarding their career.

The initial guidance starts with family teachings and the way of upbringing a child. A child's base of learning is created by the family. And it's the most important and crucial stage of once life, things once learned during this stage are lifelong. Apart from teaching manners and etiquettes parents should also devote their time to talk with their children regarding their careers. Talking about their career dreams will motivate them to work harder in their school. Having a practical career plan and their parent's guidance keep the students on track and motivate them to do something more appreciable in their life.

Through guidance young people can take better decisions regarding their career including choosing a better college. Senior people can help in guiding the young generation through their experiences. Career development is basically motivating a child to make better decisions in their life. Guiding is not only an activity of selected experts, rather it is a simple process of helping someone in his phase of life through our experience. It is a step by step process. Suppose a parent is guiding his child, firstly he will try to convert his dream into practical knowledge. Then he will try to guide him by putting some choices in front of him so that he can choose the best possible option.

The guiding process doesn't end here. It is an ongoing process till he achieves his dream. After helping him in deciding the college the parents may help him in deciding what he wants to be in his life. Keeping that in mind they may help his child in introducing the right people in that field.

Career guidance refers to a range of activities that aim to support individuals manage their careers and make educational, training and occupational choices match their personal characteristics (e.g. strengths, learning style, etc.). It includes:

- **Career information and advice about education, training and work opportunities**
- **Career counselling delivered by practitioners with psychological training**
- **Other activities to help learners develop career management skills, such as:**
  - *Assessing (e.g. through psychological tests or skills portfolios);*
  - *Sampling: providing work simulations or learning tasters to allow young people to experiment with career choices;*
  - *Teaching: Vocational Education Training schools may provide career education as part of the curriculum (e.g. a course on self-efficacy, CV and presentation letters elaboration, etc.). It can be delivered either as a separate subject, as part of another subject, or as a cross-curricular subject;*
  - *Mentoring.*

Guidance activities can be delivered by professional and engaged career guidance practitioners or other professionals (e.g. teachers) operating at learning providers, careers services, public employment services, or 'one-stop-shops' (e.g. youth (employment) services).





# High/Low Skilled Labor Immigration

We thrive to work to improve skills identification and matching should be combined with broader efforts to enhance coherence between employment, skills and migration policies, with the active participation of government institutions and the social partners. These coordinated efforts will also result in a better information exchange between the education system and the labor market, thus providing the basis for up-to-date skills information and forecasting.

**Skilled Qualified labor who gets six plus band score in IELTSs, can get a skilled labor immigration of Europe Countries, Canada, Australia etc. He or She will get a Passport, Free Health Care, Free Education and a good quality lifestyle.**

# Skill Development

Skills development is the process of, identifying your skill gaps and developing and honing these skills. It is important because your skills determine your ability to execute your plans with success.

*"Imagine a carpenter trying to build a house. He has the raw materials but lacks good wood working tools. He has, however, a flimsy hammer and a small screwdriver. Without the right tools like a hand saw, he can't turn these raw materials into house building pieces."*

It's the same with goal achievement. In goal achievement, your skills are your tools. The house is your goal. Just as you need the right tools to build a house, you need the right skills to build your goal. Without the right skills, you will only frustrate yourself, waste your time, and spend a lot of time dealing with rudimentary issues caused by the lack of knowledge or lack of skills, as opposed to progressing in your goal. While difficulty and struggle are part and parcel of any goal pursuit, without the right skills, you find yourself struggling more than necessary. Worse still, this struggle is unconstructive and doesn't help you move forward.

Education and training can consist of any of the following:

- Advanced Degrees
- Professional Certifications
- Computer Skills Training
- e-Learning
- Independent Reading
- Seminars and webinars through Professional Associations
- Workshops, Trainings, and Educational Coursework on Campus

It is essential for employees to not think of what they do as a job, but rather a career. When you groom and develop skills, they soon learn what they are doing is more than just a job or a means to an end.

The world is moving fast and rapidly changing. Employers need to make sure that their employees are skilled and are well equipped to deal with these rapid changes.

Skills development always leads to competitive advantage. In order to be the best, you need to have something that nobody else has.

Growth is very important personally and in an organization. Employees need to stay learning in order to grow.

**We will not only focus on those who already have leadership positions, but should also focus on developing and grooming those in junior level positions.**

- For opportunities better: There are a few students who may not be academically strong. Introducing skill training and encouraging the weak students will help in providing equal opportunities.
- An idea of different career prospects Introducing skill development initiatives for the school students will help them to get an understanding of different career options. This will help them to plan their future accordingly.
- Preparing for future: The process of skill development introduces the students to employability-skills at a very young age. This ensures the right development of the students.
- Personal development: Learning skills will not only increase the opportunities but will also empower an individual. Skills like networking and communication go a long way in aiding the overall development of a person.
- Nurturing talents Skill development helps to identify, develop and nurture talents/skills in a given field.



# School Programs

*What should schools teach, and how? And how do we know if we're doing it well?* These are astoundingly important questions—ones that must be answered with social needs, teacher gifts, and technology access in mind. Now, we take the opposite approach. Here's what all students should know, now let's figure out how we can use what we have to teach it. If we don't see the issue in its full context, we're settling for glimpses.

How schools are designed and what students learn—and why—must be reviewed, scrutinized, and refined as closely and with as much enthusiasm as we do the gas mileage of our cars, the download speeds of our phones and tablets, or the operating systems of our watches. Most modern academic standards take a body-of-knowledge approach to education. This, to me, seems to be a dated approach to learning that continues to hamper our attempts to innovate.

Why can't education, as a system, refashion itself as aggressively as the digital technology that is causing it so much angst? The fluidity of a given curriculum should at least match the fluidity of relevant modern knowledge demands. Maybe a first step in pursuit of an innovative and modern approach to teaching and learning might be to rethink the idea of curriculum as the core of learning models?

Less is more is one way to look at it, but that's not new—power standards have been around for years. In fact, in this era of information access, smart clouds, and worsening socioeconomic disparity, we may want to consider whether we should be teaching content at all, or rather teaching students to think, design their own learning pathways, and create and do extraordinary things that are valuable to them in their place?

Previously we've assumed that would be the effect—that if students could read and write and do arithmetic and compose arguments and extract the main idea and otherwise master a (now nationalized) body of knowledge, that they'd learn to think and play with complex ideas and create incredible things and understand themselves in the process. That the more sound and full their knowledge background was, the greater the likelihood that they'll create healthy self-identities and be tolerant of divergent thinking and do good work and act locally and think globally and create a better world.

A curriculum-first school design is based on the underlying assumption that if they know this and can do this, that this will be the result. Of course, it doesn't always work out that way. Worse, we tend to celebrate school success instead of people success.

We create 'good schools' that graduate scores of students with very little hope for the future. How crazy is that?

How can a school call itself 'good' when it produces students that don't know themselves, the world, or their place in it?

So then, here's one take on a new definition for a **'good school.'**

1. A good school visibly and substantively improves the community it is embedded within.
2. A good school adapts quickly to social change.
3. A good school uses every resource, advantage, gift, and opportunity it has to grow students and tends to see more resources, advantages, gifts, and opportunities than lower-performing schools.
4. A good school has students who get along with and support one another towards a common goal—and they know what that goal is.
5. A good school produces students that read and write because they want to.
6. A good school admits its failures and limitations while working together with a 'global community' to grow.
7. A good school has diverse and compelling measures of success—measures that families and communities understand and value.
8. A good school is full of students who know what's worth understanding.
9. A good school speaks the language of the children, families, and community it serves.



10. A good school improves other schools and cultural organizations it's connected with.
11. A good school understands the relationship between curiosity, inquiry, and last human change.
12. A good school makes certain that every single student and family feels welcome and understood on equal terms.
13. A good school is full of students that not only ask great questions, but do so with great frequency and ferocity.
14. A good school changes student; students change great schools.
15. A good school understands the difference between a bad idea and the bad implementation of a good idea.
16. A good school uses professional development designed to improve teacher capacity over time.
17. A good school doesn't make empty promises, create misleading mission statements, or mislead parent. It is authentic and transparent.
18. A good school values its teachers and administrators and parents as agents of student success.
19. A good school is willing to 'change its mind' in the face of relevant trends, data, challenges, and opportunities.
20. A good school teaches thought, not content.
21. A good school decenters itself—makes technology, curriculum, policies, and its other 'pieces' less visible than students and hope and growth.
22. A good school is disruptive of bad cultural practices. These include intolerance based on race, income, faith, and sexual preference, a literacy, and apathy toward the environment.
23. A good school produces students that see and know themselves in their own context rather than merely as 'good students.' These contexts should include geographical, cultural, community-based, language-driven, and professional factors and ideas.
24. A good school produces students that have personal and specific hope for the future that they can articulate and believe in and share with others.
25. A good school produces students that can empathize, critique, protect, love, inspire, make, design, restore, and understand almost anything—and then do so as a matter of habit.
26. A good school will connect with other good schools—and connect students, too.
27. A good school is more concerned with cultural practices than pedagogical practices—students and families than other schools or the educational status quo.
28. A good school helps students understand the nature of knowledge—its types, fluidity, uses/abuses, applications, opportunities for transfer, etc.
29. A good school will experience disruption in its own patterns and practices and values because its students are creative, empowered, and connected, and cause unpredictable change themselves.
30. A good school will produce students that can think critically—about issues of human interest, curiosity, artistry, craft, legacy, husbandry, agriculture, and more—and then do so.
31. A good school will help students see themselves in terms of their historical framing, familial legacy, social context, and global connectivity.
32. A good school wants all students 'on grade level'
33. A good school has a great library and a librarian who loves students and who loves books and who wants the two to make meaningful connections.
34. A good school may have maker spaces and 3D printers and wonderful arts and humanities programs, but more importantly, these kinds of learning spaces are characterized by students and their ideas rather than the 'programs' and technology itself.
35. A good school is full of joy, curiosity, hope, knowledge, and constant change.
36. A good school admits when it has a problem rather than hiding or 'reframing it as an opportunity.' (Sometimes, too much growth mindset can be a bad thing.)
37. A good school doesn't have unnecessary meetings.
38. A good school doesn't spend money just because it's there.
39. A good school may love project-based learning but loves the projects more and the students doing the projects even more.
40. A good school explains test results honestly and in-context.
41. A good school never gives up on a student and depends on creative thinking and solutions for the students who 'challenge' them.
42. A good school isn't afraid to ask for help.
43. A good school sees the future of learning and merges it with the potential of the present.
44. A good school doesn't graduate students with little to no hope for the future.
45. A good school separates knowledge, understanding, skills, and competencies—and helps students do the same.
46. A good school 'moves' gifted students as 'far' as they move struggling students.
47. A good school benefits from the gifts and resources of its students and their families—and then bolsters those gifts and resources in return.
48. A good school doesn't exhaust teachers and administrators.
49. A good school feels good to learn in, teach in, visit, and otherwise experience.
50. A good school seeks to grow great teachers who seek to grow all students to shape and change their world.

Students across Pakistan need effective schools. While the Pakistani school system as a whole may be falling behind

international standards, there are still some schools that stand out.

Sure, the context of schooling will impact attributes that contribute to effectiveness in specific schools. But at the same time, there are attributes that contribute to effectiveness across schooling contexts. If we understand the attributes of effectiveness, we can observe which attributes exist at successful schools.

There are five common attributes that make up an effective school.

- **Leadership**

The first attribute is quality leadership. Students perform better when the principal and school board members provide strong leadership. Effective leaders are visible, can successfully convey the school's goals and visions, collaborate with teachers to enhance their skills, and are involved in the discovery of and solutions to problems.

- **High Expectations**

The second attribute is having high expectations of students as well as teachers. High expectations of students have repeatedly been shown to have a positive impact on student performance. Students are somewhat dependent on the expectations placed on them during this period of their lives, as they are still shaping their personal sense of ability and esteem. Teachers who are expected to teach at high levels of effectiveness can reach the level of expectations, particularly when teacher evaluations and professional development are geared toward improving instructional quality.

- **Ongoing Evaluation**

The third attribute of a successful school is the ongoing screening of student performance and development. Schools should use assessment data to compare their students with others from across the country. Effective use of assessment data allows schools to identify problematic areas of learning at the classroom and school levels, so that teachers can generate solutions to address the problems.

- **Goals and Direction**

The fourth attribute of a successful school is the existence of goals and direction, according to research, the successful school principal actively constructs goals and then effectively communicates them to appropriate individuals (e.g., students, teachers, and the community at large). School principals must also be open and willing to incorporate innovation into goals for school processes and practices. So, it's important to invite input from all stakeholders in the process of developing school goals. Student performance has been shown to improve in schools where the entire school community works toward goals that are communicated and shared among all in the learning environment.

- **Secure and Organized**

The fifth and final attribute of a successful school is the extent to which the school is secure and organized. For maximum learning

to occur, students need to feel secure. Respect is a quality that is promoted and is a fundamental aspect of an effective and safe school. Successful schools also have a number of trained staff and programs, such as social workers, who work with difficult or troubled students before situations get out of hand.

Apart from the five attributes of a successful school already mentioned, the size of the school seems to be an attribute in the school's effectiveness. **Research has found that the smaller the school, the better students perform, especially in the case of older students. This is the rationale behind the concept of schools-within-schools.** Students in smaller learning environments feel more connected to their peers and teachers, pass classes more often, and are more likely to go to college. Schools-within-schools involve creative use of the same teaching workforce to provide additional opportunities for learning for smaller groups of students or specialized teaching to students who require extra attention.

This environment could be created in the form of divided streams for mathematics education. Students who want to pursue studies in the humanities would need a mathematical education grounded in statistics and graphical representation, because this focus will be more relevant and prevalent during their postsecondary education career.

Students who intend to pursue a career in engineering or applied physics, for example, would have completely different needs, such as a greater focus on calculus and highly theoretical mathematical concepts like number theory. **Creating schools-within-schools for these students would have lasting and measurable benefits for them, as well as benefits for the teacher, who could teach smaller groups of students and offer greater individual attention to student queries and difficulties.**

A number of school districts view preschool education as an attribute that will influence overall effectiveness across all schools located within the district. **Evidence suggests that children with preschool experiences fare better academically and socially as they enter kindergarten and beyond.** Experiences in literacy and numeracy among early learners not only prepare preschoolers for a kindergarten curriculum that has heightened expectations of prior knowledge, but also help identify early learners who need additional support to ensure they have positive learning experiences later.

**Trust and parental participation are also featuring of a successful school.** Trust between all parties of the school community is vital for enhancing the school's effectiveness because it supports the prospect that parents and teachers believe in each other's motives and actions. Parental participation is also important because it sends the message to students that the adults in their lives--both teachers and parents--believe in the importance of education and are willing to make time to support students' educational experiences and efforts.

# Cottage Industries

A cottage industry is a small-scale, decentralized manufacturing business often operated out of a home rather than a purpose-built facility. Cottage industries are defined by the amount of investment required to start, as well as the number of people employed. They often focus on the production of labor-intensive goods but face a significant disadvantage when competing with factory-based manufacturers that mass-produce goods.

- A cottage industry is a small manufacturing operation, often run out of a person's home.
- Cottage industries play a significant role in the economies of developing countries.
- Small-scale cottage industries also are an important source of employment, especially in rural areas.

The small industries are an integral part of economic lifeline around the world and especially of developing countries. They are a major source of ideas and employment, sustaining and stimulating the growth of industrial sector. Though these small enterprises are full of enthusiasm but also fail owing to their inexperience, lack of finances and management skills. The multinationals of the world are endeavoring to make their ingresses all over the world. Apprehension is that these small industries may not be overshadowed under the multinationals. Despite the efforts of multinationals to capture the world industry, the importance of small industries cannot be ignored. They can benefit by the disciplined approach to direct settings,

which harnesses their character sense of enterprise, their capabilities and potentialities to their provision of goods and services. The study provides a brief picture about the growth of small industries in Pakistan and also reflects the attitude of government of Pakistan about this sector. A comparison of Small Industries of Pakistan & rest of the world has been presented. The study shows that various countries of the world have planned to pay proper attention on the development of small industries considering them vital for the growth of their economy and a good source of employment generation. The small industries grew at their own in the country without government planning and support.

Majority of the industries are family owned in which a few persons have been employed. The agro based small industries are setup in the rural areas and remaining are in the urban areas. These small industries cover most of the industrial field out of those the prominent are light engineering, textile, garments, knitting, surgical, sports goods, hosiery, embroidery, leather goods, poultry, handicrafts, agriculture, woodwork, nursery, fisheries, lodging industries etc. The focus needs to be on setting up export oriented and value-added small industries so that foreign exchange may be earned through these industries. The small industries can be utilized for producing the raw material for the large-scale industries as well as vice versa to utilize the waste of large industries. A comprehensive planning is required to channelize small industries to produce raw material for large industries and provide financial incentive to establish small industries in rural areas of Pakistan.







# Social Awareness Programs

Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. Social awareness is a crucial component of appropriate classroom behavior, which contributes to an environment conducive to learning. Social awareness is also widely established as an important factor in workforce success. One recent employer survey conducted by the Partnership for 21st Century Skills demonstrates that four of the five most important skills for high school graduates entering the work force are linked to social awareness: professionalism, collaboration, communication, and social responsibility.

- The waiter who suggests something better from the menu;
- The salesperson who goes the extra mile
- The supportive team leader
- And the executive that remembers your name

*Each of these have one thing in common... They excel in social awareness.*

According to Daniel Goleman the competencies associated with being socially aware are:

**Empathy:** understanding the other person's emotions, needs and concerns.

**Organizational Awareness:** the ability to understand the politics within an organization and how these affect the people working in them.

**Service:** the ability to understand and meet the needs of clients and customers.

Awareness of social situations means you carefully consider what people want, and plan to communicate with them in a way that is intended to meet that need.

### Why Young People Need Effective Social Awareness?

Developing the core skills of social awareness is valuable and allows for increased control of their social and emotional wellbeing. This development is most successful at a young age through a combination of traditional school-based education and curriculum-aligned programs designed to supplement the learning of children through various SEL activities and exercises.

As adults, we often take our life skills, learned throughout the years, for granted. These are skills that we use every single day, yet most of the time we only learn these skills way after entering adulthood - where it's often forgotten to pass these skills onto our children. Children are experiencing situations on a daily basis where they don't have coping skills to deal with whatever is thrown their way and that's why it's even more important for us to put an effort into instilling these skills in them.

### Benefits of effective social awareness are:

- It allows you to form strong friendships and relationships.
- It promotes compassion and empathy when interacting

with others.

- It helps to understand strengths and weaknesses.
- It improves social and emotional wellbeing.

### Here's 3 Strategies to Improve Children's Social Awareness:

#### 1. Challenge Your Child to Understand Everyday Situations

When your child has witnessed you having a conversation with another person or family member, discuss it with them. Then ask what they noticed in terms of language, body language, and facial expressions which were exchanged over the course of the conversation. This can be a good exercise to show children how when you treat people with respect it is likely reciprocated.

Teaching a child to understand nonverbal cues can give them an idea of how certain words and reactions can make others feel. By developing this sense of empathy, it becomes easier to form social interactions between peers as well as friendships more successfully.

#### 2. Encourage Children to Participate in Group Physical Activity

Giving your children access to yoga classes is a great start, whether it be at school or at home with others. Yoga provides fundamental movement, flexibility as well as improving coordination and energy levels.

Being a non-competitive exercise, with an ethos which requires you to 'leave your ego at the door' it creates an environment where confidence can be built, independent of others. These ideas of self-acceptance and spatial awareness give children the skills to manage stress and anxiety, while also being compassionate towards their peer's strengths and weaknesses.

#### 3. Be a Role Model

When demonstrating that you can show compassion and empathy towards others as a respected caregiver, this is the best possible reason for a child to follow suit. In their formative years, such a strong example can not only positively reinforce emotional intelligence but also help children understand that adults to make mistakes. No one is perfect and when children know this, they can then learn to develop this empathy with parents and teachers as well as peers - which is invaluable.

Effective social awareness is not only a key building block of emotional intelligence, but a fundamental aspect of human interaction particularly moving through adolescence. It is important that such life skills are learned when children are young so that the overall opportunity for social, emotional and physical wellbeing is maximized.



# Faith Village

In order to make a self-sufficient community/village following are some points that help out

- **Governance** – When decisions are made about a community, local people are included in the decision-making process. The community enjoys a sense of civic values, responsibility and pride.
- **Transport and Connectivity** – The transport facilities, including public transport, help people to travel within and between communities and reduce dependence on cars. There are facilities to encourage safe local walking and transport.
- **Services** – High quality services for families and children. A good range of affordable public, community, voluntary and private services that are accessible to the whole community.
- Environmental –
- **Equity** – People of all ages, races, cultures, sexes and abilities are given access to services, jobs and education in the community. This fairness is not a luxury; it is normal to everyone. This fairness lasts to provide opportunities for future generations.
- **Economy** – Local people have the opportunity to make money and have a good quality of life. They are encouraged to open small businesses and spend their wages locally to help improve other people's businesses. Successful businesses create more jobs for more people, and better standards of living for more people in the community.
- **Well designed and built** – A sense of place. Buildings are attractive, safe and useful to the people who use them. Buildings that people want to go into. Lots of open space for people to play and relax.
- **Active, Inclusive and Safe** – A community spirit is created. People are always welcome to join events. Neighbors look out for one another, and people respect each other. All people are treated fairly. There are low levels of crime, drugs and anti-social behavior with viable, effective and community friendly policing.

In Faith Village we are going to offer following facilities to people:

1. **Residence Units** (Houses, Hostels and Cottage facilities will be provided to all helpless, homeless people including all genders, ages etc.)
2. **Education units** (School, College, University and Vocational Center facility will be offered to all people living in Faith Village)
3. **Health Care Units** (Dispensaries, Clinics and Hospital facility will be offered to all people living in Faith Village)
4. **Cottage Industry Units** (Small industries such as engineering, textile, garments, knitting, surgical, sports goods, hosiery, embroidery, leather goods, poultry, handicrafts, agriculture, woodwork, nursery, fisheries, lodging industries etc. will be formed in order to provide employment as well as recognition for people living in Faith Village)
5. **Crops Farming** (Fruits and Vegetables Farms will be dedicated to produce good organic material for people inside Faith Village as well as for exporting and developing economy)
6. **Dairy and Poultry Facilities**
7. **Orphanage** (Mr. and Mrs. Sajid bin Zia, want to appeal the whole country Pakistan to stop throwing infants in trash and can quietly deliver them to Faith Foundation. Further these children will be legally adopted by Mr. and Mrs. Sajid bin Zia will be given good education and better upbringing to be a useful citizen for Pakistan)
8. **Old Age Home Facility**





# Off-Grid Living

What is living off the grid? It's all about sustainable living and renewable energy. But what does it really mean? Is it just a term? Is there some secret mysterious explanation? Is it simply opinion?

For most people, living off the grid simply means living a sustainable life, reducing the resources they consume, and in fact producing more resources than they use. It means disconnecting not just from the electrical grid, but also creating your own electricity, growing your own food, and living "green".

Sustainable living is only using renewable resources at a rate slower than what you can replace and produce. It's about finding balance in a lifestyle that gives back to the earth rather than taking from it.

In this Off-Grid mode of living Faith Foundation is going to offer following Facilities:

- **Self-Power Electric Generation**
- **Pure Water Generation**
- **Self-Bio-Gas Generation**



# FAITH FOUNDATION™

## Thank You

### Contact Us

📍 Navy Housing Scheme, Zamzama, Clifton, Block 9, Karachi, 75600, Pakistan.  
☎ +92 315 209 5953 | +92 301 229 9538 | +92 213 529 3764  
🌐 [www.faithfoundation.com.pk](http://www.faithfoundation.com.pk)

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