



MEHNAZ FATIMA FOUNDATION

- 📍 Hussainabad Colony, Near Serena Hotel,
Jutial, Gilgit, Pakistan
- ☎ +92-5811-454966 | +92-5811-459892
- ✉ ceo@mff.org.pk | hro@mff.org.pk
- 🌐 www.mehnazfatimafoundation.org.pk



MEHNAZ FATIMA FOUNDATION

Stimulating Lives through Quality Education
& Inclusive Services



THE ANNUAL REPORT

2023-24

Disclaimer:

This document is intended for informational and awareness purposes only. All facts, figures, and narratives presented are accurate to the best of our knowledge as of the date of publication. The content reflects the activities, programs, and impact of Mehnaz Fatima Foundation (MFF) and its affiliated entities. Reproduction or distribution of this material, in whole or in part, without prior written permission from MFF is not permitted. Any names, photos, or stories included have been used with appropriate consent and in accordance with MFF's values of dignity and respect for all individuals.

THE CONTENT

Mission and Vision Statements	01
Message from the Chairperson	02
Message from the CEO/Principal	03
Board of Directors	04
Organogram	05
Inclusive Education	06
Academic Activities	07
Azizali F. Mohammed Rehabilitation Centre Services	08
Volunteers	09
Visitors to MFF	10
Annual Board Meetings	11
Financial Summary	12
Certifications and Associations	13
Board Meetings	14
Faculty List	15
List of Donors	16
Parents' Views	17
Visitors' Comments	18
How to Donate	19

ABBREVIATIONS & ACRONYMS

AFAQ	Association For Academic Quality
AFMRP	Azizali F. Mohammed Rehabilitation Program
AKHSS	Aga Khan Higher Secondary School
AKU	Aga Khan University, Karachi
AKU-EB	Aga Khan University Examination Board
ASP	Autism Spectrum Disorder
BOD	Board of Directors
CICD	Community Intervention for Children with Disabilities
ECD	Early Childhood Development
ECE	Early Childhood Education
HSSC	Higher Secondary School Certificate
ICT	Information and Communication Technology
IEP	Individual Educational Plan
ISOI	International School of Islamabad
IST	Inclusive Supportive Team
MFF	Mehnaz Fatima Foundation
MFM&IS	Mehnaz Fatima Montessori and Inclusive School
MFSEC	Mehnaz Fatima Special Educational Centre
MSP	Middle School Program
NRSP	National Rural Support Program
PDCN	Professional Development Centre, North
PTM	Parent Teacher Meeting
PWDs	Persons with Disabilities
SECP	Securities & Exchange Commission of Pakistan
STEAM	Science, Technology, Engineering, Arts and Mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
ZT	Zauqi Charitable and Educational Trust



MISSION

To be a Dynamic, Progressive, and Advanced Learning Organization, Reaching out to inspire lives through Quality inclusive Services.



VISION

To provide quality education, beginning with young children and children with special needs, by focusing on the development of human resources, optimal learning facilities, and community awareness in Gilgit-Baltistan, Pakistan.



OUR VALUE

To Promote an Inclusive Society
Uphold and Value Diversity and Tolerance
Practice Merit
Ensure Excellence in Service based on Volunteerism

THE MEHNAZ FATIMA FOUNDATION BELIVES THAT

- Education is the right of every child, including those with special needs
- Early childhood education enhances the potential of each child
- Each child is an individual learner
- Education is creative process
- Education requires a conducive environment
- The family is critical in educating a child
- Children with Disabilities should be mainstreamed as much as possible
- All people have equal worth and should have equal rights and opportunities
- Modeling best educational practices and professionalism benefits the community
- Holistic education allows students to develop to their full potential
- Partnerships are necessary to achieve our objectives
- Caring and respect are keys to success



MESSAGE FROM CHAIRPERSON

2024 marks the completion of 26 years, over a quarter of a century, of the Mehnaz Fatima Foundation, previously the Mehnaz Fatima Educational Welfare Organization, named after my youngest sister, Mehnaz Fatima, who has Down Syndrome. It is a non-profit organization registered as a Section 42 company through the Security and Exchange Commission of Pakistan, approved by the Pakistan Federal Board of Revenue, and certified by the Pakistan Centre for Philanthropy.

We started the Mehnaz Fatima Montessori in 1998 for our son Yousuf and 7 of his young friends, developed the Mehnaz Fatima Special Education Centre in 2004, and the Community Intervention for Children with Disabilities Project in 2006, in which we trained health workers and caretakers to take care of children

with special needs in their homes and to try to accommodate them in local schools. In 2011 we began construction of a custom-designed “inclusive school,” which would accommodate both typical children and those with special needs. Our new campus opened in 2013 with 4 buildings and 24 classrooms. In 2012, the Board decided to increase the level of classes from Grade 5 to Middle School. Subsequently we added classes 9 and 10, in 2024 Class 11, and we plan to add Class 12 in 2025. This is at the request of parents and because we wanted to provide the opportunity for children with special needs to be able to continue to complete higher secondary education. Our school has been designed to be completely accessible. In 2017 with the addition of fifth building, we inaugurated a Rehabilitation Centre named for



*Mehnaz Fatima Foundation
has lived on dreams from
the beginning – and we
have seen many come true.*

my father, Dr. Azizali F. Mohammed. This provides services including speech-language, behavioral, occupational and physical therapies. While once we had to train all our therapists wherever possible, we are now able to recruit some therapists from Gilgit-Baltistan who have qualified from downcountry Pakistani institutions.

As of October 2024 we have 878 children regularly on campus, of which 95 (about 11%) have special needs. We support 156 needy children (about 20%) with full or partial aid to

cover costs, or approximately \$140 per student per year. It costs on average \$320 per child per year to provide rehabilitation therapy services. It costs more to provide care for children in special “School Readiness” and “Independent Living Skills” classes, or \$420 per student per year. If you are willing to sponsor a child in need, please let us know.

We need to raise funds to meet unmet needs: to expand space available for children who need rehabilitation services, as well as for 3 higher secondary classrooms. We estimate these costs to be approximately \$130,000. We have only reached to this point in time due to the generosity of friends and family and we would like to be able to count on you again. This institution is meant to be a Charity in Perpetuity, a “Sadaqah Jahriyah”.

In the longer term, we look forward to building a second smaller campus for Montessori and Primary children, as these sections serve the highest number of children with special needs. Many of our students come from neighboring villages outside Gilgit, and we have recently been able to buy a small piece of land in neighboring Danyore where we could start this campus and hopefully a second rehabilitation centre. This is a dream, but Mehnaz Fatima Foundation has lived on dreams from the beginning, and we have seen many come true. Please help us!

I am enormously grateful to the faithful teaching and support staff, the Management under the capable leadership of Ms. Tahira Sher, CEO, and the active participation of the MFF Board. Without this team, Mehnaz Fatima could not have made the progress it has, and we look forward to continuing to serve vulnerable segments of the population and young children for the foreseeable future!

Zeba Rasmussen

Founding Chairperson Mehnaz Fatima
Educational and Welfare Organization and
Current Chairperson, Mehnaz Fatima Foundation





MESSAGE FROM CEO/PRINCIPAL

I became a part of the Mehnaz Fatima Foundation (MFF) in 2006, initially joining as an assistant teacher. From 2007-2008, I had the privilege of undergoing an internship at the International School of Islamabad (ISOI) for one year. This experience presented a significant opportunity for me to delve into modern teaching methods, encompassing student-centered teaching, project-based learning, and the development of critical thinking and problem-solving skills.

Recognizing the importance of continuous professional and academic development, MFF extended its support for me to pursue a professional degree at the Aga Khan University Institute for Educational Development (AKU-IED) in Educational Leadership and Management. This educational endeavor contributed to my overall growth and

competence in the field.

It is a great honor for me that during the past 17 years, this esteemed organization prepared me as a confident and empowered woman through the journey from assistant teacher to the Chief Executive level. The MFF provided me a platform where I recognize my skills, polish them as needed, and move forward professionally. When I look backward, I feel proud to be a meaningful part of this great institute.

Over the extensive period spanning from its establishment in 1998 to the year 2024, MFF has undergone transformative evolution. The organization has steadfastly committed itself to the preparation and enhancement of its staff by providing extensive training in the realms of teaching and learning. In particular, MFF remains the only entity in Gilgit offering Montessori teacher assistant training. We are glad to be completing our twenty-sixth year from the beginning of a small Montessori for little children in Gilgit. As we reflect on the past year's endeavors at our Montessori education program, Inclusive Education School and Rehabilitation Services, it brings me great pride to share the collective achievements and progress we have made in our mission to create an inclusive and empowering learning environment.

Our Montessori program, designed to nurture curiosity, independence, and a love for learning, has been a beacon of innovation. Through this approach, we aim not only to provide quality education but also to instill a lifelong passion for discovery and knowledge in our young learners. This past year, our Montessori teachers delivered a 3-month Assistant Montessori training program to 18 young educated women of Gilgit-Baltistan.

MFF is proud to be affiliated with the Aga Khan University Education Board (AKU-EB) for

Secondary School Certificate (SSC) exams and the Primary and Middle School Program, emphasizing project-based learning.

In addition to teacher training, our primary focus has been on cultivating content knowledge, fostering inclusive education, refining item writing techniques, and enhancing both formative and summative assessment practices. Moreover, we have emphasized the development of IT skills, embraced blended learning approaches (both in-person and online, especially during COVID-19), and concentrated on effective classroom management. The organization has actively promoted the improvement of teaching and learning methodologies through the implementation of project-based learning, action research, and case studies.

Emphasizing a holistic approach, MFF is dedicated not only to enhancing its capacity to deliver quality education but also places a strong emphasis on instilling moral values, fostering humane behavior, and promoting respect for individual strengths. The organization recognizes the significance of cultivating a learning environment that goes beyond academic achievement, prioritizing the development of well-rounded individuals who embody principles of integrity, compassion, and acceptance. For this purpose, MFF closely works on student counselling, mental health, and health and hygiene awareness sessions. We have introduced an enriched curriculum in technology, equipping students with modern IT devices. This approach underscores MFF's commitment to continuous improvement and adaptability in the ever-changing landscape of education.

Mehnaz Fatima Montessori and Inclusive School (MFM&IS) currently caters to an

enrollment of nearly 850 children. This includes approximately 65 students with special needs who receive customized education and various therapies based on their identified requirements. To support needy and deserving students we have allocated about 4.5 million rupees in our annual budget from 2018 to 2023, and during last 5 years 2.9 million rupees has been given to students as fee remission.

The Dr. Azizali F. Mohammed Rehabilitation Centre has experienced notable evolution, consistently adapting its programs over time. Since 2017, it has been delivering crucial services, benefiting 580 individuals. In 2024, the Centre provided rehabilitation services to 98 beneficiaries.

The Rehabilitation Centre also contributed to distribution of Ration Packages (food items) to 2,500 vulnerable households in Gilgit Baltistan during the COVID-19 outbreak, mainly focusing on families having persons with disabilities.



We have witnessed inspiring stories of personal growth and success, demonstrating the profound impact inclusive education and rehabilitation services can have on the lives of individuals facing unique challenges."

To improve the assessment process, clinical psychologists and speech therapists have been integrated. The formation of an Inclusive Support Team (IST) helps provide substantial assistance to children with special needs in the school and to conduct training sessions for teachers handling such students.

We launched an innovative skills program specifically tailored for girls with special needs. Of note, children from the Rehabilitation Centre and MFF Inclusive School actively participated in the National Inter-School Fit 5 Challenge organized by Pakistan's Special Olympics program.

Efforts to enhance collaboration and forge connections with both Government and private stakeholders were intensified. In collaboration with the Department of Health, a comprehensive survey was carried out to identify individuals with special needs in Gilgit city.

The Centre distributed wheelchairs among physically challenged children from both the MFF School and the community. Psychologists organized student sessions covering various topics to help them address personal challenges. Individual sessions were conducted to assist children dealing with behavioral issues.

To better prepare children with special needs for mainstream schooling, the School Readiness Class was initiated, aiming to overcome their challenges and facilitate their inclusion in regular schools. Additionally, the Centre commenced an internship program aimed at offering opportunities to fresh candidates entering the field.

From 2023-2024 we concentrated on the formulation of policy and guidelines, completing the revision of Human Resource, Financial, Procurement and Monitoring and

Evaluation Policies. We also introduced policies on admission, homework, discipline, and fee remission in the MFF school system. We are currently working on an Inclusive Education policy.

Throughout the years, our dedicated team has worked passionately to implement and enhance inclusive practices, ensuring that our educational and rehabilitation services cater to the diverse needs of our students. The strides we have taken in promoting a supportive and accessible atmosphere have not only benefited those directly in our care but have also made a positive impact on the wider community.

I would like to express my gratitude to each member of our team for their unwavering dedication, creativity, and resilience. Together, we have witnessed inspiring stories of personal growth and success, demonstrating the profound impact inclusive education and rehabilitation services can have on the lives of individuals facing unique challenges.

I extend my deepest appreciation to our honorable Patrons, the Chairperson, Dr. Zeba Rasmussen, Stephen Rasmussen and their devoted family, esteemed Board members, our students, their families, our staff, and to all our partners for their invaluable contributions to the success of our organization. Together, we will continue to build a future where inclusivity is not just a goal but a reality lived by everyone.

Looking ahead, let us renew our commitment to continuous improvement and innovation. Let us explore new avenues for collaboration, and advocacy to further enhance the quality of our services and expand our reach.

Thank you for being part of this transformative journey.

BOARD OF DIRECTORS



Dr. Zeba Rasmussen



Dr. Ahsan Ullah Mir



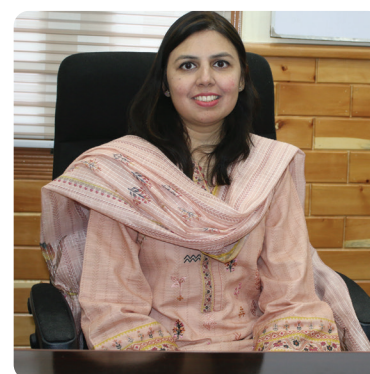
Mr. Muzaffar Ud Din



Mr. Amjad Ali Arbab



Mr. Aqueel E. Merchant



Dr. Afreenish Hassan

PATRONS



Dr. Zeba Rasmussen



Mrs. Sakina Mohammed



Stephen Rasmussen

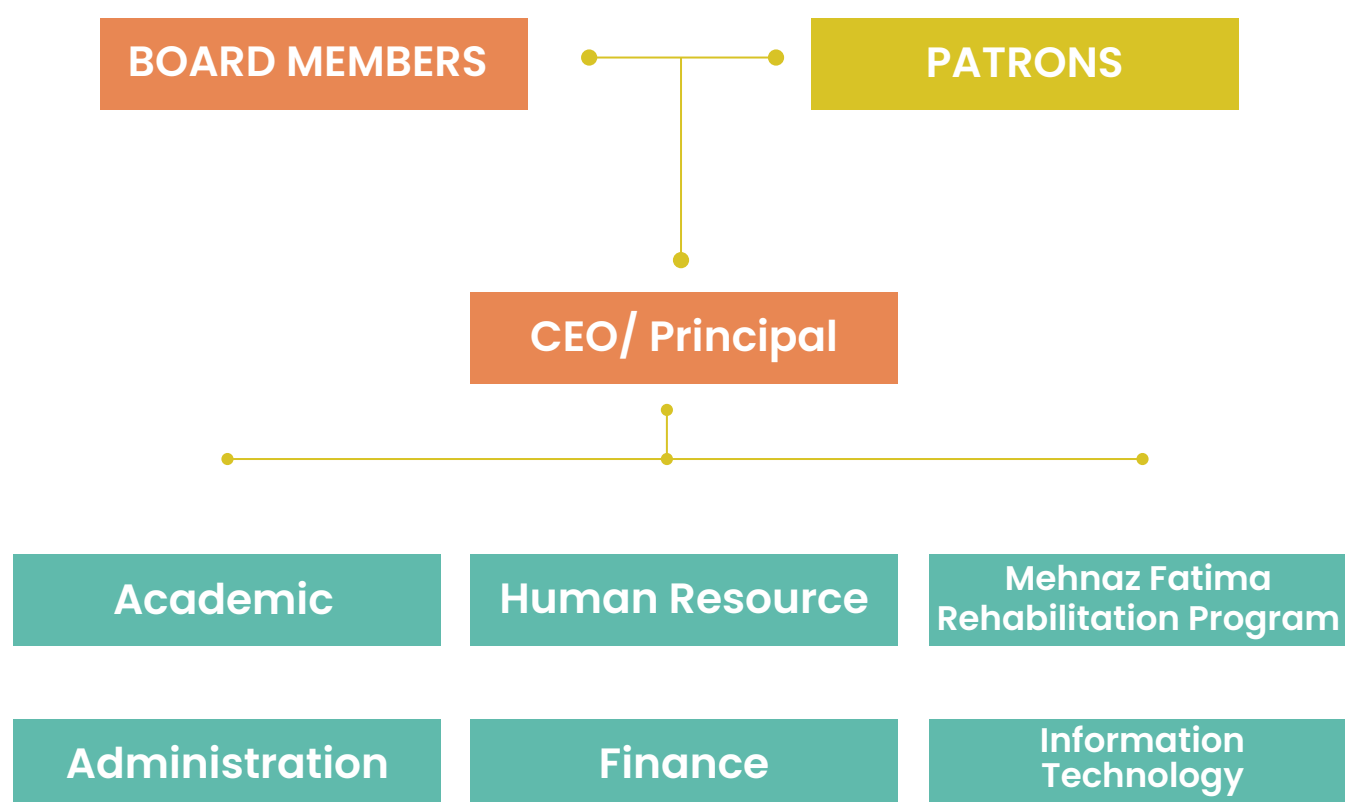


(Late) Azizali F. Mohammed

TEAM MFF



ORGANIZATIONAL ORGANOGRAM



ABOUT

MEHNAZ FATIMA FOUNDATION



MFF stands as the sole organization in Gilgit-Baltistan dedicated to delivering inclusive education and rehabilitation services."

Mehnaz Fatima Foundation (MFF) is a non-governmental, non-profit organization that works on inclusive education, rehabilitation of the Persons with Disabilities (PWDs), and human resource development in Gilgit-Baltistan.

MFF stands as the sole organization in Gilgit-Baltistan dedicated to delivering inclusive education and rehabilitation services. It has set the benchmark for Montessori education, Special Education, and Inclusive Education in the G-B region, pioneering these essential educational approaches.

For the first 26 years of its journey, MFF has made tangible contributions to provide quality and inclusive education to young children, to rehabilitate people with disabilities, and empower underprivileged and marginalized segments of the society through inclusive skill development and human development interventions.

MFF has been active in Gilgit-Baltistan since 1998. Initially, we operated as the "Mehnaz Fatima Educational and Welfare Organization (MFEWO)" under the Voluntary Social Welfare Agencies Rules of 1961. In 2018, we officially registered MFF as an NGO under section 42 of the Companies Act of 2017 with the Pakistan Securities and Exchange Commission (SECP). We are registered with the Pakistan Economic Affairs Division (EAD) and are certified by the Pakistan Centre for Philanthropy (PCP).



OVERVIEW OF **MONTESORI EDUCATION**

The Montessori Method of education is a unique form of Early Childhood Education (ECE). This method takes a child-centered approach, trained teachers, scientifically designed materials, mixed-age groups, and individual learning plans. The Montessori Method emphasizes independent learning, letting children grow into lifelong learners and responsible citizens of the world.

The Mehnaz Fatima Montessori (ECE) section is making efforts on the basis of its past

successful experience. It equips faculty with modern teaching methodologies, using an early childhood curriculum and activities to meet a child's needs for holistic development. We provide a conducive environment to enhance learning abilities. Below are some basic features of the MFM ECE:

i. Trained / Professional Faculty

Teachers are provided professional and refresher training opportunities from top-ranking institutes of the country i.e. London Montessori International, Professional Development Centre North (PDCN) in Gilgit. We regularly analyze the impact of training and check to ensure that the newly introduced practices and methodologies are achieving their objectives. We work towards achieving continuous quality improvement in ECE.

ii. Availability of Required Facilities

1. Spacious classrooms, fully equipped with required materials
2. Teaching aids and books in reading corners
3. High standard physical environment
4. Well-equipped library with books at every level

iii. Curriculum integrated with Standard National Curriculum

Materials and activities to develop understanding and skills in:

1. Mathematics and geometry
2. Science
3. Physical education
4. Information technology
5. Language arts (phonics, spelling, grammar, reading, creative writing)
6. Music and art

iv. Regular Student Assessment to Evaluate Needs and Level

- Through observation and record-keeping
- To guide students and parents to meet individual interests, capabilities, educational needs, and academic success
- As a basis to develop Individual Educational Plans (IEPs), both academic and behavioral
- Regular Parents-Teacher meetings to share progress



INCLUSIVE EDUCATION:

A Concept Implemented by Mehnaz Fatima Foundation

Mehnaz Fatima Foundation is also on the frontline for making inclusive education functional in Gilgit-Baltistan. The MFF commenced its services as the Mehnaz Fatima Educational and Welfare Organization (MFEWO) in 1998, with the primary goal of providing Montessori Education to young children in Gilgit-Baltistan. The inception of this non-profit Montessori school involved the enrollment of eight children, aged 2.5 to 6 years, into a Montessori environment. In order to staff the school, the organization facilitated the training of locally educated young women in the Montessori approach, marking the beginning of an educational journey. Over the course of 26 years, MFF has expanded its services, evolving from Montessori education to encompass high school education. It has also extended care to children with disabilities in Gilgit-Baltistan by introducing special education and rehabilitation services. Notably, in 2013, MFF introduced state-of-the-art

facilities for Inclusive Education services. With these progressive steps, MFF takes pride in being a pioneer in Montessori Education, Special Education, Inclusive Education, and Rehabilitation services across Gilgit-Baltistan.

MFF School is dedicated to delivering high-quality educational services, with a focus on project-based learning and digital literacy. We have implemented a Learning Management System (LMS) and a technology-driven curriculum that aligns with the demands of the current times. Moreover, we offer a platform where students can enhance their communication skills, presentation abilities, teamwork, and adeptly navigate time challenges, showcasing their diverse talents.

ACADEMIC ACTIVITIES & IMPLEMENTATIONS

Curriculum Overview

Our educational philosophy is based on a curriculum that considers the four pillars of knowledge for the 21st century described by Jacques Delors (2001) UNESCO (The treasure within; report to UNESCO of the International Commission on Education for the Twenty-first Century):

- Learning to Know
- Learning to Do
- Learning to Live Together
- Learning to Be

MFF School fully integrates all six learning areas of the National Curriculum, with a focus on Mathematics, Science, Languages, Humanities, Social Sciences, Health and Physical Education, Technologies, and the Arts. The school's leadership team develops timetables tailored to the school context while ensuring adherence to recommended time allocations for teaching each area. Teachers use the curriculum elements, such as the content descriptions, to guide teaching and learning sequences that give students the opportunities to develop the three dimensions of learning levels, which are knowledge, understanding, and application. Teachers collaboratively design unit plans for each learning area based on the achievement standards and content descriptions for the respective learning area utilizing student data.

A yearly overview of each learning area is

designed to ensure that all areas are covered each year. Year-level unit plans consist of the relevant areas of the achievement standards being taught, the teaching and learning sequence, and differentiation in order to meet the needs of students. Teachers continually plan, monitor, and review curriculum delivery at the school because students' needs are continually changing. Short-cycle planning is utilized to evaluate, modify, and adjust teaching to adapt to the needs of the students. Monitoring student achievement is an ongoing process involving both formative and summative assessments. Teachers provide regular feedback to parents regarding student progress through informal meetings as well as through formal communication opportunities such as Parent-Teacher meetings every month.

Effective teaching and learning occur where teachers have both a deep knowledge of the curriculum and the skills to use high-impact strategies. In addition, support is given to teachers to build their knowledge and capability to ensure consistency of practice across the school.

Teachers attend regular professional development sessions, plan collaboratively and engage in Review and Response meetings to improve student learning. A common model of teaching and learning, such as Visible Learning practices, Effective and Expected practices, as well as High Yield

strategies, have been put in place across the school. Time and resources are allocated for teachers to plan and monitor the implementation of the curriculum collaboratively with the Learning Leader.

A high-quality education implements differentiation within the curriculum to embrace the whole child. The Mehnaz Fatima school system has a support mechanism, and processes in place to identify and support student learning. Students' positive engagement for learning encompasses support across academic, behavioral,

cognitive, and affective domains using the three tiers of support. Each of the tiers targets all areas of education and embraces the student and their individual needs and strengths. This allows the students at Mehnaz Fatima to access and engage in the curriculum and school community. Preventive and proactive practices that enhance learning are implemented to support high-quality education and curriculum engagement for all.



SCIENCE AND TECH EXPO



STEAM EDUCATION

MFF introduced STEAM learning with the collaboration of the National University of Science and Technology (NUST), to help students develop the skills they need to be successful in the future. It is project-based learning with hands-on activities, which help develop 21st-century skills in students.

The STEAM program includes:

1. Integrated activities of science, technology, engineering, arts, and mathematics
2. Curriculum with modules for each grade
3. Lesson plans and presentations for teachers
4. Activities for students that can be performed initially on the computer and then can be done manually
5. Student assessment
6. Teachers' training

The outputs of the program are:

1. Learning computer programming
2. Simulation of different projects using computers before performing them manually
3. Learning concepts of math and arts by performing activities on the computer
4. Development of critical thinking and problem-solving skills



MIDDLE SCHOOL PROGRAM (MSP)

PROJECT BASED LEARNING

The Mehnaz Fatima School provides an opportunity for teachers to shift from traditional teaching roles and turn towards a transformative teaching environment. This project-based learning introduces teachers to observation-based assessment of competencies.

The teachers demonstrate and assess these eight identified competencies, including:



Grade pre-9th students working together on a group project



Critical thinking and problem-solving



Creativity and innovation



Information Gathering



Communication Skills



Interpersonal Skills



Responsibility



Listening, reading, and observational skills



Teamwork

LEARNING MANAGEMENT SYSTEM

LMS-BASED LEARNING

The Mehnaz Fatima School introduced the newest breakthroughs, advancements, and technologies:



It replaced the obsolete computing curriculum.



It equips students with the skills they will need in the 21st century.



It aids in the development of young pupils' analytical, problem-solving, and algorithm-design skills as well as their development as logical thinkers, innovators, and collaborators as they mature.



CURRICULAR AND CO-CURRICULAR ACTIVITIES

The purpose of co-curricular activities is to enhance student learning and shape essential life skills. Skills built, such as social and leadership skills, can enrich a student's academic experience. Co-curricular activities are activities and programs that take place outside of the traditional classroom but in some manner complement academic learning from the classroom curriculum.

Mehnaz Fatima Montessori and Inclusive School (MFM&IS) recognizes the significance of a balanced education and has established a platform where students are groomed comprehensively. Through a myriad of activities, MFM&IS School aims to provide a diverse range of experiences that go beyond textbooks. The school organizes various events, including book review presentations,

“

MFM&IS ensures that students are not only academically proficient but also equipped with the skills necessary for success in a dynamic and competitive world.”



Mother's Day Celebration

speech and debate competitions, spelling bee competitions, exposure visits, study tours, sports week, and competitions among houses, reading competitions, and festive celebrations. These activities not only enhance academic knowledge but also instill crucial life skills such as communication, teamwork, and leadership. MFF School's commitment to fostering a well-rounded education ensures that students are not only academically proficient but also equipped with the skills necessary for success in a dynamic and competitive world.



A life-saving program project by an expert from the Pakistan Red Crescent Society (PRCS)



Cooking with Little Chefs



Grade 2 Celebrates Mothers' Day and Book Review



Spelling Bee Competition by Grade 1



Reading Competition by Grade 1



Spring Festival



Class pre-9th's best performers of "Improving World Problem-Solving Skills through Action Research"



Grade 5 Action Research on "Improving Urdu paragraph writing skills with correct sequence and coherency" search



Cultural Show by Grade 4



Learning through role play



7th Grade Students demonstrate the practical application of profit, loss, and discount concepts, highlighting their crucial role in everyday transactions



Science Fair by Primary Section



Plantation Day: Planting Flowers from Home



Debate Competition



Urdu Speech Competition by Grade 9



Speech Competition by Grade 4

EXPOSURE VISITS AND STUDY TOURS TO DIFFERENT AREAS OF GILGIT



Visiting vertical farming tunnels



*Experiencing the process of dialysis at
Aga Khan Hospital, Gilgit*



A field trip to the Chinese graveyard



Students visit Sost dry port

CELEBRATION OF VARIOUS EVENTS IN CAMPUS

Throughout the year, MFF celebrates multiple events with great enthusiasm.



Pakistan Day Celebration



Colors Day Celebration



International Day of Persons with Disabilities



Eid e Milad Un Nabi Celebration

SPORTS WEEK



AWARENESS SESSIONS ON STUDENT COUNSELING



*Awareness Session on Artificial Intelligence
for Middle Section*



*Awareness Session on Emotional Awareness
& Coping Skills for Senior Section*

STUDENT LEADERSHIP

MFF offers a platform for students to cultivate and strengthen their leadership skills. To facilitate this, students are encouraged to express their interest by submitting their objectives and logos for the positions of Head Boy, Head Girl, and Head Prefects. These aspiring student leaders then conduct campaigns, actively seeking votes from the school community. The selection for these leadership roles is determined through a voting process within the school.



*A student helps to implement a polling system
for student leadership elections*



*Faculty help students to create a democratic polling
process for student leadership elections*

TRAINING SESSIONS AND WORKSHOPS FOR STAFF

Regular training sessions not only keep educators abreast of the latest pedagogical trends and methodologies but also enhance their skills and knowledge, ultimately benefitting the student learning experience. At MFF, recognizing the paramount importance of staff development, the institution consistently conducts yearly training sessions tailored to the specific needs of its educators. These sessions serve as a platform for skill refinement, the introduction of innovative teaching techniques, and the exploration of emerging trends in education. By fostering a culture of continuous learning and improvement, MFF ensures that its staff remains well-equipped to meet the evolving demands of the educational landscape, thereby contributing to the overall growth and success of the institution.



Training Session on Teaching Language and Classroom Management by Bulbul Jan, Educationist and Teacher Educator



A training session on student assessment conducted by AFAQ

MEDICAL CAMP

In collaboration with the Aga Khan Health Service, MFF organized a school health assessment program, during which experts conducted comprehensive examinations for MFF students. The assessments included vision tests, dental screenings, measurements of height and weight, and thorough head-to-toe examinations. This initiative aimed to prioritize the well-being of the students by ensuring their overall health and identifying any potential health concerns.



Eyesight Test



Dental Examination



Measuring Weight & Height

CONSULTATION BY PHYSIOTHERAPIST DR. ARIF

The Rehabilitation Centre organized a consultation day specifically designed for children using wheelchairs at Mehnaz Fatima Inclusive School. Dr. Arif conducted thorough assessments of the children and provided individualized therapy plans to our team of physiotherapy trainers. Additionally, Dr. Arif took the opportunity to meet with parents and extended valuable recommendations, emphasizing the necessity of specific therapies to be implemented within the home environment.



PARENT-TEACHER MEETINGS (PTM)

MFF holds monthly Parent-Teacher meetings, which aimed to provide excellent opportunities for parents to talk about any issues they feel are hindering their child's learning. Teachers and parents plan out each child's learning process through face-to-face communication.



CAMPUS FACILITIES

MFF invests heavily in facilities and learning resources, ensuring that the staff and students have access to everything they need to help them succeed in their work and study. These resources for growth and learning have placed MFF at the highest level in Gilgit-Baltistan.

Some of the facilities include:



Clean Classrooms



Modern Library



Science Laboratories



Music Room



Playground



ICT & E-learning labs



Daycare Centre

FACILITIES



Older students at work in the library



Young Children's Reading Corner in the Library



Students conduct science experiments in the lab



Daycare facility



The playing field donated in the honor of first MFF student (late) Yousuf Rasmussen



Students using computers in the IT lab

SERVICES FOR CHILDREN WITH SPECIAL NEEDS

The Mehnaz Fatima Special Education Centre (MFSEC) was created in 2004, serving only children with special needs with exclusively charitable funding, primarily from the Zauqi Charitable and Educational Trust (ZT). In 2006, the Community Intervention for Children with Disabilities (CICD) Project was started with initial funding from the World Bank's Taraqee Program (\$25,000) and subsequently other charitable funding. We then incorporated both streams of the MFSEC and CICD into the Inclusive School in 2013.

The Azizali F. Mohammed (AFM) Rehabilitation Centre, established in 2017 to provide quality services, is a well-equipped state-of-the-art facility at the Mehnaz Fatima Foundation which provides a variety of special therapies: physiotherapy, speech-language, occupational, and behavioral therapies. An experienced multi-disciplinary team is now equipped to facilitate children from the school and community. We developed the concept of a socialization class in 2019, now called "School Readiness Program," which has so far accommodated more than 40 children. Some of these children have been able to be mainstreamed into the school. Services at the Azizali F. Mohammed Rehabilitation Centre are primarily provided through charitable funding from the ZT, although a graded scheme of fees for those who can afford to contribute was introduced in July 2023.



We have seen changes in attitudes towards children with different abilities — parents are now bringing children at much younger ages to the Rehabilitation Centre."

We discontinued the CICD Project in 2021, as we decided parents could bring children to the better facilities available at the Rehabilitation Centre. We have seen changes in attitudes towards children with different abilities and disabilities over time, and have noted that parents are bringing children at much younger ages to the Rehabilitation Centre. We continue in our efforts to make parents aware of rehabilitation services and to train them to deliver specific therapies required by their own children. In addition, we have worked with Government, other educational institutions and stakeholders to highlight the needs of special persons. We also provided emergency food relief to households with persons with disabilities during COVID-19 pandemic.

Until October 2023, our Rehabilitation Centre had provided services to 580 beneficiaries. We summarize the types of services provided through our Azizali F. Mohammed Rehabilitation Program (AFMRP) below.

AZIZALI F. MOHAMMED REHABILITATION PROGRAM SERVICES

Physiotherapy Unit:

- Well-equipped
- Trained and experienced team
- Addresses functional limitations and reduces disabilities to restore and maintain mobility, enhance function, and well-being
- 33 (17 boys & 16 girls) clients are registered to receive regular services

Speech-Language Therapy Unit:

- Qualified Speech-Language therapist and experienced team
- Designed to overcome communication problems, speech disorders and improve communication skills
- Treats a variety of communication impairments
- Gives advice in quiet, calm environment
- As of October 2024, 48 (35 boys & 13 girls) clients are registered to avail regular services. From 2017 till now 309 clients have availed the speech therapy services

Occupational Therapy Unit:

- This well-equipped unit is functioning to help people who have physical, sensory, or cognitive problems
- The ultimate aim of this unit is to provide support for regaining independence in all areas of their lives and to enable clients to participate in everyday life activities
- As of October 2023, 31 (21 boys & 10 girls) clients are registered; the team engages them as per a defined time scheduled



A Physiotherapy Trainer Performing Manual Therapy



A child actively participating in a Speech Therapy session



Occupational Therapist engages a student for fine motor skills

Behavior Therapy Unit:

- In this unit, 23 (13 boys & 10 girls) clients are registered to avail regular services
- This unit deals with children with self-destructive or unhealthy behaviors by using various motivational techniques
- The aim of this unit is to replace undesirable (objectionable, problematic, disagreeable) actions and behaviors with more positive, desirable ones, thus leading to better results and outcomes in life.



Child engaged in Behavioral Therapy session

Parent Counseling:

- The intervention has been structured to enhance effective parent involvement in the Rehabilitation process
- Provides moral support and guidance to resolve problems and understand their vital roles
- It helps to ensure the socialization of concerned children in the family, which can better understand individual learning capabilities
- The team has so far arranged 241 sessions with 319 parents (175 male, 144 female)



Parents counselling session

Remedial Therapy Unit

This unit supports children with learning disabilities. Students identified by MFF school teachers as facing learning challenges are referred to the unit. The remedial therapist evaluates each child's learning difficulties, designs a personalized intervention plan, and provides dedicated support during allocated sessions.

- In this unit, 8 (all boys) are registered to avail regular services



A Remedial Therapy internee performing Manual Therapy

“SOCIALIZATION” SERVICES NOW “SCHOOL READINESS” AND “INDEPENDENT LIVING SKILLS”

The Rehabilitation Centre is dedicated to providing tailored educational and therapeutic programs for children with disabilities. These programs aim to prepare children for mainstream educational environments or equip them with vital skills for independent living. Through a compassionate and structured approach, the Centre ensures that each child's unique needs are met, enabling them to thrive both socially and academically.

1. School Readiness Class:

The School Readiness class is a cornerstone initiative designed to prepare children with disabilities for successful inclusion in mainstream schools. This program addresses the specific developmental, behavioral, and educational challenges faced by children and empowers them with the skills, support, and confidence needed to adapt and excel in inclusive educational settings.

Key Features:

Target Age Group:

- Caters to children up to 8 years of age.

Enrollment Criteria:

- Selection is based on a rigorous assessment process conducted by specialists to identify areas of need.

Focus Areas:

- Physical development challenges, behavioral issues, communication difficulties, learning disabilities.

Intervention Programs:

- Each child is provided with an Individualized Education Program (IEP), outlining personalized goals and strategies.
- Regular therapy sessions complement the education plan to address identified developmental gaps.



Transition Plan:

- Children showing significant progress are transitioned to our mainstream school after completing one year in the program.
- Those requiring additional intervention remain in the program for an extra year to ensure readiness.

The class currently supports 8 children, comprising 3 girls and 5 boys.

2. Independent Living Skill Class

The Independent Living Skill Class is designed for children with severe disabilities who face significant cognitive or physical challenges, making mainstream school integration unfeasible. The program focuses on enhancing self-help skills, socialization, and basic functional abilities, enabling these children to achieve greater independence and improved quality of life.

Key Features:

Target Age Group:

- Primarily caters to children aged 8 years and above, though younger children with severe disabilities may also participate.

Beneficiaries:

- Children with Down syndrome, intellectual disabilities, cerebral palsy, hearing and speech impairments, and other disabilities.

Class Divisions:

The Independent Living Skill Class operates across two shifts to accommodate more children.

SHIFT	CLASS	CHILDREN	BOYS	GIRLS
Morning (9:00–12:00)	A	8	6	2
Morning (9:00–12:00)	B	9	5	4
Afternoon (12:00–2:30)	-	8	2	6

Program Approach:

- Specialized education techniques tailored to the child's specific needs.
- Interventions designed to develop life skills and improve daily functioning.
- Regular therapy sessions integrated into the schedule to address physical and cognitive challenges.





3. Skill Development Program

An integral part of the Independent Living Skill Class is the Skill Development Program, which provides additional support to children, particularly girls, who face challenges in continuing their education in mainstream schools. The program emphasizes vocational and life skills training, preparing participants to lead more independent and empowered lives.

Key Features:

Target Beneficiaries:

- Children experiencing learning difficulties in mainstream schools, especially girls.

Program Structure:

- A modified curriculum tailored to the needs of each child.
- Focused on developing practical skills such as stitching, embroidery, and other vocational abilities.
- Conducted during children's leisure hours to ensure minimal disruption to their regular school routines.

Current Strength:

The Skill Development Program currently supports 6 girls, including:

- 4 girls from the MFF School.
- 1 girl from the Independent Living Skill Class.
- 1 girl with hearing impairment enrolled through the outreach program.

“Through compassionate, individualized programs, the Rehabilitation Centre prepares children with disabilities to thrive — whether in mainstream classrooms or in life.”

CLIENT STORIES

When he was 2 years old, his parents noticed inappropriate behaviors in their child. Hence, they consulted with a doctor to get advice and after an evaluation, he was diagnosed with autism spectrum disorder (ASD). At the age of 3.6 years, the child registered at the MFF Rehabilitation Centre in 2020, with the same features. During the first consultation, the child was referred



for screening and one week of observation in different settings. During the screening process, we noted that the child exhibited temper tantrums, had difficulty paying attention and concentrating, had communication problems, avoided eye contact, had trouble following commands, and did not respond to his name. He preferred to stay isolated and had difficulty maintaining conversation and responding to his surroundings.

The child was referred to engage in Behavior Therapy sessions. After one month of regular therapy sessions, he was showing considerable changes in his behavior. He was then accommodated in the socialization class, and this helped him boost his socialization skills and helped him be able to adjust himself to an external environment.

During a one and half year period, he was engaged in speech and occupational therapy sessions as well. It was a difficult task but after valiant efforts he improved his social and other skills and was finally successfully mainstreamed at the MFF Inclusive School.

Now, he is a student in reception Montessori and his teachers are very satisfied with his progress. Furthermore, he has shown a remarkable change in communication skills, as he can speak in complete sentences, has made a social circle with friends, and participates in classroom activities.

ASADULLAH

Asadullah was identified during a home visit under the Community Intervention for Children with Disabilities (CICD) project in 2014. The initial assessment found him to be developmentally delayed with multiple issues such as physical, speech, and cognition impairments; he could only make some humming sounds. His parents confirmed that he could not react as other peers could. The CICD team provided home-based therapies which included regular posture training, physiotherapy, occupational therapy, speech therapy, and education through play sessions. His mother was also trained in basic rehabilitation techniques. Later on, the child was provided an educational opportunity at MFF in 2017 but he couldn't progress academically despite two years of hard work. In light of his performance, the CICD team suggested accommodating him in the socialization class, where the team could continue rehabilitation activities and focus on enhancing activities of daily living skills.



After an approximately 8 year long period, his and his parent's determination and team efforts eventually helped him improve in all aspects, particularly in terms of physical and social aspects. He is able to walk without support, communicate feelings in complete sentences, and is well aware of social manners. The MFF team was highly motivated regarding his progress. He is still engaged in rehabilitation interventions as his parents are willing to continue and highly appreciate the progress. Parents also pay tribute to the contributors and endeavors of the CICD team and pray for the future progress of this program.



RABIA

In 2021, Rabia, a 4-year-old girl and her mother entered the Mehnaz Fatima Rehabilitation Centre. This young girl faced significant obstacles; she was unable to walk, struggled to sit without support, and had difficulty grasping objects with her tiny hands due to gross motor and fine motor disabilities.

Under the compassionate care and guidance of our dedicated team, a remarkable journey of transformation began. Initially, the mother actively participated in Rabia's therapy sessions led by our skilled physiotherapist and physiotherapy trainer. Within months, the hard work and dedication paid off, and subtle yet promising changes emerged in Rabia's gross motor skills. She began to show signs of improvement.

In 2022, a new chapter unfolded in Rabia's rehabilitation journey. She was enrolled in the Socialization Concept, a program designed to nurture both physical and social development. During this time, Rabia's strong determination became evident. With constant support and encouragement, she managed to take her first steps on her own, overcoming challenges that had once seemed impossible to conquer.

SERVICES FOR CHILDREN WITH SPECIAL NEEDS

The human body mechanism works through a complex process resembling a sophisticated machine. The body carries responses through different senses, including touch, pain, temperature, proprioception, pressure, vision, hearing, taste, and smell, allowing the brain to take information to detect stimuli from surroundings. The inability of these senses to regulate certain sensory stimuli affects the body spontaneously. Physical exposure is the best procedure to restore affected functions. The sensory area provides stimuli to improve sensory issues and helps to enhance residual senses.

Objectives:

1. To ensure an enjoyable environment to enhance sensations via exposure through the five senses
2. To stimulate, develop, and relax the senses

Benefits:

- Enhances focus, calming, stimulation, and socialization
- Improves motor skills, sensory and cognitive development
- Helpful to restore sensory functions by enabling sensory organs to adapt to changes in the surroundings and environment
- Gives awareness about the harmful stimuli of surroundings and perception of warning signals



AFM REHABILITATION CENTRE EVENTS

International Day of Persons with Disabilities

Mehnaz Fatima Rehabilitation Program (MFRP) commemorates the International Day of Persons with Disabilities annually on December 3rd. On this occasion, we invite doctors, social welfare leaders, and representatives from organizations working with individuals with special needs in Gilgit to join us. The event provides an opportunity for our staff and children with special needs to engage with these inspiring guests, who share their personal stories of resilience and success—demonstrating that focusing on one's strengths can lead to meaningful achievements, regardless of disabilities.



Wheelchair Distribution Ceremony

Officials from Alkhidmat Foundation & Social Welfare Department with children and MFF Management Staff during Wheelchair Distribution Ceremony



World Children Day

This day was celebrated at MFF Mehnaz Fatima Rehabilitation Centre on 21-11-2022. This Day offers each of us an inspirational entry point to advocate, promote and celebrate children's rights, translating into dialogues and actions that will build a better world for children



PARTICIPATION IN OUTSIDE EVENTS

Sports Gala Gilgit

The Pakistan Army organized a Sports Gala for children with special needs in Gilgit. MFF children with special needs participated in the event with great sportsmanship



MFF Student practicing Archery at Gilgit Sports Gala

The Special Olympics Pakistan Interschool Fit 5 Challenge

The Special Olympics Pakistan Interschool Fit 5 Challenge took place on November 8th, 2023, at the Aga Khan Gymkhana, Konadas, Gilgit. There was enthusiastic participation of children from MFF, the Special Education Complex, Gilgit, and independent athletes from different regions.



Students playing tug of war at Special Olympics Pakistan Interschool Fit 5 Challenge

VOLUNTEERS

“

To the entire Mehnaz Fatima Foundation and CICD team:

Words cannot express my gratitude towards you, for everything this past month. It has been an honor of a lifetime to work here and volunteer. The organization you created is so inspirational. As the pioneer of inclusive learning in Gilgit-Baltistan, you have established yourself as a role model not only for this region but for all of Pakistan and the entire world. I have loved shadowing all the classes and seeing the hands-on, project-based education you are providing your students. They are learning critical skills that will not only set them up for success but also teach them how to be loving and compassionate human beings. Your teachers are so gifted. I have seen them practicing inclusivity through their classroom, and their passion is incomparable.



I will always remember my time here at MFF. I have learned so much from your teachers, staff, and students. Thank you for becoming a second home for me.”

~ SAFIA ABBASI

“

What a happy place! It was wonderful to see a hustling bustling school community where students with special needs are also integrated. Had fun in the class where they were selling their cooked food to understand profit and loss. Delicious! Thank you for the opportunity to visit your school. Wonderful work being done. Stay Blessed.”



A volunteer from Canada, **Ms. Nasreen Moloo**, along with her granddaughter, **Ms. Sophia Moloo**, dedicated a month of service to MFF School. Throughout their time at the school, they collaborated closely with both teachers and students, focusing on enhancing pedagogical and IT skills.

*A place where there is a lot of care
Students and teachers learn and share
Striving to be the best- in every test and sports fest
Where reaching out to the sky
Does not seem suddenly too high
That's Mehnaz Fatima,
A school like no other*

NASREEN MOLOO & SOPHIA MOLOO

VISITORS AT MFF

Ms. Dilshad Bano, the Minister of Social Welfare, Population, and Women Development, accompanied by Mr. Fida Hussain, Secretary of Social Welfare Department, Mr. Arif Tehseen, Additional Secretary Social Welfare Department, along with officials from the Social Welfare Department and Alkhidmat Foundation, visited MFF on Nov 8, 2023. During the visit, Ms. Dilshad Bano generously distributed wheelchairs to the children at MFF, emphasizing her support for our cause.



Mr. Jonathan Mitchell, the former General Manager of the Aga Khan Education Service (1994-2000), and his wife Ms. Kate. They showed great interest in each MFF activity and highly valued the distinctive educational philosophy of inclusiveness.



Dr. Keung-Chul Jeong (Matthew), the CEO of Technical Services Association (TSA), his wife, & Dr. Hanik Yoo, MD, Ph.D., Child Psychiatrist, visited MFF on May 5, 2023. During their visit, they expressed their admiration and appreciation for our inclusive practices and the rehabilitation services.

Officials from the Aga Khan Education Services **Ms. Atifa Sayani (Director Academics, AKES Global Head Office)**, **Mr. Aien Shah (AKES Head of Education)**, and **Brig (R) Khush Muhammad (General Manager, AKES, Gilgit)**, visited MFF. They praised the MFF's inclusive service techniques and were inspired by its distinctive philosophy.



A delegation from the UK led by **Mr. Graham Duncan, Mr. David Churnside, and Mr. Ian Anderson** visited MFF. They admired the inclusive environment and were amazed to see the rehabilitation services at the campus.

BOARD MEETINGS

MFF holds Board Meetings four times a year, chaired by the Chairperson and attended by Board members, the CEO, Director Finance, and Management supporting staff. Board meetings determine future directions of MFF, review strategy, policies, finances, and overall performance. The Board has two subcommittees, including Academic Program, and Finance and Human Resources



ACCOUNTS SUMMARY

2023-2024

Balance Sheet 2023-2024

MEHNAZ FATIMA FOUNDATION BALANCE SHEET AS AT 30 JUNE 2024			
	Note	2024	2023
Rupees			
ASSETS			
NON-CURRENT ASSETS			
Property and equipment	3	185,712,903	188,538,994
		<u>185,712,903</u>	<u>188,538,994</u>
CURRENT ASSETS			
Fee receivable from students		4,274,558	2,217,370
Advances, deposit and prepayment	4	1,899,479	2,322,500
Due from related party	5	-	483,583
Cash and bank balances	6	23,579,578	13,610,354
		<u>29,753,615</u>	<u>18,633,807</u>
TOTAL ASSETS		<u>215,466,518</u>	<u>207,172,801</u>
FUNDS AND LIABILITIES			
FUNDS			
Accumulated surplus	7	30,598,310	24,517,312
Grant for land		64,800,000	64,800,000
		<u>95,398,310</u>	<u>89,317,312</u>
NON-CURRENT LIABILITY			
Deferred capital grant	8	98,646,348	101,669,604
CURRENT LIABILITIES			
Security deposits	9	5,857,970	4,649,970
Payable to Related Party	11	-	92,000
Accrued and other liabilities	10	15,563,890	11,443,915
		<u>21,421,860</u>	<u>16,185,885</u>
TOTAL FUNDS AND LIABILITIES		<u>215,466,518</u>	<u>207,172,801</u>

The annexed notes, from 1 to 17, form an integral part of these financial statements.

Z. A. R. Rasmi
CHAIRMAN



[Signature]
DIRECTOR

Cash Flow Statement

MEHNAZ FATIMA FOUNDATION CASH FLOW STATEMENT FOR THE YEAR JUNE 30, 2024

	2024	2023
Note	-----Rupees-----	
Cash Flow from Operating Activities		
Surplus for the year	6,080,998	1,268,314
Adjustment for non-cash and other items:		
Depreciation	3 8,622,492	7,764,546
Amortization charge for the year on deferred grant	(6,842,621)	(6,288,749)
Gain on Sale of Assets	-	-
Adjusted Opening Balance of General Fund	7,860,869	2,744,111
Surplus before working capital changes		
Changes in working capital		
Decrease / (increase) in current assets:		
Advances, deposits and prepayments	423,021	1,129,527
Fee receivable from students	(2,057,188)	(262,650)
Other receivable	483,583	335,070
Increase / (decrease) in current liabilities:		
Security deposits	1,208,000	647,000
Payable to related party	(92,000)	
Accrued and other liabilities	4,119,975	4,365,988
	4,085,391	6,214,934
Net cash inflows from operating activities	11,946,259	8,959,045
Cash Flow from Investing Activities		
Fixed capital expenditure	(5,796,400)	(24,754,663)
Asset Purchased against Gain on Sale of Asset	-	-
Short-term investment	-	10,000,000
Net cash outflows from investing activities	(5,796,400)	(14,754,663)
Cash Flow from Financing Activities		
Capital Grant adjusted against assets transferred to MFF/ Grant received for fixed assets.	3,819,365	10,534,250
Net cash inflows from financing activities	3,819,365	10,534,250
Net Increase in Cash & Cash Equivalents	9,969,224	4,738,632
Cash and Cash Equivalents at the Beginning of the Year	13,610,354	8,871,722
Cash and Cash Equivalents at the End of the Year	6 23,579,578	13,610,354

The annexed notes, from 1 to 17, form an integral part of these financial statements.



Ziba A. Rasmyun
CHAIRPERSON



[Signature]
DIRECTOR

Income & Expenditure Account

MEHNAZ FATIMA FOUNDATION INCOME AND EXPENDITURE ACCOUNT FOR THE YEAR ENDED 30 JUNE 2024

		2024	2023
	Note	Rupees	
INCOME			
Fees from students	12	59,519,130	45,127,170
Donations	13	484,736	-
Amortization of deferred grant	8	6,842,621	6,288,749
Profit on bank deposits		3,715,656	2,321,697
Income from Investment		-	1,089,123
Other income		630,453	387,872
		71,192,596	55,214,611
EXPENDITURE			
Salaries, allowances and other benefits		36,684,444	30,977,323
Staff Insurance premium		1,469,417	1,126,568
Staff Training and Development		552,240	768,030
Staff Gratuity	10	5,061,975	3,720,280
Internship Stipend		128,190	-
Security expenses		782,550	618,684
Printing and stationery		1,598,537	1,396,043
Repair and maintenance		1,023,086	676,025
Registration and Affiliation Charges		42,000	30,000
Meeting expenses		969,689	913,724
Utilities		565,131	561,125
Entertainment		711,044	557,022
Compliance Expense		232,580	196,341
Sport Equipment Expense		54,600	25,210
Laboratory Expenses		54,210	158,130
Student Learning and Exposure Expense		1,402,980	1,023,039
Audit Expenses		19,870	16,030
Audit Fee		260,000	250,000
Sajil License Fee		79,475	77,535
Cloud Hosting Charges		18,000	23,790
Web Hosting Charges		123,297	126,887
Communication		197,761	94,540
Office running costs		1,714,072	1,630,212
Consultancy Fee		30,000	-
Office Supplies		211,502	299,294
Heating Charges		629,201	559,640
Bank charges		34,446	21,606
IT Equipment Expenses		76,075	-
Other expenses		48,000	151,023
Donation Expenses	14	1,712,734	-
Depreciation	3	8,622,492	7,764,546
Legal Charges		2,000	183,650
		65,111,598	53,946,297
SURPLUS / (DEFICIT) FOR THE YEAR		6,080,998	1,268,314

The annexed notes, from 1 to 17, form an integral part of these financial statements.

Zbe A. Razmurtin
CHAIRMAN

[Signature]
DIRECTOR



Scanned with CamScanner



FACULTY

MANAGEMENT STAFF

S.NO	NAME	DESIGNATION	QUALIFICATION	YEAR JOINED
1.	Ms. Tahira Sher	CEO/Principal	M.A., M.Ed.	2006
2.	Mr. Rustam Khan	Director Finance & Administration	M.Com. /M.Phil.	2018
3.	Ms. Shehla Bano	Junior Section Head	MA Education	2003
4.	Ms. Hussan Karim	Middle Section Head	MA Education	2006
5.	Ms. Nadia	Senior Section Head	MSc, B.Ed.	2015
6.	Ms. Hoor Bano	Primary Section Head	M.A English, B.Ed	2016
7.	Mr. Sohail Akash	Admin Officer	Graduation	2012
8.	Mr. Karim Hayat	Finance Officer	MBA	2017
9.	Mr. Raheel Iqbal	Public Relation Officer	Bs(Hons), M.phil	2021
10.	Kamal Hussain	Internal Auditor	M.Sc Economics and Finance	2022
11.	Ms. Madeeha Haider	Human Resources Officer	B.S. (Hons)	2023
12.	Ms.Bibi Dilshad Begum	Receptionist	BA	2024

TEACHING FACULTY LIST

S. NO.	EMPLOYEE NAME	DESIGNATION	QUALIFICATIONS	TRAININGS & CERTIFICATES	JOINING DATE
01	Maryam Islam	ECD Teacher	B.A., B.Ed.	Diploma in ECD from London Montessori/Year internship from ISOI	2000
02	Shabo Rani	ECD Teacher	B.A, B.Ed.	Diploma in ECD London Montessori	2000
03	Tasneem	ECD Teacher	B.A.	Year Internship from ISOI	2004
04	Naheed Akhtar	General Teacher	M.Ed.	Year Internship from ISOI/ECD-IED	2005
05	Dilshad Bano	General Teacher	B.Ed.	Year Internship from ISOI	2006
06	Shahida Sultan	Urdu Teacher	MA/B.Ed.	Year Internship from ISOI	2006
07	Nosheen Bano	Pak-Studies Teacher	MA, Political Science	Year Internship from ISOI	2006
08	Shaista Bano	ECD Teacher	MA/B.Ed.	Montessori Diploma from AMI/ Year Internship from ISOI	2007
09	Fouzia Khanum	Urdu Teacher	BA/B.Ed.	Special Education Training, Teaching training by AKUEB	2007
10	Nasima Shaheen	Math Teacher	MA/B.Ed.	Year Internship from ISOI	2010
11	Shehzadi Qadir	Urdu Teacher	MA/B.Ed.	CELM & WSIP and Year Internship from ISOI	2010
12	Mahi Parveen	General Teacher	B.A.	(C.T), Year Internship from ISOI	2010
13	Rubina Bano	Daycare Teacher	B.A.	ECD diploma	2010
14	Nazia Ahmed	Daycare Teacher	B.A.	ECD Teacher	2012
15	Shams Alia	Math Teacher	BS (Hons), B.Ed.	Teaching training certificates by AKUEB	2014
16	Malika Hussun	Primary Teacher	M.A.	B.Ed.	2015
17	Akram Ali Shah	Mathematics Teacher	M.Sc Mathematics	B.Ed, AKUEB Teaching Training	2017
18	Ashia Karim	General Teacher	MA/B.Ed.	ECD Course	2018
19	Bibi Jamila	General Teacher	B.Ed.	ECD Course	2018
20	Shazia Bano	English Teacher	M.A English/B.Ed.	English Diploma	2019
21	Mueez Karm	Pak-Studies Teacher	BS(Hons), M.A.	leadership/IT course/ peace and Conflict resolution/regional disarmament	2019
22	Barkat Ali	Physics Teacher	BS. Physics	AKU-EB Teaching Training	2019
23	Musarrat Shah	Islamic Studies Teacher	M.A. Islamiyat, B.Ed.	AKU-EB Teaching Training	2020
24	Manzoor Alam	Urdu Teacher	M.A. Urdu, B.Ed.	Urdu Language Training from NUML, OXFORD AKU-EB	2020
25	Ambreena Jabeen	Science Lab Assistant	B.Ed. , M.A., M.Phil	AKU-EB Teaching Training	2020
26	Shehnaz Bibi	General Teacher	M.A., B.Ed.	AKESP Foundation course /language	2021
27	Shumaila	Physics Teacher	B.Ed. , BS (Hons)	AKU-EB Training	2021

S. NO.	EMPLOYEE NAME	DESIGNATION	QUALIFICATIONS	TRAININGS & CERTIFICATES	JOINING DATE
28.	Nazia Afzal	Librarian	BS MLIS ,B.Ed. (Hons)	ECD. (Parwaaz Montessori)	2021
29.	Shazia	Biology Teacher	BS (Hons)/M.Ed.	B.ED/M.Ed.	2022
30.	Salima Jabeen	Computer Teacher	BS(Hons)/B.Ed.	STEM(TOT)	2022
31.	Liaqat Hussain	IT Person	BS(CS)	STEM, MS, cyber security, web developer	2022
32.	Kaneez Sughura	General Teacher	MA/B.Ed.	B.Ed.	2023
33.	Ambreen	Chemistry Teacher	BS(Hons)	B.Ed.	2023
34.	Nilofar Naz	Assistant Teacher	M.A.	ECD Diploma	2023
35.	Rasheeda Bano	Assistant Teacher	B.Sc, B.Ed.	ECD Diploma	2023
36.	Snober Bano	Computer Teacher	Bs (CS)	Occupational Training	2023
37.	Asifa Iqbal	English Teacher	Ma English	B.Ed.	2024
38.	Rafaqat Ali	English Lecturer	Bs.Hons English Ling.	B.Ed.	2024
39.	Zahid Hussain	Urdu Lecturer	MA Urdu	B.Ed.	2024
40.	Abdul Aziz Khan	Lecturer Computer Science	BS Computer Science	B.Ed.	2024
41.	Nimra Riaz	Biology Teacher	MA English	B.Ed.	2024
42.	Saat Ali	Mathematics Lecturer	BS (Hons) Math	B.Ed.	2024
43.	Rohila Aman	English Teacher	MA English	B.Ed.	2024
44.	Shahdana	Chemistry lecturer	M.Sc Chemistry	B.Ed.	2024
45.	Touqeer	Music Teacher	Materic	Music Diploma/English Language Training	2015
46.	Nizam	Music Teacher	Materic	Music Diploma	2021

AZIZALI F. MOHAMMED REHABILITATION CENTRE

S. NO.	EMPLOYEE NAME	DESIGNATION	QUALIFICATIONS	TRAININGS & CERTIFICATES	JOINING DATE
1	Quratulain Zaheer	Program Coordinator/ Clinical Psychologist	M.Sc. Behavioral Sciences	Advance Diploma in Clinical Psychology, Certification in Assessment and Psychological Testing	
2	Zahida Begum	Occupational Therapy Trainer	Bachelor of Arts	Diploma in Assessment and Management of Special Children Certification in Occupational therapy and classroom Management.	
3	Rubina Shaheen	Supervisor	M.Ed. Special Education/ M.Sc. Economics	Certification in Management and Administration Skills	
4	Chand Mukhi	Inclusive Support Team Head	M.Ed. Special Education/ M.Sc. Gender Studies	Diploma in Assessment and Management of Children with Developmental Disabilities, Diploma in Assessment and Management of Children with Special Needs, Certification in Action Research for School Improvement	
5	Farzana	Physiotherapy Trainer	M.A. Special Education/ M.Sc. Pakistan studies	Year Diploma in Physiotherapy, Certification in Management and Assessment of Children with Physical Disabilities	
6	Koser Bano	Physiotherapy Trainer	M.A. Special Education	Diploma in Physiotherapy, Certification in Management and Assessment of Children with Physical Disabilities	
7	Shahmina	Special Educator/ Skill Instructor	M.A. Special Education	Diploma in Early Child Development	
8	Anila Bano	Special Educator	M.A. Special Education/ M.Sc. Pakistan studies	Diploma in Assessment and Management of Children with Developmental Disabilities, Certification in Teaching Children with Visual Impairment Diploma in Early Child Development.	
9	Saira Aslam	Special Educator	M.A. Special Education	Diploma in Early Child Development.	
10	Roza Jabeen	Behavioral Therapist	M.Sc. Behavioral Sciences	Certification in Applied Behavior Analysis	
11	Alina Rahat	Speech and Language Pathologist	B.S. Speech and Language Pathology	Certification in Management and Assessment of Severe to Profound Intellectual Disability, Role of Speech Therapy in Assessment and Management of Cerebral Palsy, Management of Dysphasia in Children with Physical Disability	
12	Faheem Dad Khan	Physiotherapist	Dr. of Physiotherapy	Hands-on workshop: myofascial trigger point Dry Needling (STMU Islamabad), spinal manipulation (IPRC Islamabad), Kinesio taping certification (IPRC Islamabad) Evaluation and management of neck pain: a manual therapy approach	

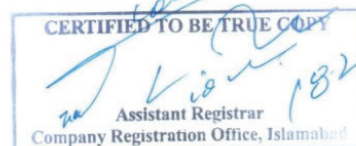
SUPPORT STAFF

S. NO.	NAME	DESIGNATION	YEAR JOINED
1	Mr. Sahib Khan	Watchman	2003
2	Mr. Qadir Shah	Driver	2003
3	Ms. Aman Begum	Aaya	2004
4	Mr. Muzaffar Uddin	Watchman	2005
5	Ms. Bibi Nama	Aaya	2006
6	Mr. Naeem Akhtar	Technician	2008
7	Mr. Noor Ud Din	Driver	2014
8	Syed Azmat Ali Shah	Technician	2024
9	Syed Qasim Ali Shah (Late)	Driver	2017
10	Mr. Sherdil	Watchman	2017
11	Ms. Amina Qadir	Care Giver	2018
12	Ms. Saleeqa	Admin Assistant	2019
13	Mr. Maqсад	Driver	2019
14	Razia Bano	Aaya	2022
15	Bibi Hasina	Aaya	2024

LIST OF DONORS

S. NO.	LIST OF DONORS
1	Zauqi Charitable and Educational Trust
2	Dr. Shahida Jaffrey
3	Aqueel E. Merchant and Samira A. Merchant
4	Uzma Tariq Haroon
5	Greta Bull, David Crush
6	Munir Bhimjee and Maliha Bhimjee
7	Amyr Ashiq Ali Hussain
8	Shan Stationers
9	National Rural Support Programme (NRSP)
10	Erum Khalid
11	Benevity
12	Abdul Malik
13	Chaudhry Junaid Ali Khan
14	Aashifa Saleh
15	Sohail Thobani

CERTIFICATIONS AND ASSOCIATIONS



No. ADI 10012
Dated 19/2/19



1/17/22, 1:31 PM



Taxpayer Profile Inquiry

Printed On: 1/17/2022 1:31:40 PM

Registration No 4609656
Reference No 4609656-5
Registered for Sales Tax No
Name MEHNAZ FATIMA FOUNDATION (MFF)
Category Company - Company formed and registered under the Companies Ordinance, 1984 or any other law repealed thereunder
PP/REG/INC No. 0115592
Email fm@****azf***mafoundation.org.pk
Cell 00923**699**75
Address House No 5, Street No 9, Sector F-8/3, Islamabad Islamabad Urban
Registered On 07-JAN-2022
Tax Office RTO ISLAMABAD
Registration Status Income Tax: Active

Sr.	Business/ Branch Name	Business/ Branch Address	Principal Activity
1	MEHNAZ FATIMA FOUNDATION (MFF)	House No 5, Street No 9, Sector F-8/3, Islamabad Islamabad Urban	854900-Education/Other education/Other education n.e.c.



Certification No: PCP-R3/2022/227

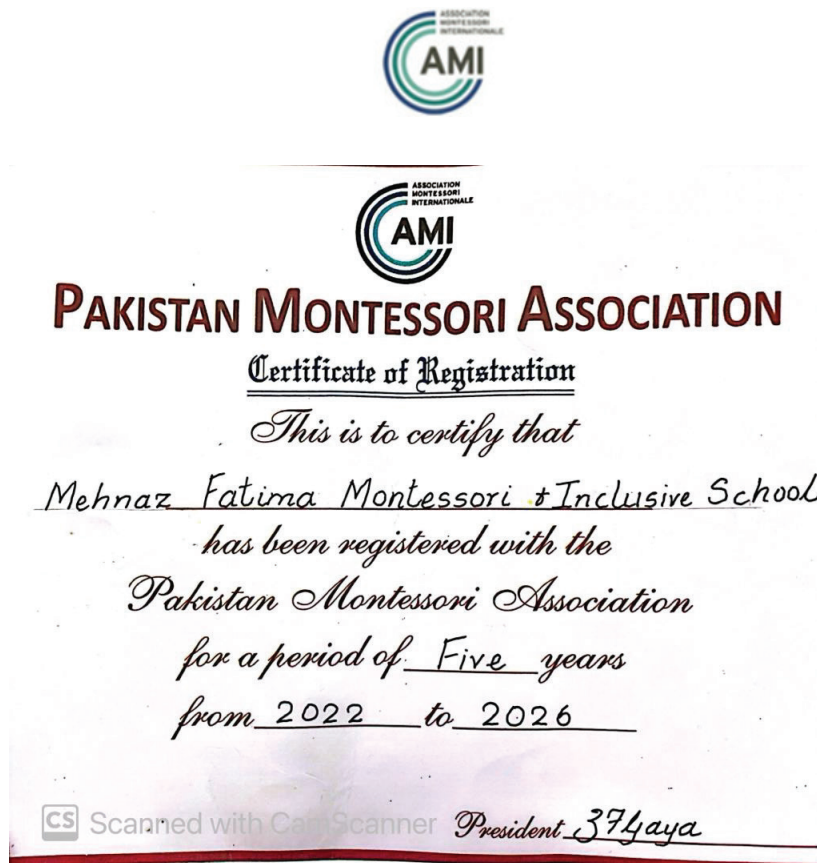


Certifies

Mehnaz Fatima Foundation (MFF)

For demonstrating excellence and leadership as per NPO evaluation
standards notified by FBR


Executive Director
Shazia Maqsood Amjad



PARENTS VIEWS



"My name is Sahib Karim Khan, father of Hadi Muhammad Khan. I would like to share my feedback on how the school has educated Hadi over the past years. I'm grateful to all the teachers who did an amazing job of educating Hadi. As parents, my wife and I are fully satisfied with the education provided here at Mehnaz Fatima Foundation. I wish you all the best of luck. Please continue the great work you all are doing."

Sahib Karim Khan

"It is my pleasure to write this review on the Mehnaz Fatima Foundation and its inclusive policy, I have been affiliated with this school for many years. The school educated my children in a better way and kept their excellence and performance at a high level. Overall, the performance of my children is very satisfactory. Lastly, I would rate this school ten out of ten if I had to rank it for its services. Thanks with anticipation."

Basharat Hussain

"Dear Teacher, Shayan's progress seems very good and I would like to give all the credit to his teachers and management. This is all because of their hard work and dedication. I have three children in this school and I am very happy with the performance of all. So keep up the good work."

Ejaz Karim.

"I really appreciate a teacher's struggle to work with the small kids. Teachers always try to do creative work and children take interest. The positive point of the school is teachers' professionalism, classroom environment, use of materials, and creativity. Thanks for your efforts."

Shahida

TESTIMONIALS

“

I visited with my son and brother and was very impressed with the joyous, clean and confident environment. Thank you for taking the time to show us around. The idea of inclusivity is very forward-looking and compassionate. MFF provides a model that is interesting and useful for other schools.”

Masooma Habib, October 6, 2023

“

I greatly enjoyed my time here visiting the campus. I'm so blessed to see how this school is serving the community here in Gilgit. This School is not only unique to Gilgit but also for all of Pakistan. I have loved seeing the passion the teachers have to serve and teach their students. The ways the teachers are serving their students and community will bear much fruit in Gilgit.”

Stacy Cortez, July 2022

“

It is so gratifying to see a student from DJ School, Jutial and DJ School, Sonikot, Gilgit now leading the best school in GB. Tahira, it is wonderful to see the result of so many people's efforts. May God continue to bless this work.”

**Jonathan Mitchell (former General Manager of AKES, Northern Areas and Chitral)
and Kate Mitchell, October 18, 2022**

“

Thank you so much for allowing us to visit and for being so generous with your time. We loved your philosophy of inclusive education, and I was very impressed by the confidence of the children, and their politeness. We had some very interesting conversations with students. It was good to hear about the work of the rehab team.”

Graham Duncan, July 2022

“

Dear Mehnaz Fatima Foundation and CICD team:

Wow! Where do I begin?! The facilities, therapies, and services you provide these children are incredible. You are doing such amazing work, and as the pioneer of inclusive learning and development, are setting an incredible example for all of Gilgit-Baltistan.

You are shaping the future of these children, and the work you are doing with them will transform their lives and set them up for happy and fulfilling lives. I wish you all the best, and hope you continue to expand this incredible work, and are able to influence the rest of Gilgit-Baltistan to follow in your footsteps."

Safia Abbasi (MFF volunteer), June 2022



"Today my visit to the premises and infrastructure of Mehnaz Fatima Foundation has brightened my day by understanding how to cater the issues of differently-abled persons. Thanks to Mr. Khadim Hussain, Coordinator of the MFF Rehabilitation program."

Mr. Muhammad Hussain, Director Bait-ul-Mal, G-B, June 9, 2022



I personally have been very impressed by the dedication and enthusiasm of the Principal and the staff of School. All are eager workers and ready learners. Assistance if provided, the Montessori will flourish much more under the able guidance of these ladies. Best of luck for the work being done here.

Banoo Kisat, Pakistan Montessori Association, August 23, 2016



I visited MFF on the recommendations of my colleagues. It is impressive to see the wonderful work being done in the school. It is such a heartwarming experience to see inclusive education in true letter and spirit. I would love to see AKESP and MFF working hand-in-hand to improve the educational landscape of the region. Grateful to the school leadership for their valuable time and valuable information shared.

Syeda Saima Mazhar (AKESP National ECD Coordinator), October 6, 2021



I am really, deeply impressed by the whole project, the facilities that have been built, and the obvious dedication and devotion of the teachers and all the staff. Congratulations!

Dr. Philippe Stroot, Xibios Biosafety Consulting, Belgium

YOUR DONATIONS MAKE A DIFFERENCE

You can support our mission through monetary contributions, or by donating books, toys, craft materials, heaters, and other useful items.

We also warmly welcome your valuable time and expertise as a volunteer.

Contact us to get involved:

- ceo@mff.org.pk
- fm@mff.org.pk
- zebarasmussen@gmail.com

Donation Account Details:

- Account Title: Mehnaz Fatima Foundation (MFF)
- IBAN # PK79SONE0001020006717811
- Bank: Soneri Bank, Main Branch Gilgit
- Swift Code: SONEPKKAGLH

THANK YOU!

FOR YOUR GENEROSITY AND SUPPORT!