

Daadras Foundation:

Comprehensive Organizational Report



Table of Contents

About The Organization	05
<ul style="list-style-type: none">• Mission• Vision• Core Values	
Organization Overview	05
Core Areas of Work	07
<ul style="list-style-type: none">• Education & Skills Development• Curriculum Innovation & Digital Learning• Community Relief & Support• Tech Youth Mentorship & Internships	
Highlights and Milestones	08
<ul style="list-style-type: none">• Major Achievements and Partnerships• Program Reports and Impact	
Project Salam: An Effort to Uplift Underserved Children	09
<ul style="list-style-type: none">• Project Salam 1.0: The Pilot Phase<ul style="list-style-type: none">■ Empowering Young Minds Through Holistic Learning■ A Surprising Success in Chess■ Foundations in Digital Literacy■ Overall Impact	

Table of Contents

Project Salam: An Effort to Uplift Underserved Children	12
---	----

- Project Salam 2.0: Expansion and Growth
 - Expanding Impact Beyond Academics
 - A Diverse, Inclusive Learning Environment
 - Enriching Lives Beyond the Classroom
 - Puberty Talk
 - Career Counseling
 - Yoga Sessions
 - Dance Therapy
 - Debate the Dogma
 - Operational Learnings and Challenges
 - Project Salam 3.0: Focusing on Self-Expression
 - A New Focus on Public Speaking and Expression
 - Skill-Based Learning: A Multi-Dimensional Approach
 - Challenges Encountered
 - Conclusion and Way Forward
-

Economic Upliftment	18
---------------------	----

- Economic Upliftment
 - Ration drives and Iftar Drives
 - Cloth Donation
-

Financial Overview	21
--------------------	----

- Project Salam 1.0
 - Project Salam 2.0
 - Project Salam 3.0
-

Table of Contents

Conclusion	23
Our Stories	24
• Rehmat - “Party To Abhi Shuru Hoyi Hai”	
• Habib - A Young Scientific Mind	
• Roadside Friendship	
• A Smile Through Code	

About the Organization

Mission

To educate, empower, and inspire underserved children in Pakistan by providing IT training, emotional resilience, and logic-building skills, enabling them to become self-driven learners, break barriers, and create opportunities in a rapidly changing world.

Vision

To create a world where every individual, regardless of circumstance, has access to transformative education, emotional resilience, and the tools to shape their future with dignity, purpose, and independence.

Core Values

Equity, Education, Innovation.

Organization Overview

Daadras is a future-focused, education-driven NGO that empowers underserved communities through learning, technology, and compassionate action. Rooted in the values of empathy, education, and empowerment, we lead programs that prioritize skill-building, personal growth, and long-term resilience, especially among children and youth in marginalized regions. Alongside our core educational mission, we provide targeted food relief and emergency support where most needed.

Founded in May 2020, the **Daadras Foundation began as a grassroots response to immediate community needs**, focusing on food drives and helping vulnerable families secure basic income and sustenance during times of crisis such as Covid 19 and Balochistan floods. These early efforts were rooted in compassion and a commitment to uplift those facing hardship.

As our work deepened, we recognized that lasting change comes from meeting urgent needs and empowering individuals through education.

This realization led Daadras to evolve into an education-centered organization, now focused on equipping underserved communities, especially children, with the tools to build sustainable, independent futures.

Guided by the values of empathy, education, and empowerment, Daadras now leads long-term programs that prioritize learning, skills development, and personal growth, while also maintaining targeted food relief efforts where needed.

Our flagship initiative, Project Salam, embodies this transformation.

The program equips children in marginalized communities with essential 21st-century skills, including IT literacy, critical thinking, emotional resilience, and self-expression, empowering them to succeed in their personal and professional lives.

As we nurtured digital skills in our students, we also began applying the same spirit of innovation within our organization. Today, Daadras leverages technology, AI, and software development to enhance our educational reach, streamline operations, and uplift our volunteers through mentorship and hands-on experience. By engaging young technologists in real-world projects that optimize our systems and strengthen our impact, we empower them to build professional skills, confidence, and purpose, extending the cycle of learning and empowerment that lies at the heart of our mission.

Core Areas of Work

Education & Skills Development

Daadras delivers holistic educational programs on digital literacy, critical thinking, and emotional intelligence. Our initiatives empower underserved children with 21st-century skills for long-term success. For instance, our education sector initiative, Project Salam, fosters self-reliance and creativity through structured, hands-on learning.

Curriculum Innovation & Digital Learning

We design adaptive, culturally relevant curricula tailored to marginalized learners. Our digital learning modules emphasize engagement, self-expression, and practical problem-solving. By integrating technology into education, we make learning more accessible and impactful.

Community Relief & Support

We provide targeted food relief and emergency aid to families in crisis, especially in underserved areas. These efforts ensure that vulnerable populations have access to necessities and support during times of hardship. Though we've grown, compassion-driven relief remains a core part of our mission.

Technology for Social Impact

Daadras harnesses AI and software tools to build custom solutions that enhance organizational efficiency and educational reach. From digital curriculum tools to workflow automation, our tech initiatives amplify our mission. We prioritize scalable, impactful innovations that meet community needs.

Tech Youth Mentorship & Internships

Through structured internships, Daadras mentors emerging technologists and changemakers. Participants gain real-world experience in software development, project management, and nonprofit innovation, bridging the gap between learning and meaningful employment.

Highlights and Milestones

Major Achievements and Partnerships

Key Partners:



Waduha Welfare Foundation



Spreading Smiles



Friends Club Foundation



Nahfidu Welfare Organization



Aabroo Welfare Foundation



Qadam Welfare Community



The Restorative Niche



Tinkers Collective



Al Sharq Forum



Khalq Clinic

Program Reports and Impact

Age Range	Min	Max
Waduha	3	15
Aabroo	10	13
Qadam	10	13

Students	Male	Female	Total
Waduha	30	0	30
Aabroo	23	37	60
Qadam	10	10	20
Total	63	47	110

Project Salam: An Effort to Uplift Our Underserved Children

A realization of discourse to bring change in our society, a calling...

Project Salam is the cornerstone of Daadras' educational initiatives. The project aims to equip children from underserved communities with essential skills, namely, IT literacy, critical thinking, emotional resilience, and self-expression, which are crucial for their growth in both personal and professional spheres.

Project Salam 1.0: The Pilot Phase



Empowering Young Minds Through Holistic Learning

The curriculum, rooted in compassion and adaptability, aimed to nurture the hearts and minds of these children. SEL formed the foundation of our sessions, helping children learn to recognize and manage their emotions, work collaboratively with their peers, and build healthy coping mechanisms. Even the youngest participants began to articulate their feelings more clearly and enthusiastically practiced mindfulness activities. Activities such as the emotional volcano exercise, gratitude journaling, and team-based games enabled the children to build trust and form supportive peer relationships in a safe environment.

A Surprising Success in Chess

One of the most remarkable outcomes of Project Salam 1 was the children's extraordinary response to chess. Introduced as a tool to develop critical thinking and patience, chess resonated strongly across all age groups.

It was heartwarming to witness 3-year-old Habib learning the names and movements of chess pieces and playing simple games independently.

Older children quickly grasped opening strategies, developed foresight in their gameplay, and participated in friendly matches that encouraged teamwork and sportsmanship.





Foundations in Digital Literacy

While limited infrastructure presented some logistical challenges, the children were also introduced to basic computer literacy. Sessions covered fundamental skills, including navigating computer systems, understanding hardware and software, and basic typing. This was their first computer exposure for many children, laying the groundwork for future learning. Although the children's familiarity with technology was varied, the lessons were adapted to meet their individual learning levels, ensuring no child was left behind.

Overall Impact

Overall, Project Salam 1 was successful in delivering content and creating a nurturing environment where children felt seen, heard, and valued. The children's receptivity to SEL and chess far exceeded expectations, demonstrating that even children from the most vulnerable backgrounds can thrive intellectually and emotionally when provided with the proper support.



Project Salam 2.0: Expansion and Growth

Expanding Impact Beyond Academics

Following the encouraging success of Project Salam 1.0, the Daadras Foundation launched Project Salam 2.0 at the Aabroo Educational Welfare Organization in Lahore. This phase marked a significant leap in scale and scope, expanding from a small group of 22 children to a vibrant community of 65 males and females aged 10 to 18 years, including orphans and children from vulnerable households at Aabroo's "Peace Home." This iteration broadened its curriculum to cover essential skills in Social-Emotional Learning (SEL), Information Technology (IT), and Chess, but also introduced holistic well-being sessions, including career counseling, sex education, yoga, and dance therapy.

A Diverse, Inclusive Learning Environment

This cohort was divided into three distinct age groups: 10-13, 14-15, and 16-18, allowing for developmentally appropriate instruction. The program was conducted four days a week over a six-week period, offering sessions in computer labs, libraries, and indoor and outdoor learning spaces.

The co-educational setting promoted inclusivity, creating equitable learning environments for both sexes.

Enriching Lives Beyond the Classroom

One of Salam 2.0's defining features was the integration of life skills workshops and therapeutic activities that addressed the holistic development of children, particularly those experiencing emotional strain.



Puberty Talk: Recognizing the discomfort and confusion surrounding this stage, we held separate puberty workshops for boys and girls to create a safe and open space. These sessions addressed the physical changes and the social, psychological, and emotional transitions of adolescence, encouraging healthy conversations and dispelling myths surrounding the growing-up process.

Career Counselling: Career counseling sessions introduced students to various career pathways for older age groups, helping them reflect on their strengths and aspirations.

These sessions provided practical advice on pursuing higher education, vocational training, and utilizing digital skills for future employment, laying the groundwork for breaking the cycle of poverty.

Yoga Sessions: Yoga workshops provided a calm and mindful space where children learned to channel their emotions, reduce stress, and build body awareness. This activity was especially therapeutic for children from turbulent backgrounds, offering them tools for emotional self-regulation.

Dance Therapy: Dance therapy sessions provided a creative outlet for self-expression and a source of joy. Beyond physical activity, these sessions allowed children to connect with their emotions, build confidence, and foster community through movement and rhythm.



Debate the Dogma: At the end of every Salam, there is a testing ground where speaking skills and the ability to face stage fright are tested. The mentor decides the topic, and the class is split into groups based on the views they hold. The last such debate was on gender equality, which, for our demographic, is a taboo topic. Female students won the discussion, and their male counterparts saw the world through the female students' lens for the first time. It was a small win for our society.

These sessions significantly enhanced the program's overall impact, making learning not just about academics but about well-being, identity, and resilience.

Operational Learnings and Challenges

Despite the program's expanded scope, logistical challenges existed, particularly in the observation system. A shortage of trained observers led to teachers and interns stepping into observation roles. While this dynamic created some inconsistencies in feedback, it also fostered a collaborative learning environment where real-time feedback loops between instructors and observers helped adapt lessons to students' evolving needs.

Project Salam 3.0: Focusing on Self-Expression



Building upon the strong foundation laid by its previous iterations, Project Salam 3.0 marked another jump in Daadras's project with the inclusion of a Public Speaking Course. Conducted from 1st December to 31st January at Qadam Community School, Salam 3.0 engaged 24 students aged 7 to 13, many of whom came from low-income, vulnerable households. This version was similar to the very first Salam, where sessions were held primarily on Saturdays and some Sundays.

A New Focus on Public Speaking and Expression

Public Speaking was introduced in Salam 3.0, a major expansion of our flagship program alongside the existing modules of Information Technology (IT), Social-Emotional Learning (SEL), and Strategic Gaming (Chess).

Through structured lessons, group discussions, and creative activities such as impromptu speeches and “Bravery Badge” exercises, students were encouraged to overcome stage fright, express themselves clearly, and engage in reflective dialogue. This subject became one of the most transformational components of Salam 3.0. Even the most reserved students began to speak up and present with growing confidence by the end of the program.



Skill-Based Learning: A Multi-Dimensional Approach

In addition to public speaking, the curriculum continued to offer hands-on instruction in:

Information Technology: Students developed digital literacy through sessions on computer hardware, software, and internet usage. For the first time, an introduction to Artificial Intelligence (AI) was incorporated, allowing students to explore basic logic-building and how machines interact with data.

Social-Emotional Learning (SEL): SEL remained a core focus, teaching children to manage emotions, practice empathy, and work collaboratively. Activities such as mindfulness breathing, group reflections, and emotion-based storytelling helped reinforce emotional resilience.

Chess: As in previous iterations, chess was used to strengthen logical reasoning, patience, and focus. Students learned strategies, participated in matches, and applied their learning to both the board and real-life challenges.

Challenges Encountered

While the impact of Project Salam was noteworthy, the program also encountered several challenges:

Student Absenteeism: Attendance was irregular due to winter vacations, school exams, and familial obligations.

Scheduling Conflicts: Some sessions were delayed or canceled due to unforeseen events at the school, with no room for rescheduling.

Locality Constraints: Noise from the surrounding crowded neighborhood and limited classroom space sometimes disrupted focus.

Lack of Observers: Unlike earlier iterations, no observers were assigned, resulting in limited documentation of in-class progress and student growth.

Conclusion and Way Forward

Despite logistical and administrative challenges, Project Salam 3.0 achieved its core objective of empowering children through expressive, technical, and emotional growth.

The integration of Public Speaking added a new dimension of impact, equipping students with tools for communication and confidence. More than a classroom program, Salam 3.0 continued to build bridges for underserved youth toward future readiness—combining emotional intelligence with 21st-century skills.

The experience also offered valuable operational lessons, particularly around intern management, observation, and space planning, which will inform the design of future iterations.

Moving forward, Daadras Foundation plans to build on this momentum by scaling Project Salam further, continuing to refine its holistic, context-sensitive, and skills-based education model for children across Pakistan.



Economic Upliftment

Daadras Foundation believes in empowering individuals and families through temporary relief and fostering long-term economic sustainability.

Throughout the year, we identified individuals and households with potential for self-reliance and supported them with tools and opportunities to generate income.

From **sewing machines to resume livelihoods** to **education support for future earning potential** to **donations to small businesses and health clinics**.

Daadras actively pursued cases where the outcome extended beyond short-term aid into future financial independence.

Economic upliftment strategy included:

- Provision of **sewing machines** to enable home-based businesses
- **Education funding** to help promising students escape poverty cycles
- Support for **micro-entrepreneurs** like street vendors
- Resource donations to **community health centers** that serve underserved populations
- Expansion of **community donation networks** to fuel future support

Ration drives and Iftar Drives

In a country where nearly **30% of the population lives below the poverty line**, ensuring access to basic nutrition became a moral and social imperative.

Hence, we launched **ration distribution drives** during times of crisis, including the COVID-19 pandemic, seasonal unemployment, and economic recession. These efforts aimed to provide **one-month food packages** to families in critical need.

Moreover, during the holy month of Ramadan, we conducted **Iftar drives** to ensure that low-income families could observe fasting with dignity and adequate nourishment.

Each ration package typically included essentials such as **flour, rice, lentils, cooking oil, tea, sugar, and hygiene items**. Iftar meal boxes were composed of nutritious items, including dates, fruits, bread, and cooked meals, focusing on both quality and quantity to support fasting individuals. Our food relief strategy combined **direct distribution, cash support, and collaborations with other foundations** to amplify impact.



Cloth Donation

Daadras Foundation undertook multiple clothing relief efforts to support vulnerable communities affected by economic hardship, disaster, and displacement.

In **August 2020**, Daadras provided custom **clothing for a widowed mother and her seven children** in Sharakpur. Additionally, a **clothing drive was organized for an orphanage**, ensuring children without guardians received appropriate apparel.

During the **2022 monsoon floods**, which displaced over 184,000 individuals and destroyed 95,350 homes, Daadras responded immediately with humanitarian support. On **August 31, 2022**, the foundation **launched a large-scale clothing drive for flood survivors** in several of the most severely affected districts, including Nasirabad, Kot Palyani, and Jhal Magsi.

As part of **winter preparedness** efforts in **September 2020**, Daadras also **collected and distributed clothing and blankets** to underserved families in Lahore, helping them face the cold with dignity.



Financial Overview

Project Salam 1.0

Project Salam 1.0 was an entirely self-funded initiative, reflecting the team's commitment to creating a meaningful impact in the lives of underserved children. As the pilot phase of the Salam initiative, no formal external funding or sponsorship was secured. Instead, the founding team members voluntarily assumed all financial responsibility, contributing from their own personal resources to cover the project's expenses.

Key costs included learning materials, basic logistical arrangements, activity supplies for the SEL, chessboards, and any incidental operational expenses. By relying on personal contributions, the team minimized financial barriers to launching the program and demonstrated the grassroots spirit and dedication behind Salam's mission. This hands-on, self-funded approach built credibility and trust, enabling the team to showcase the program's potential to future supporters and partners.



Project Salam 2.0

The financial aspect of Project Salam 2.0 was a crucial element in its execution. The project's expenses were spread across various categories, including food, travel, and stationery.

During Project Salam 2.0 at Aabroo Welfare Organization, the **average daily travel expense per intern was estimated at PKR 775**. After accounting for absentees, on average, **10 interns** would be present on each working day, and for **20 working days**, the **overall average travel expense amounted to PKR 155,000**

(Note: This amount is based only on the intern's travel expense; additionally, this amount reflects the average, i.e., there were some days where travel cost increased considerably)

Refreshments were provided daily, including tea and biscuits during weekday classes and lunch on weekends, ensuring the students remained focused and energized. The average cost for food ranged from PKR 2,000 to PKR 3,000. Lastly, materials were obtained at varying costs. It included SEL-related art materials, printable worksheets, and chessboards, among other items.

Project Salam 3.0

With more formalized bookkeeping in Salam 3.0, **PKR 251,801** was raised through various donations and contributions. Out of this, **PKR 116,268 has been spent** on project-related expenses, which include program delivery, materials, logistics, and support costs.

After accounting for all expenditures, the project maintains a healthy **net balance of PKR 135,533**, indicating sound financial management and ample remaining resources to support upcoming sessions, expansion needs, or contingency planning. This surplus positions Salam 3.0 well for sustainable operations as the program continues to scale.

Conclusion

The Daadras Foundation's journey reflects an unwavering commitment to holistic empowerment, rooted in empathy, innovation, and equity. What began as a grassroots response to crises has evolved into a purpose-driven educational movement, centering learning as the most sustainable pathway to transformation. Project Salam, the flagship initiative, encapsulates this mission by nurturing critical 21st-century skills among underserved children, combining emotional resilience, IT literacy, logical reasoning, and self-expression.

Over its three iterations, Project Salam demonstrated significant growth in both depth and impact. It has consistently validated the power of context-sensitive, learner-centered education, from a modest pilot with 22 children to a multifaceted program serving over 65 learners with differentiated instruction. Whether through the surprising success of chess, the self-confidence built in public speaking, or the therapeutic influence of yoga and dance therapy, each version responded dynamically to the evolving needs of its learners. Salam 3.0's integration of Public Speaking marked a turning point, opening new avenues for self-expression among children who had rarely been given the stage. Despite logistical hurdles such as irregular attendance, limited space, and a lack of formal observers, the program met its objectives and left lasting impacts. These operational lessons are not failures, but indicators guiding future iterations toward more scalable, structured, and responsive formats.

Beyond education, Daadras has also extended its reach through food relief, economic upliftment, and community donations, never losing sight of the immediate realities facing vulnerable families. With effective financial management, growing partnerships, and scalable models like the upcoming Big Brother Mentorship Program, Daadras is poised to deepen its impact. The Foundation envisions expanding its mentorship model, curriculum innovation, and digital learning platforms. Its unique blend of emotional intelligence and technological fluency equips learners not just for the classroom, but for life. The vision is clear: not just to educate, but to inspire dignity, resilience, and independence.

Our Stories

Daadras's story is not just about programs; it is about people. Children like Rehmat, Habib, and countless others are living testaments to what becomes possible when education is rooted in care. As one child said with a spark in his eyes: "*Party to abhi shuru hoi hai.*" For Daadras, the journey has just begun.

Rehmat – Party to abhi shuru hoi ha

Rehmat was one of Waduha's brightest kids during Salam 1.0, only 8 years old at the time but full of kindness, etiquette, and academic sharpness. A few weeks into the program, I found myself watching one of the chess matches. Rehmat was playing with such calm confidence and precision that I had to ask him how he was doing it.

With a grin on his face, without missing a beat, he replied:

"Party to abhi shuru hoi ha, Fateh bhai."



Rehmat
Student at Waduha



Eventually, winning the game!

That one sentence stayed with me. It wasn't just about the chessboard—it was a glimpse into the spirit of a child who knew he was just getting started.

Habib - A young scientific mind

One small moment I remember from Waduha (Salam 1.0) is of Habib, just 3 or 4 years old at the time. During our introductory session, we asked the kids about their dreams, and many said they wanted to be policemen, soldiers, or teachers.

Then little Habib stood up and said,

"Main scientist ban na chahta hun."



Habib
Student at Waduha



I don't know if he fully knew what being a scientist meant, but it was refreshing and hopeful to hear that kind of dream from someone so small. It reminded me how far imagination can stretch when children feel safe enough to dream.

Roadside Friendship

Children almost always laugh or are in awe when they see a guy with long curly hair, especially when he's holding a camera and taking pictures. Though my job is to do Iftar drive coverage, I spent most of my time fulfilling the requests of these little roadside kids, taking their pictures with them, and making different poses. A roadside green-bed near Bhatta Chowk is our primary location for the Iftar drive, as this area consists of numerous homeless individuals and children. Along with the usual coverage, I also decided to take pictures of children.

And boy! Their excitement was off the charts! With numerous poses and group pictures, my time was mostly spent taking their photographs rather than covering the iftaar drive. So this time, I printed those pictures and gave them to the kids as a keepsake. Though due to the migratory nature of most of these families, many children were not seen again as they most likely moved away, but to some to whom I could give these pictures, they repaid with a smile brighter than anything... and of course, this was enough to make their day...



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A Smile Through Code

A new child who couldn't speak Urdu arrived at the orphanage and was initially very hesitant to communicate with the other children. Being in an unfamiliar place without friends, he appeared withdrawn and isolated. However, despite the language barrier, I (Sawaiz) could connect with him through programming. I saw him truly happy and smiling for the first time as he created his own game on Scratch.