



**KnK JAPAN**  
Children without Borders

# ANNUAL REPORT 2020



Certified by:  
**Pakistan Centre for  
Philanthropy**

# VISION

## Education and Friendship for All Children beyond Borders.

- We, KnK, contribute to the establishment of the following society:
- A society where each child can receive education and envision his or her dreams
- A society where each child is respected and can achieve healthy growth in a secure environment
- A society where children accept differences in each other, nourish friendships, and grow together



# MISSION

We, KnK, follow the mission below to realize our vision.

- We provide opportunities for education, vocational training, and self-expression to increase future options for children and promote their healthy social participation.
- We support children at risk due to poverty, political conflicts, and natural disasters and help them live appropriate to their stages of life.
- We encourage children in Japan to understand the current situations of children all over the world and learn diverse values to foster generations that know how to support each other.

# MAIN AIMS

- To work with Govt. of Pakistan to implement “the 2030 Agenda for Sustainable Development”.
- To provide assistance to disadvantaged children and youth in collaboration with Govt. of Pakistan.
- To work with Govt. department towards better educational status and assist them in providing better schooling facilities, provide children with better educational and professional skills
- To offer disadvantage children for a shelter and protection when necessary, assists them to reintegrate their families and their communities, assists them to fructify their talents and to restore their dignity, and helps them to become independent and fully respected citizens.
- To strengthen local capacities of stakeholders for the development of social and economic institutions which contribute to economic development, job creation, community welfare; which protect and develop the environment and are in the disaster affected population.
- To work with Govt. Departments, local civil society organizations to implement and sustain programs.
- To strengthen alliances with organizations committed to our common principles both at national and international level.





# MESSAGE

## FROM KnK JAPAN HQ

### **Dear Friends, Partners and Supporters,**

As of March 2020, the outbreak of coronavirus disease (COVID-19) was declared, and it affected our projects everywhere that we currently work on. While COVID-19 continues to spread, it is important that we take necessary action to prevent transmission among the beneficiaries, reduce the negative impacts on the project implementation and fully support our children when they are in need due to the pandemic.

With sincere commitment of FWA, our local partner, and kind cooperation with the Elementary and Secondary Education (E&SE) KP province and other stakeholders in Pakistan, I believe, we have been quite successful in taking the right steps to protect children and minimize the disruption in schools' settings. At the same time, I believe education can encourage children and their families to become fully aware of disease prevention and its measures in their community. KnK is determined to keep supporting children for the safe and supportive school operations where children can feel protected and welcomed.

KnK's vision is to contribute to build a society where each child in the world is fully respected and receives education to achieve healthy growth to fulfill his or her dreams. To help do this, since September

2000, KnK has worked in fifteen (15) countries in total, providing children and youth in difficulties with various programs, helping them find their way even through severe living environments, such as poverty, abuse, discrimination, and political conflicts.

In Pakistan, currently KnK works in improving the access and quality of girls' education, which could be led to further gender equality and protection of children's rights. We believe that every child deserves to receive good education, develop themselves and restore dignity. With this annual report, you will find some of the success stories of girls in remote areas that you could have never imagined before. We are delighted every time when we hear that our children find themselves developed and have a dream for the future.

Last but not least, I would like to thank our devoted local staffs and partners as well as communities and governments for their sincere commitment, dedication and support to us. As KnK looks ahead to 2021 onwards, your support is more important than ever.

### **Ayako OTAKE**

Managing Director,  
Kokkyo naki Kodomotachi (KnK Japan).



# FOREWORD

KnK Japan's Annual Report provides a presentation of all of KnK Japan activities over the last year on our program/ projects, strategy implemented by KnK Japan, country presentations, our partners and donors, as well as key project's data and financial information.

2020 has been a challenging year for all of us and the sudden outbreak of Covid-19 has not only affected the third world countries, but even the most advanced countries have failed to control this pandemic situation. Economic instability has resulted in the loss of working opportunities especially for the daily wage laborers. The sudden lockdown exercised by the government as a precautionary measure was aimed to minimize the losses caused by this epidemic but on the other hand it also brought the fear of hunger and starvation for the under-privileged. During these dire times, KnK Japan first hand priority was to facilitate the health department, hospitals, schools and rural communities with COVID-19 safety gears and ration items.

## ANNUAL REPORT 2020

During this time of dire need, KnK Japan first hand priority was to facilitate the people, hospitals and education system with necessary protective gears, ration items etc.

In the fiscal year of 2020, KnK in collaboration with Education Department KP successfully completed the Phase third of the project "promoting girls' education through improved learning environment in KP province". The third phase was the continuation of three-years program of promoting Girls' education that was implemented in five (05) union councils of District Mansehra of KP province. Under the scope of this project, facilities improvement of seven (07) vulnerable schools was completed while capacitating the school players such as teachers, PTC members, students and officials of education department to improve the physical and learning environment of the target schools.

Keeping in view the dismal situation of girls' education at secondary level and its subsequent impacts of economic, social and political

marginalization of girls, KnK Japan along with its Local Partner, FWA has initiated an intervention on November 27, 2020 to support the E&SE Department KP, in Improving the access and quality of girls' secondary education in districts Abbottabad, Battagram, Torghar and Mansehra by upgrading existing primary schools to middle level and capacity expansion of the existing girls' secondary schools.

Regular follow-ups and Monitoring & Evaluation have ensured transparency and credibility of all our projects; hence, KnK Japan stands as a strong and reputable organization which is highly respected and recognized at both community and Governmental level.

I feel highly obliged to all our partners, and my team for extending their optimal support and expertise in providing immediate relief to lower the sufferings of the impoverished communities.

**JAVED IQBAL**  
Country Representative (KnK-Japan)

***THE GLOBAL ECONOMY IS  
FACING A DEEP RECESSION  
WITH THE ONGOING IMPACT  
OF COVID-19***

**A  
YEAR  
LIKE  
NO  
OTHER**

# EDUCATION



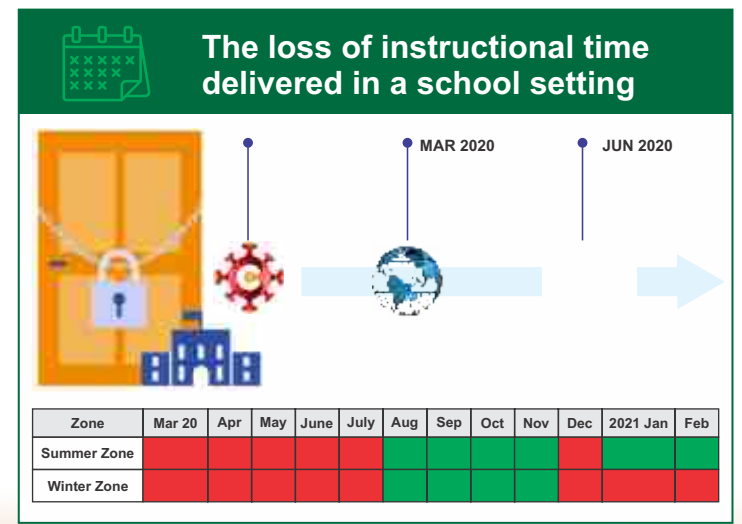


# Supporting education during the COVID-19 Outbreak

As the world becomes increasingly interconnected, so do the risks we face. The COVID-19 pandemic has not stopped at national borders. It has affected people regardless of nationality, level of education, income, or gender. But the same has not been true for its consequences, which have hit the most vulnerable hardest. Education is no exception. Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when their schools shut down. This crisis has exposed the many inadequacies and inequities in our education systems – from access to the broadband and computers needed for online education, and the supportive environments needed to focus on learning, up to the misalignment between resources and needs. The

lockdowns in response to COVID-19 have interrupted conventional schooling with nationwide school closures. While the educational community have made concerted efforts to maintain learning continuity during this period, children and students have had to rely more on their own resources to continue learning remotely through the Internet, television, or radio. Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained. Learners in the most marginalized groups, who don't have access to digital learning resources or lack the resilience and engagement to learn on their own, are at risk of falling behind.

During the COVID-19 outbreak, we aimed to help schools, educators, policymakers, and families to navigate through the educational challenges of the pandemic to support children's learning.



# EDUCATION & COVID-19



# 1. C-19 SUPPORT TO EDUCATION DEPARTMENT

## 1.1 Covid-19 Response

The year of 2020 remained tumultuous in the sense that all the humanity had to suffer from a pandemic of global scale and nearly all the countries of the world had to face an unprecedented period of difficulty, disruption and intense anxiety caused by the COVID'19 crisis.

In the changing dynamics, KnK Japan had to readjust its programmatic interventions and soon after the invent of the COVID-19 pandemic, came up with an emergency response plan to COVID-19. KnK Japan adopted a three-pronged COVID-19 response strategy, to assist the Government of Pakistan to fight the menace of this pandemic.

First part of the strategy included the support of E&SE department KP in emergency resumption of education in compliance to SOPs defined by

Government of Pakistan for ensuring the safety and protection of children.

In the time of dire need, KnK Japan supported the Tertiary Health Care centers, Hospitals and Quarantine centers with essential medical supplies which were running short due to high consumption and provided the personal protection gears for the medical staff which were at the forefront in the fight against COVID-19.

Thirdly, local communities were consistently been made aware about COVID-19 to ensure protection from this viral infection. During the pandemic, more than, ten (10) million Pakistanis had lost jobs as a result people under poverty line were suffering from the incidences of hunger and malnutrition. In such a situation, KnK Japan distributed the hygiene materials and food packages amongst the weak segments of the society in its target areas.



## 1.2 EMERGENCY RESUMPTION OF EDUCATION

### A. Brief

On September 17, 2020, KnK Japan along with its local partner, Friends Welfare Association (FWA), held a “**Distribution Ceremony**” at Data Hamlet Housing Scheme in Mansehra to handover the COVID-19 preventive equipments to Education Department Mansehra to be distributed amongst nine hundred and fifty (950) schools (including both male and female schools) to ensure the emergency resumption of educational activities at schools in compliance to the SOPs set by Government of Pakistan.

### B. Achievements

With the extension of supportive hand of KnK Japan, E&SE department District Mansehra was able to reopen the nine hundred and fifty (950) schools in compliance to the set SOPs and thus about two hundred thousand (200,000) children which included both male and female students got benefitted and accessed schools in a protective environment from COVID-19. Thus, the support of KnK Japan with E & SE department proved to be the first drop of rain followed which other organizations

and developmental agencies came forth to support the department in this regard. Provincial Govt of KP province, declared the Education Department Mansehra as a role model in all KP province for the timely resumption of Education and this mammoth achievement became possible with the support of KnK Japan.





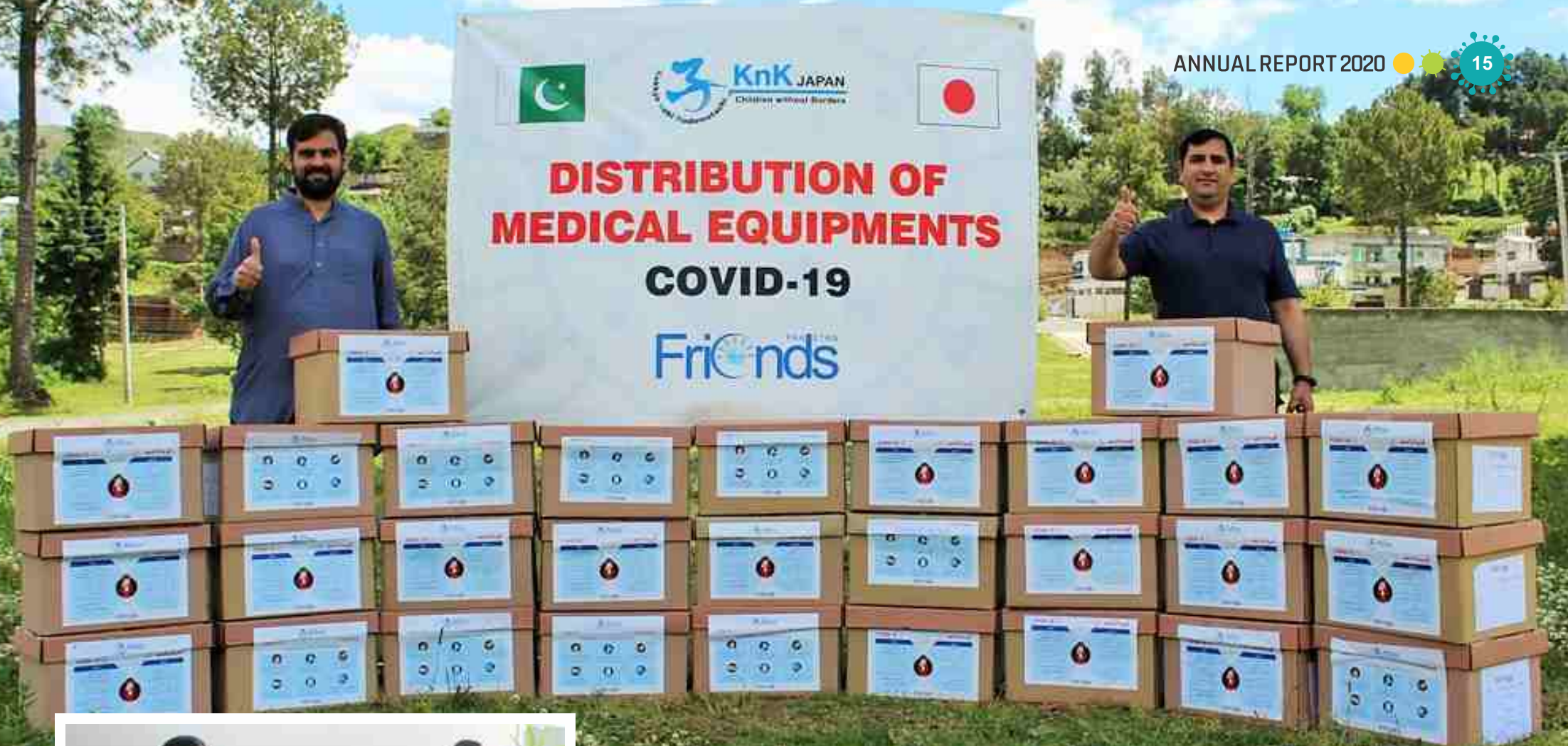
**Detail of COVID-19 Preventive Items Distributed to E&SE Department Mansehra**

S. No	Description	Unit	Quantity		
			FWA/KnK Japan	Donation	Total
1	Sprayer Pump 20 Liter Manual (for education office & community schools)	No	10	5	10
2	Disinfection Detergent 1Liter Concentrated makes 500-liter liquid	Bottle	10	5	10
3	Surgical Masks 50/Box	Box	375	60	375
4	Hand push spray bottle up to 900ml	Bottle	400	200	400
5	Disinfection Chemical in liquid form for hand sanitization 1L (Dettol brand)	Bottle	400	200	400
6	COVID-19 Awareness Posters	No	950	0	950
7	COVID-19 Awareness Booklets	Book	550	0	550
8	Packaging carton	No	100	0	100



# HEALTH & COVID-19





## 2. C-19 SUPPORT TO HEALTH DEPARTMENT & HOSPITALS

With the spiraling increase in number of confirmed cases at the peak of COVID-19 pandemic, the patients who required intensive care were increasing exponentially putting extra burden on already crippling and fragile health system in Pakistan. KnK Japan with the benevolent donation of people of Japan along with its Local partner, FWA worked determinedly to provide the requisite health equipments and personal protection gears for the medical and paramedical staff working in different Tertiary Health Care centers in Hazara Division i.e., District and Divisional Headquarter hospitals and Quarantine centers established by Government of Pakistan (GOP).



### A. Achievements

KnK Japan Japan Japan Japan Japan handed over the requisite health equipment's and protective kits to "King Abdullah Teaching Hospital Mansehra and Ayub Medical Complex (AMC) Abbottabad in its Batch 1st distribution on April 20, 2020. In Batch 2nd distribution, KnK Japan handed over the medical equipment's and protective gears to District Health Officer (DHO) Mansehra and Ayub Medical Complex (AMC) Abbottabad on May 21,2020 in the presence of honorable Deputy Commissioner Mansehra, Mr. Aurangzeb Haider, and Assistant Commissioner Mansehra, Ms. Talat Fahd. In Batch 3rd, KnK Japan handed over medical supplies to Ayub Medical Complex (AMC) Abbottabad on June 20, 2020. On the occasion of these distributions, the relevant officials of Govt such as Deputy Commissioner Mansehra, Mr. Aurangzeb Haider, Mr. Saleh Mohammad Khan (Parliamentary Secretary for water resources) and Dr. Imran Khawaja (Representative Ayyub Medical Complex(AMC) Abbottabad) applauded in high terms, the contributions made by KnK Japan and people of Japan for their support to enable the health facilities in responding effectively to COVID-19 by protecting the frontline health care staff at primary/tertiary health care facilities and Quarantine centers established by GOP.







**KnK JAPAN**  
Children without Borders



**DISTRIBUTION OF  
MEDICAL EQUIPMENT FOR  
COVID-19**





Detail of health equipment's and protective kits distributed is given as under,

Detail of health equipments and protective kits distributed			
S. No	Description	Unit	Quantity
1	PPE Kit- Gown, Face Mask, gloves (Imported)	No	115
2	Face Mask KN95 (Imported)	No	440
3	Examination /Surgical Gloves 100 pcs /Box (imported)	No	2,000
4	Surgical Masks 3 ply, 50 pcs /Box (imported)	No	9,000





# COMMUNITY & COVID-19



## 3. C-19 Support To Communities

### 3.1 Distribution to Communities

During the year of 2020, KnK Japan focused the awareness raising of the local communities about COVID-19 to ensure protection from this viral infection. In this regard, tools of Social Media such as Facebook and WhatsApp group etc. were widely used to disseminate the awareness messages amongst the communities through the pool of associated one thousand (1000) young volunteers.

KnK Japan Japan Japan distributed the Food Packages amongst the vulnerable individuals in society such as orphans, widows, transgender etc. through Local Partners such as “Usman Shafi Foundation and SEEK” to protect them from the incidences of hunger and malnutrition.





## A. ACHIEVEMENTS

COVID-19 Awareness Posters were displayed on public places and COVID-19 Awareness Booklets were designed and distributed amongst the local communities to aware them about all the aspects of protection from COVID-19. Details of the awareness materials distributed is given as under,

Detail of awareness materials distributed			
S.N	Items	Unit	NO
1	Banner Four color digital printing with logos and graphics on matt star panaflex, size 4' x 20'=80' with metal rings fixed on four corners.	No	2
2	Plaque Acrylic material transparent glass digital printing on sticker white color background, pasting on 8 mm, acrylic sheet with spacer for fitting Size 16'x24'	NO	1
3	Booklet Computer to plate making, Four color digital printing with logos and graphics 90gram VGR paper, center pin binding, size 9.5" x 6.5" Pages 24	No	550
4	Stickers Four color digital printing on sticker paper size A4	No	600
5	Posters Four color digital printing with logos and graphics on matt star panaflex, size 2' x 3'=6' with metal rings fixed on four corners.	NO	900

The financial support provided by KnK Japan paid a significant role in the lives of vulnerable individuals such as orphan, widows and transgender individuals in district Mansehra of KP province Pakistan. Seven hundred (700) family members of one hundred and forty (140) Orphans & Widows' families and eighty (80) members of transgender's communities benefitted directly from the KnK Japan support and sustained their lives in disconsolate coronavirus pandemic situation which had made them vulnerable. This small support of food items not only made the beneficiaries to smile in real term but also saved them from the curse of begging and incidences of hunger.

Detail of Food packages distributed is given below,

Detail of distribution of Food Packages			
S#	Name of the CBO	Fund Provided (PKR)	Purpose
1	Usman Shafi Foundation	200,000	Distribution of Food Package to Orphan & Widows
2	Social Empowerment through Education and Knowledge (SEEK)	300,000	Distribution of Food Package to Widows, Orphans & Transgender

Detail of the Beneficiaries of Food Packages					
S#	Beneficiaries Description	Usman Shafi Foundation (Families)	SEEK Foundation (Families)	Total (Families) Supported	Total Beneficiaries (Individuals)
1	Orphan and Widows	60	80	140	700
2	Transgender	*	40	40	80
<b>Total Families &amp; Cost</b>		<b>60</b>	<b>120</b>	<b>180</b>	<b>780</b>
		<b>60*3334=200040</b>	<b>120*2500=300000</b>		



### 3.2 COVID-19: SOME NEWS FROM THE FIELD May 12, 2020

#### 3.2.1 PROVISION OF PROTECTIVE GEARS AT EHSAS EMERGENCY CASH DISTRIBUTION POINTS (EECPs) IN MANSEHRA

Govt of Pakistan(GOP) is executing the “Ehsaas Program” which is Govt's new poverty alleviation program, using cash payments to protect the poor families in Pakistan and has allocated \$900 million to deliver emergency cash to the extremely poor. Each eligible family is receiving approximately \$75.

Different Cash Distribution Points have been established to distribute the cash relief to the extremely poor. During the cash distribution to the jobless, it was observed that the set standards/procedures such as social distancing/masks etc. were not being followed and danger of the contagion spread was increasing. In this perspective, protective gears which included the PPE Kits,N95 masks and gloves etc. were supplied at EHSAS Emergency Cash Points in district Mansehra. These protective gears not only ensured to safeguard the staff appointed by the government for cash distribution but also benefitted thousands of people coming to collect emergency relief cash. Similarly, the staff of Ehsaas program and general public also got the awareness as how to ensure the protocols of social distancing etc. during the process of Cash distribution to ensure optimal protection.







### 3.3 IMPACT OF MEDICAL SUPPLIES IN RURAL AREAS

KnK Japan has already supplied medical equipments and protective gears to District Health Offices who have delivered these equipments to hospitals, quarantine centers and Basic Health Units. The impacts of this support has started to emerge as Doctors and paramedics staff are feeling more secure and protected while treating the patients of COVID-19 and on the other hand the COVID patients residing in the rural areas are now being identified and then being safely transferred to hospitals for the treatment by the health staff. Health staff has now received the protection kits and quality masks, hence they are now proactively searching, locating/identifying and then transferring COVID patients to hospitals while feeling protected themselves. Earlier these health staff had concerns about their own health while searching and transferring COVID Patients in the absence of these protective gears.



Education to Adult on Corona



Reading the awareness posters in a bus stop



An Educated Lady Educating Girl on Corona Preventions



Travellers Educating themselves on Corona While Waiting for Transport

### 3.4 IMPACT OF AWARENESS POSTERS ON CORONA PREVENTION

Knowledge is power. In district Mansehra and Abbottabad of Pakistan, people are learning about COVID19 and how to stay safe while following the prevention measures.

It is apparent that due to low literacy rate especially in female and adults, majority of the population in Pakistan is not aware of the coronavirus contagion and the preventive measures. In order to educate such people in District Mansehra and District Abbottabad, awareness posters on corona prevention were designed and were stuck in public places. The posters were stuck in the pink bus stops, other public places and mosques. Literate persons helped illiterates to get aware about the corona, its effects, prevention and remedies.

# REGULAR PROJECTS 2020



## 4. PROMOTING GIRLS' EDUCATION THROUGH IMPROVED LEARNING ENVIRONMENT IN KPK (PHASE III)

### FINANCIAL SUPPORT



Ministry of Foreign Affairs  
(MoFA) Japan

### PARTNERS



Friends



## 4.1 PROMOTING GIRLS' EDUCATION THROUGH IMPROVED LEARNING ENVIRONMENT IN KPK (PHASE III)

The third phase of the project "Promoting Girls' Education through Improved Learning Environment in Khyber Pakhtunkhwa (KP) Province" has been successfully completed on May 13, 2020, with extension of one month amid covid-19 pandemic. The third phase was the continuation of three-years program of promoting Girls' Education through Improved learning Environment that was implemented by KnK Japan along with its local partner FWA in collaboration with Government of Pakistan's line departments with the financial support of Ministry of Foreign Affairs (MOFA) Japan. This project was implemented in five (05) union councils of District Mansehra within defined scope, time, cost and quality. The focus of the above-mentioned intervention was the promotion of girls' education through improved learning environment in District Mansehra. The major components included schools' facility improvement especially for girls' education, training sessions with Staff of the local Education Department, teachers, parents and students for improving education and advocacy to promote the awareness about education in general and especially about girls' education.



### 4.1.1 Results Based Achievements

#### Result-1: Safe and friendly environment especially for female students is provided at seven (07) selected schools.

Under the scope of this project component, seven (7) government schools were selected on the basis of vulnerability, social and technical assessment for improving the school facilities. All of these schools were running in open sky and learning environment was poor with low indicators of students' enrolment, attendance, admission, teachers' attendance and community participation. After the project completion, target schools have been transformed into a safe and protective school environment for girls through facilities improvement, details of which are provided in the table below,

Detail of School Infrastructure Provided					
Schools	Structure detail				Building Structure
	CR	Office	Toilet Block		
			Project	PTCs	
GGHS Kewai	3	1	1	0	Reinforced cement concrete (RCC)
GPS Ratta Nala	4	0	0	1	Reinforced cement concrete (RCC)
GGPS Baida Ghanool	3	0	1	0	Lightweight
GPS Niki Mohri	5	0	0	1	Lightweight
GPS Basala	3	0	0	1	Lightweight
GGPS Baso	2	0	0	1	Lightweight
GPS Qazi Khait	3	0	0	1	Lightweight
	<b>23</b>	<b>1</b>	<b>2</b>	<b>5</b>	

Detail of Furniture Provided							
Schools	3-Seaters*	Notice board	Principal Chairs	Principal Tables	Rostrum	Steel Almirah	Office chairs
GGHS Kewai	42	1	1	1	3	1	6
GPS Ratta Nala	56	1	0	0	4	1	0
GGPS Baida Ghanool	42	1	0	0	3	1	0
GPS Niki Mohri	50	1	0	0	5	1	0
GPS Basala	16	1	1	1	5	1	6
GGPS Baso	15	1	0	0	2	1	0
GPS Qazi Khait	42	1	0	0	3	1	0
	<b>263</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>25</b>	<b>7</b>	<b>12</b>

\*Desk/Benches

Result-2: Out of School Children Enrolled in the Target Schools.



Detail of out of school children enrolled in target schools is given as under,

Villages	Total Population	Baseline School Enrolment	Out of School Children (village level survey)	Enrolled OOSC in Schools	Current Enrolment
Niki Mohri	7000	185	79	67	252
Ratta Nalla	5500	130	62	53	183
Kewai	16500	105	186	181	286
Qazikhait	5600	100	63	51	151
Basala	6200	276	70	57	333
Baso	2300	52	26	20	72
Baida	4300	99	48	44	143
Ghanool					
	47400	947	534	473	1420

**Result-3: Teachers' motivations and quality of classes are improved, and as a result, number of students, especially girls who drop out of schools has substantially decreased,**



The teachers' training has proved as the best tool to motivate the teachers and enhance their understanding on quality education by improving best classroom practices. Three (03) days training was conducted with thirty-four (34) teachers (18 male and 16 female) from the seven project schools. Along with this intervention, rigorous 19 generic sessions were also continued based on classroom observation and participated by sixty (60) teachers (including teachers from phase-1 and Phase-2 project schools as well). During the project period pre- and post-teachers' assessment was carried out by the project's staff. The assessment (post) has thrived training impacts on the teachers' capacity and improvement of their classroom practices. The analysis of assessment is briefly given in below table:

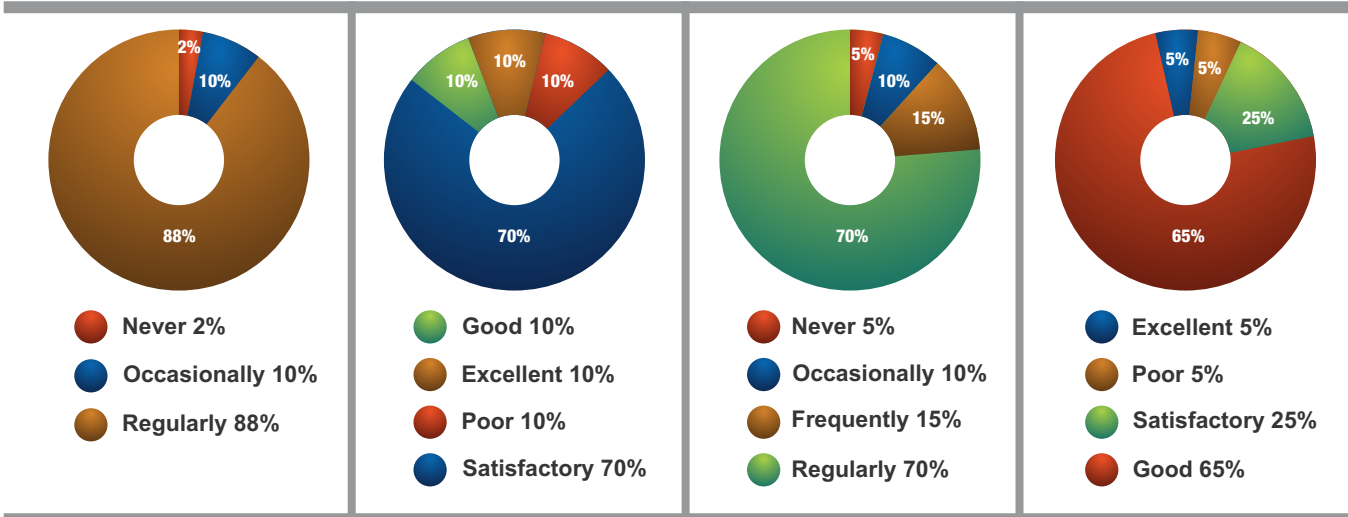


Pre-Assessments Analysis (Baseline)	Post-Assessment Analysis (Endline)
56% of teachers try their best to organize the classroom while just 2% have skills to manage their classrooms	90% of teachers are able to organize their classrooms well
8% of teachers provide clear directions for classroom tasks	90% of teachers understand the methods/strategies for classroom management.
40% of teachers did not use classroom tasks to involve the students while 30% teachers have expertise to use classroom tasks	81% of teachers use classroom tasks to involve the students and 65% have expertise to practice classroom tasks during their lesson
28% of teachers maintained positive relationship with their students	92% of teachers maintained the positive relationship with students and able to practice with their students
44% of teachers conduct different types of assessment techniques during the lesson	95% of teachers use the different techniques of assessment during lesson
8% of teachers use activities that promote collaboration, discussion and interaction	75% of teachers use the variety of tasks that promote collaboration, discussion and interaction during the classroom lesson and shown their motivation
32% of teachers apply structured behavioural approach in their classrooms	88% of teachers apply structured behavioural approach through their lesson plans
65% of teachers use brainstorming, motivational and triggering in the beginning of lesson	90% of teachers use brainstorming, motivational and triggering questions in the start of lesson
54% of teachers communicate clear plan and objectives of their lesson	90% of teachers communicate clear plan and objectives of lesson and motivate students
48% of teachers try to use range of teaching techniques to involve all students of class	75% of teachers use the range of teaching techniques to involve all students in classroom
5% of teachers use heterogeneous and homogeneous grouping in the classroom practices	65% of teachers use the grouping approach; heterogeneous and homogeneous in their classrooms



### Result-4: Schools, parents and local communities cooperated for improvement of girls' education and school management,

The project's aim also included fostering the linkages, collaboration and coordination between local communities, and parents for the promotion of girls' education. Parents Teachers Councils were re-constituted, motivated and trained on school management affairs, active participation and quality education particularly for girls. In this regard, sixty (64) PTC members including thirty-two (32) female members of Parents Teachers Councils from the project's schools were trained. The results of PTCs against indicators including PTCs' functionality, collective action taken by parents, students and teachers, decision making and record keeping of actions and decisions are given below,



Similarly instances of PTCs' robust, self-help initiative for the improvement of physical and learning environment of the concerned schools is given as under,

PTCs	Plans Implemented
GPS Niki Mohri	PTC of GPS Niki Mohri has very strong liaison with local political leadership and District Education Office. PTC has got 1 million funds from the KP Government and implemented two projects including boundary wall and toilet block. Niki Mohri has population of 5000 people and there is dire need of middle school for girls. PTC has put this issue with local representative and education department. The case is in progress with government.
GPS Ratta Nalla	Ratta Nalla is the small village of UC Kewai. PTC has conducted household survey to identify the out of school children. PTC chalked out the strategy to organize the broad meeting of the village community in the Masjid after Friday prayer. This strategy was the best practice of the PTC and 80 OOSC were identified for the next year enrolment of academic year.
GPS Basala	The pathway to school GPS Basala was not paved and almost inaccessible for children especially in winter season. PTC had chalked out the plan concrete this access road. PTC contacted with an NGO, got approval of its proposal for access road and completed concrete (100rft) on access road to school. This impacted in the increase of students' attendance from 90 to 98% in the said school.
GPS Qazikhait	GPS Qazi Khait is the only educational facility for the children of village Qazi khait. Previously, it had very small piece of land, allocated for school. PTC support group along with Masjid Imam strived for the facility improvement of the school building. PTC has played its pivotal role to convince the community member and succeeded to donate the spacious land for school. Along with this initiative they launched awareness campaign for girls' education. Finally, PTC got success to bring 32 girls' children.
GGHS Kewai	The demarcation of school land was clarified with the efforts of PTC. PTC of Kewai with the participation of education department and local community members successfully clarified the land demarcation and maintained a constant follow up with education department and community members. Additionally, PTC has employed efforts to further increase the enrolment of the school by doing the household survey to convince the parents of all OOSC girls to enrol in the school once it reopens.
GGPS Baida Ghanool	GGPS Baida Ghanool was running in open sky. Part of the land on which school building existed was also eroded and remaining land was not technically feasible for facility improvement of the school. PTC of GGPS Baida Ghanool was advised to provide suitable land for the facility improvement of the school building with the consensus of education department. PTC actively responded and after developing consensus with local community and education department donated a required land for the facility improvement of the said school.

## Result-5: SRCs, Composed of Students are Aware about Their Roles and Responsibilities and are undertaking Small Scale Projects to Improve the Physical & Learning Environment of the Respective Schools.

The Project has adopted a tested strategy to facilitate the students of projects' schools to actively participate in school's affairs through organizing them in School Representative Councils (SRCs). The enabling learning environment is vividly the result of teachers and students' collaborative efforts. 07 SRCs were established and trained in the project's schools while having 70 members. Each SRC is comprised of 10 members including captain and vice-captain. The result was assessed through catchy indicators including functionality and collaborative practices. Activities and school-based projects initiated by SRCs during the course of the project are given below,

SRCs	Activities and School Based Projects
GPS Niki Mohri	SRC of GPS Niki Mohri comprised of both boys and girls' students and is actively playing its part in the school affairs. One such instance is that SRC has organized a welcome program during the School Handing Taking Ceremony. It was very interesting and entertaining program. Officials from Education Department were special guest of this program. Taking advantage of the occasion, SRC member Fatima Bibi asked a question of concern from the education officials. "We have no middle school nearby, so how we continue our education after completion of our primary education". The education official smiled and replied politely, "we are trying our best for this facility for our beloved daughters. But it is my request to all, don't leave your studies. It was astonishing moments for whole participants".
GPS Ratta Nalla	The SRC of GPS Ratta Nalla has organized sports competition in the school. The position holders were awarded trophies by Education Officials. The Council has also organized campaign for out of school children enrolment. SRC has taken this initiative with the coordination of their Parents Teachers Council. SRC has formed 05 Mohallah based groups of students for the identification and enrolment of out of school children in the school.
GPS Basala	SRC of GPS Basala has organized sports competition in their school. The position holders were awarded by the Head Teacher of the school. SRC has launched "whole school cleanliness" campaign with the support of their teachers. Actually, this action was proposed by the girls' students of the school. 80% of students actively participated in this campaign.
GGHS Kewai	The members of SRC of this school are active and take keen interest in the school-based activities. SRC organized quarterly event of speech competition. SRC has worked out the strategy to improve the attendance of students. They have planned and conducted door to door visits at household level. SRC got success to bring back 12 girls in the different grades. SRC has held many meetings with PTC chairman and members on the issues of students' attendance.





## Result-6 Awareness on the Importance of Education among Villagers was Raised, Network to Solve the Problem of Girls' Education Constituted at UC Level.

Project fostered local activists in local community advocacy groups (CAGs) at their respective union councils to organize dialogue, meetings and drive for the enrollment of out of school children and awareness raising for girls' education.

These groups established strong linkages with other development actors working in the district including education department, NGOs, INGOs and other government's projects. CAGs have raised the issues of girl's education with their local political representative and government. CAGs strived to mitigate these challenges with the close coordination and liaison with government and political representatives. These efforts resulted in following outcomes at community level and government level.

- At Village Bakki in union council Bhogharmong a formal girls' middle school has been approved by the government. Construction work of the said school by FWA has completed and formal classes with local community contribution have also been started.
- CAGs have particularly focused the issues of allocating teachers in the three schools to improve academic performance of the students. In this regard, CAGs have successfully got approval of teachers (sanctioned posts) for the school.
- Long distance schooling facilities is the stark issue of the District. CAG Devli/Jabbar noticed the issue of mobility of school girls which is the most valid reason of dropout of young girls. CAG has contacted with government, organizations and local philanthropist and discussed the provision of mobility support. On the continuous request and follow-up of the CAG Devli/Jabbar, FWA with the support of "The Waterloo Foundation" provided a school vehicle for the pick and drop of girls in UC Devli/Jabbar to ensure access for the Girls' High School Meilbut. CAG has been managing and sustaining the initiative for the last three years. More than 100 young girls have completed their secondary education by availing this facility.



### **Result-7: Collaboration among Education Department, Target Schools and Communities has Improved to Promote Activities of Improvement of School Environment**

40 education officials (managers) remained actively engaged in project's interventions and their ability to manage and solve the issues of schools got improved.

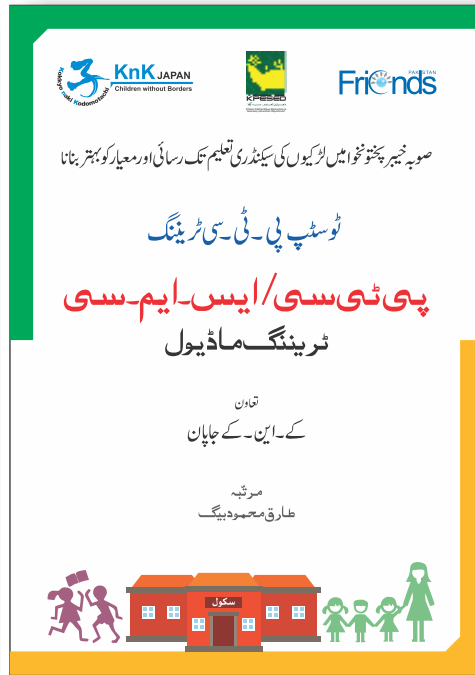
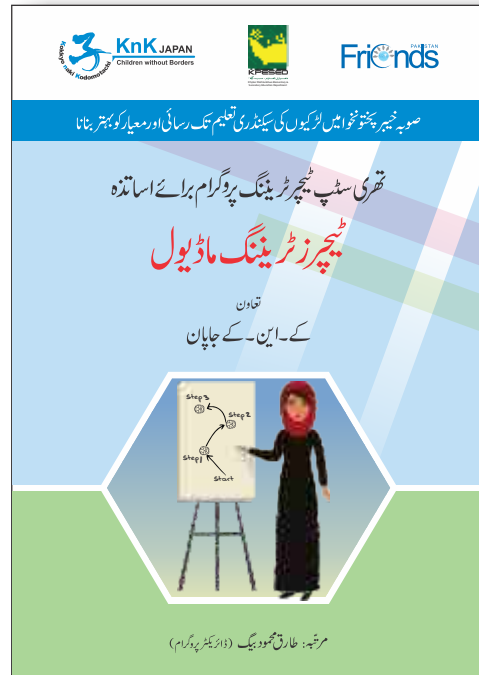
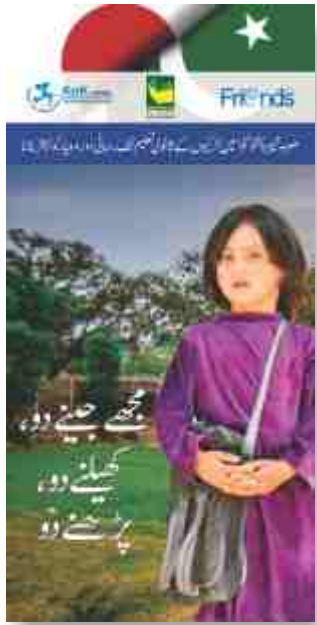
90% of the (concerned) education officials are well aware on the importance of information sharing. The participation of the 90% education officials was observed in the different activities of the program.

80% (local education department) officials of district Mansehra have received trainings (in phase-I) on the school management improvement and development. 90% of project's schools are being facilitated by the education department through disbursement of conditional grants and causal funds. The trained and capable education officials paid their regular visits to schools and conducted meetings with parents, teachers and students.



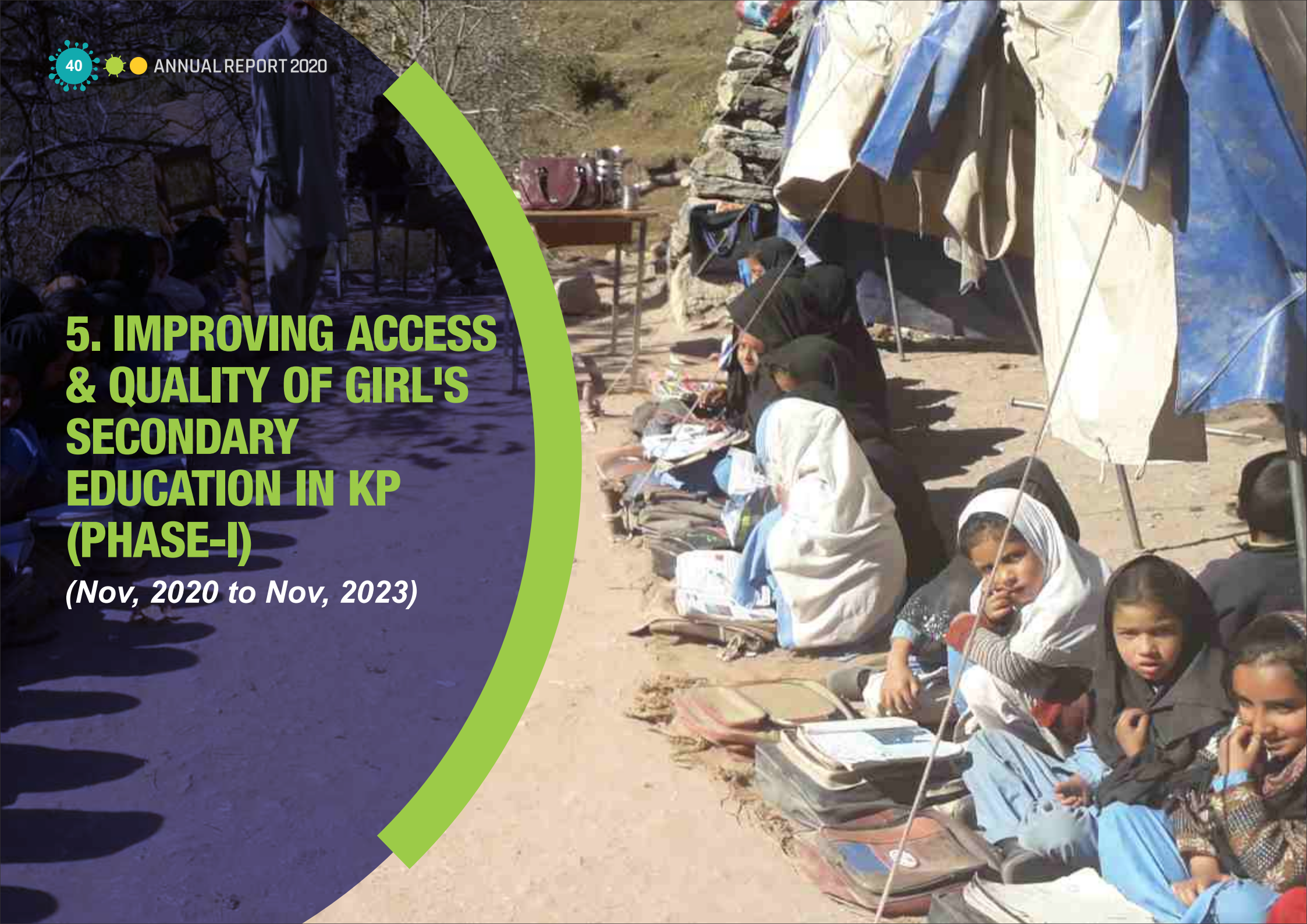
# KnK Japan Publications





## 5. IMPROVING ACCESS & QUALITY OF GIRL'S SECONDARY EDUCATION IN KP (PHASE-I)

*(Nov, 2020 to Nov, 2023)*







## 5.1 Improving Access & Quality of Girl's Secondary Education in KP (KPN1)5.1.1

### Brief

In the province of KP, the disparity between boys and girls' education can easily be ascertained from the fact that sixty-seven (67) % secondary schools in KP are for boys and thirty-three (33) % schools are only for girls. Keeping in view the dismal situation of girls' education at secondary level and its subsequent impacts of economic, social and political marginalization of girls, KnK Japan along with its Local Partner, FWA has initiated an intervention on Nov 27, 2020 to support the E&SE Department KP, in Improving the quality and access of girls' secondary education in districts Abbottabad, Battagram, Torghar and

Mansehra by upgrading existing primary schools to middle level and improving facilities of the existing girls' secondary schools.

Other components of the project include capacity building of teachers and PTC members. Similarly, with the introduction and integration of ICT, the classroom practices and quality of instruction in target existing girls' secondary schools will substantially be improved. Students will be organized in the girls' circles and will be trained on life skills such as interpersonal skills, critical thinking skills and hygiene education to enable them to become successful in their academic as well as subsequent professional careers. Furthermore, through establishing a system of cooperation among communities, district education departments, provincial education department and elected representatives of provincial legislature of KP province, coordinated efforts will be made to remove the barriers to girls' education at secondary level and facilitate the girls' who are attending secondary education in the target KP province.



Project Component		
Expansion of Facilities	Capacity Building	Advocacy
<ul style="list-style-type: none"> <li>Expansion of facilities at 4 schools (phase-I)</li> <li>Furniture provision</li> <li>Water &amp; Sanitation</li> <li>Toilet Blocks</li> <li>Boundary Wall</li> <li>Play ground</li> <li>Multipurpose Hall</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Training</li> <li>PTCs Training (Role &amp; Responsibilities, School Improvement Plan)</li> <li>Formation &amp; training of girl's circles (Life-Skills Training)</li> <li>Integration of ICT in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Formation &amp; training of Community Advocacy Groups.</li> <li>Formation of KP Parliamentarian Group (KPG)</li> <li>Development &amp; dissemination of Brochures/Posters &amp; Newsletters.</li> <li>Establishing a system of cooperation among communities, district education departments, provincial education department and elected representatives of provincial legislature of KP province</li> </ul>

Detail of Facilities to be provided in KPN-1 Project							
S#	School Name	Union Council	District	No of Additional Classrooms to be provided	No of Offices/Halls to be provided	Beneficiaries' Students	Construction Type
1	Govt Girls' Secondary school Lora	Lora	Abbottabad	6	2	410	RCC
2	Govt Girls' Secondary school Shinkiari	Shinkiari	Mansehra	8	1	1400	Light Weight Structure
3	Govt Girls Primary and Middle School Judba	Garhi Hassanzai	Torghar	3	1	100	RCC
4	Govt Girls Primary and Middle School NewKalay	Judba	Torghar	7	1	220	RCC

Description of activities under three components of the project are given below,

### 5.1.2 So far Achievements

KnK Japan Japan/ FWA has initiated the said intervention on Nov 27, 2020, the cumulative work progress at four (04) target schools under the component “expansion of facilities” is given as under,

**Table: Progress of Expansion of Facilities**

S#	School Name	UC	District	Progress Achieved
1	GGMS Judbah	Garhi Hassan Zai	Torghar	1.90%
2	GGMS New Kalay	Judbah		17%
3	GGSS Shinkiari	Shinkiari	Mansehra	8.2%
4	GGSS Lora	Lora	Abbottabad	18%
<b>Cumulative Work Progress</b>				<b>11.25%</b>

Other activities that have been completed so far are given as under,

- Baseline Survey
- Conduct of BBCMs and Formation of Community Advocacy Groups (CAGs)
- Module for Conducting training of Community Advocacy Groups (CAGs)
- Module for Conducting training
- Module for Conducting PTC Training



# MAJOR EVENTS

*(In pictorial form)*





# M & E VISITS



## Story of Sawada-Student of Grade 6th: NewKalay District Torghar

### “Sawada” delights with School Surprise



Sawada is daughter of Abdul Rasheed, who works hard day long to cover the routine expenses of his family. He works as a labourer.

Sawada during an interview with the project Staff told “My name is Sawada. I have three brothers and one sister. My father is the only bread earner of our family. We belong to a poor family as my father hardly manages to feed us two times a day, with his hardly earned income. I have only one elder sister and all three brothers are younger than me and are studying in primary school in

Newkalay. In our village, people do not have much awareness about the education and especially girls' education. Generations after generations people live in poverty but they do not understand the importance of education to get them out of it. My elder sister was in grade four (04) in GGPS Newkalay when she quit her studies as at that time there was no next grade where she could continue her further studies, there was no middle school for girls either. When my elder sister left studies, soon after my father started to receive marriage proposals for her. When she was fifteen years of age, she got married and now she has three children. Same happens with most girls of our area, when they quit their studies. When I was ten years old, I had completed my primary education from Newkalay but had to quit education as there was no middle school at that time. I started to help my mother in house chores and then working in the fields to grow vegetables etc for the family. I really felt sad for my elder sister, her dreams got ruined and passion shattered to pieces!

At that time, I used to think, that same fate is awaiting me and same thing will happen to me as happened to my elder sister and I will married to someone soon. I used to think, there are areas where girls have opportunities to study more and then they become doctors and teachers. But when, I would look at myself, I would think that as I am unable to continue my education, I would never be able to fulfil my dreams of earning respectable living for my family and we will

perpetually remain poor and same will happen with my children who will also not be able to get good education. My mind was brimming with negativity.

But when I turned fourteen years of age, I heard that an organization KnK Japan/FWA with the support of people of Japan has started to work on facilities improvement of Girls' primary and Middle school Newkalay and that they will support Education Department Torghar to upgrade girls' primary into girls' middle school in Newkalay. After listening this, I immensely rejoiced and convinced my father to take admission in Grade six (06) at the Alternative Learning Center Newkalay which is now days being run in a Hujra till the facilities improvement of girls' middle school Newkalay completes.

I want to be a teacher. After quitting my education on completion of primary education, I had never thought that I would be back in school and would be getting education at middle and secondary level. It is true that every cloud has a silver lining. The poor village has been blessed and now with the up gradation of girls' middle school, we can fulfil our dreams of pursuing higher education.

With positive vibes, we do hope that the beacon of education will serve to washout backwardness and educated girls will be able to encourage generations to excel further with the energy of positive thoughts and ideas that can change the fate of the village- New Kalay and it will ultimately lead to better living standard for all of us. The residents of the village are now much happy and their willingness to provide education to girls has aroused manifold. In the absence of this school, girls of this village and surrounding areas might not have had the opportunity to withstand the wave of illiteracy, backwardness, and socio-cultural barriers”.



# FINANCIAL REPORT



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 Pakistan.

## INDEPENDENT AUDITORS REPORT TO THE COUNTRY REPRESENTATIVE

### Opinion

We have audited the financial statements of KOKKYO HAKI KODOMOTACHI JAPAN (the Organization), which comprise the statement of financial position as at December 31, 2020, the statement of income and expenditure, the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at December 31, 2020, and its financial performance and its cash flows for the year then ended in accordance with approved accounting and reporting standards as applicable in Pakistan.

### Basis for Opinion

We conducted our audit in accordance with the International Standards on Auditing (ISAs) as applicable in Pakistan. Our responsibilities under those standards are further described in the *Auditors Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Organization in accordance with the International Ethics Standards Board for Accountants' Code of Ethics for Professional Accountants as adopted by the Institute of Chartered Accountants of Pakistan (the Code), and we have fulfilled our other ethical responsibilities in accordance with the Code. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of Management and Those Charged with Governance for the Financial Statements

The management is responsible for the preparation and fair presentation of the financial statements in accordance with the approved accounting and reporting standards, and for such internal control as the management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Organization's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Organization or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Organization financial reporting process.

### Auditors Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs as applicable in Pakistan will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are





considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs as applicable in Pakistan, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Organization's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Organization's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Organization to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

ISLAMABAD

DATED: 04 MAR 2021

*BDO*  
BDO CHARTERED ACCOUNTANTS  
Engagement Partner: Ifat Hussain

**KOKKYO NAKI KODOMOTACHI (KaK) JAPAN  
STATEMENT OF FINANCIAL POSITION  
AS AT DECEMBER 31, 2020**

Note	2020 Rupees	2019 Rupees
<b>ASSETS</b>		
<b>NON-CURRENT ASSETS</b>		
4	377,639	324,192
5	217,467	-
	595,106	324,192
<b>CURRENT ASSETS</b>		
6	11,748,649	1,746,327
	101,191	44,092
7	-	89,000
8	44,279,456	8,399,708
	56,129,296	10,279,127
<b>TOTAL ASSETS</b>	<b>56,724,402</b>	<b>10,603,319</b>
<b>FUNDS AND LIABILITIES</b>		
9	55,900,919	10,101,195
10	595,106	324,192
	56,496,025	10,425,387
<b>CURRENT LIABILITIES</b>		
11	228,377	177,932
<b>TOTAL FUNDS AND LIABILITIES</b>	<b>56,724,402</b>	<b>10,603,319</b>

The annexed notes from 1 to 16 form an integral part of these financial statements.

COUNTRY REPRESENTATIVE

MANAGING DIRECTOR (TOKYO JAPAN)

KYO SHIMIZU

**KOKKYO NAKI KODOMOTACHI (KkK) JAPAN  
STATEMENT OF INCOME AND EXPENDITURE  
FOR THE YEAR ENDED DECEMBER 31, 2020**

		2020	2019
		Restricted funds	Restricted funds
<b>INCOME</b>	<b>Note</b>		
Amortization of restricted funds	9	22,872,621	92,189,019
Amortization of deferred capital grant	10	83,478	31,704
		<u>22,956,099</u>	<u>92,220,723</u>
<b>EXPENDITURE</b>			
Direct program cost - Local Partner	12	16,289,094	87,449,168
Program support cost - KkK Japan	13	2,754,077	2,887,280
Administrative support cost	13	3,912,928	1,884,275
		<u>22,956,099</u>	<u>92,220,723</u>
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<u>-</u>	<u>-</u>

The annexed notes from 1 to 16 form an integral part of these financial statements.

~~COUNTRY REPRESENTATIVE~~

清水 匠  
MANAGING DIRECTOR (TOKYO JAPAN)  
KYO SHIMIZU

**KOKKYO NAKI KODOMOTACHI (KkK) JAPAN  
STATEMENT OF CASH FLOWS  
FOR THE YEAR ENDED DECEMBER 31, 2020**

	Note	2020 Rupees	2019 Rupees
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>			
Surplus / (deficit) for the year		-	-
Adjustments for non-cash charges and other items:			
Depreciation		67,945	31,704
Amortization		15,533	-
Cash used in operations before working capital changes		<u>83,478</u>	<u>31,704</u>
(Increase) / Decrease in current assets:			
Grants to Implementing Partner		(10,002,322)	(149,258)
Advances and prepayments		89,000	(89,000)
Advance tax		(57,099)	(23,201)
		<u>(9,970,421)</u>	<u>(261,459)</u>
Increase / (decrease) in current liabilities			
Accrued and other payables		50,445	73,667
Cash used in operations		<u>(9,919,976)</u>	<u>(187,792)</u>
Net cash used in operating activities		<u>(9,836,498)</u>	<u>(156,088)</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>			
Capital expenditure on operating fixed assets		(121,392)	(250,000)
Capital expenditure on intangibles		(233,000)	-
Net cash used in investing activities		<u>(354,392)</u>	<u>(250,000)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>			
Restricted funds received		45,799,724	(10,419,939)
Deferred grant received		270,914	218,296
Net cash generated from / (used in) financing activities		<u>46,070,638</u>	<u>(10,201,643)</u>
Net increase / (decrease) in cash and cash equivalents		35,879,748	(10,607,731)
Cash and cash equivalents at the beginning of the year		8,399,708	19,007,439
Cash and cash equivalents at the end of the year		<u>44,279,456</u>	<u>8,399,708</u>

The annexed notes from 1 to 16 form an integral part of these financial statements.

~~COUNTRY REPRESENTATIVE~~

清水 匠  
MANAGING DIRECTOR (TOKYO JAPAN)  
KYO SHIMIZU





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**Pakistan Office:**

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