

# Annual Report 2017

## KnK Japan (Pakistan)





# Acronyms and Abbreviation

KnK	Kokkyo naki Kodomotachi (children without borders)
UN	United Nation
UNCRC	UN Convention on the Rights of the Child
Mol	Ministry of Interior
NESPAK	National Engineering Services Pakistan (Pvt) Limited
DRU	District Reconstruction Unit
ERRA	Earthquake Reconstruction & Rehabilitation Authority
KP	Khyber Pakhtoonkhawa
AJ&K	Azad Jammu and Kashmir
E&SE	Elementary & Secondary Education
BBCM	Broad Based Community Meeting
SDPS	Schools Development Plans
TNA	Training Need Assessment
KAP	Knowledge Attitude and Practice
CAG	Community Advocacy/Action Groups
FGD	Focal Group Discussion
CFIS	Child Friendly Inclusive School
UCs	Union Councils
SRC	Students Representative Council
SMC	School Management Committee
PTC	Parents Teachers Council
GPS	Government Primary School
GHS	Government High School
GMS	Government Middle School



# Table of Content

<b>1. STRENGTHENING EDUCATIONAL SYSTEM THROUGH INFRASTRUCTURAL DEVELOPMENT SUPPORT</b>	<b>06</b>
1.1 Program Context and Background	06
1.2 Outcomes Achieved	10
1.3 Review of 2017	11
1.3.1 Educational Infrastructure Development	11
a. Strengthening School Education through improved learning environment in state of AJ&K	11
b. Promoting girls' education through improved learning environment in District Mansehra.	12
1.3.2 Capacity Building of Schools Player	14
a. Teachers' Training	14
b. PTC/SMC Training	15
c. Students' Representative Councils (SRCs) Training	15
d. Officials of Education Department Training	16
1.3.3 Promotion of girls' education through Advocacy	16
1.3.4 Salient Achievements (2017)	17
<b>2. Research Studies</b>	<b>18</b>
2.1 Baseline Survey in district Mansehra:	18
2.2. Knowledge Attitude and Practice (KAP) study	19
2.3. Post Project Evaluation	21
<b>3. Lessons' Learnt, Challenges and Constraints</b>	<b>23</b>
3.1. Challenges& Constraints	23
3.2. Lessons' Learnt	24
<b>4. Case Studies</b>	<b>25</b>
<b>5. Audit Report</b>	<b>29</b>

# Foreword



Dear Friends, Partners and Supporters,

In 2017, we, KnK Japan, celebrated the 20th anniversary in Tokyo, confirming the various outcomes of each project in seven (7) countries including Pakistan. We would like to express our deep gratitude to our partners and supporters, who continuously give a hand to make it happen. At the same time, we have been deeply troubled by the news of wars, conflicts and extremist violence that we nowadays hear almost every day from every part of the world. As a consequence, we also faced several hardships implementing projects in different countries. However, we believe the key point is that we will strive with persistence to work hard for the betterment of children in difficulties and move forward.

In Pakistan where we might also face some tough situation, we have been working without any problem, since 2005 Great Northern Earthquake, thanks to the sincere support and commitment of Friends Welfare Association (FWA). In partnership with FWA, we were able to contribute to strengthen the educational environment, by reconstructing schools and rebuilding capacity of teachers, parents, communities and concerned government's officials in Mansehra District of KP Province and State of Azad Jammu and Kashmir (AJ&K). We also committed ourselves in emergency support in Kohistan and Shangla Districts of KP Province when children were in need of educational support after suffering from the flood's damage of 2010. KnK strongly hopes that those of our beneficiary's children are now appreciating what they deserve, and that we will be able to assist further the fulfillment of an educational need of children and youth in Pakistan together with FWA and local partners, who bring our common projects into reality.

KnK Japan believes in the power of education, which will surely better the world, and children are the ones to realize it. We would appreciate all of your continuous support and sincere concern to our children and their future.

# Strengthening Educational System Through Infrastructural Development Support

## Partners:

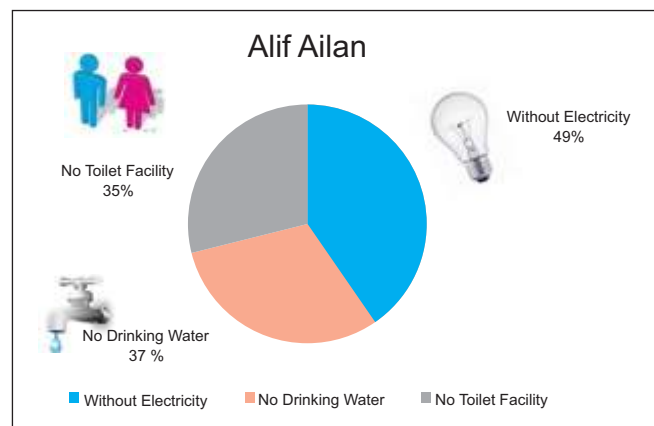
Friends Welfare Association Pakistan, Ministry of Foreign Affairs (MOFA) Japan, Earthquake Reconstruction and Rehabilitation Authority (ERRA), National Engineering Services Pakistan (Pvt) Limited (NESPAK) & Elementary & Secondary Education Department KP.

## 1.1 Programs' Context and Introduction

Under the Article "25-A" of the Constitution of Pakistan, it is the responsibility of the state to provide free and compulsory education to every child between the ages of 5 to 16. However, Pakistan today faces an educational crisis of unprecedented proportions. Forty three (43) % of government's schools are in a dangerous or dilapidated condition and lack basic facilities such as school buildings, furniture, bathrooms, boundary walls, electricity and drinking water etc. Budget allocations for education are insufficient and funds that are available are not spent effectively. As per the report of "AlifAilan", forty nine (49) % of the schools in Pakistan are functioning without electricity, thirty seven (37) % of the schools have no drinking water and thirty five (35) % of the

schools lack the provision of toilets in schools. As a result, twenty four (24) million children between the ages of 5 to 16, are out of school (Source:AlifAilan).

Figure 1: Alif Ailan - Statistics of Missing Facilities



This dismal situation in term of education got further aggravated with the occurrences of natural disasters i.e. earthquakes, floods and manmade disasters such as Militancy etc. The Earthquake of 2005 had caused a particularly severe blow to the education sector in the Khyber Pakhtoonkhawa (KP) province and state of Azad Jammu and Kashmir (AJ&K). Along with the death toll of 76,000, over 67% of the educational institutions were destroyed or severely damaged in the severely affected districts of KP province and state of AJ&K.

**In 2005 Earthquake, 67% of educational institutes were destroyed in affected areas of KP & AJ&K**

The studies have proved that learning environment is interrelated with the physical environment of the schools and the goal of establishing child friendly inclusive schools can never be realized until and unless the children have access to safe and protective physical environment at schools especially for girls while ensuring the provision of requisite basic facilities at schools.

In the year of 2010, Kokkyo naki Kodomotachi (KnK Japan) in partnership with a national Implementing Partner organization, Friends Welfare Association (FWA) Pakistan and Government of Pakistan's line



departments initiated an intervention to strengthen the educational system through infrastructural development support and capacity development of the schools' players in the earthquake affected areas of KP province and State of Azad Jammu and Kashmir (AJ&K) with the financial support of Ministry of Foreign Affairs (MOFA) Japan.

Since the year of 2010, the said program has passed through different phases of transformation based on lessons' learnt, KnK Japan's strategic plans and priorities. This transformation occurred both in geographic coverage i.e. starting from District Mansehra, the intervention was replicated to state of AJ&K and then shifted again to District Mansehra and Torghar based on dire unfulfilled educational needs prevalent in the field and change in design and scope of the actual program. The said program has been addressing and implementing





various campaigns and approaches incorporating them time to time in regular phases of interventions. The said intervention aimed at reviving and strengthening the educational system by assisting the government in building back an educational system even better than the one present before the disaster. The program's main focus areas included reconstruction of the seismic resistant educational infrastructure, capacity building of schools' players i.e. officials of concerned education departments, officials of District Reconstruction units(DRUs), teachers, communities, students and launching advocacy campaigns in the local communities to enhance the awareness of the rights' holders to hold the office bearers accountable for the realization of children's right to education which ultimately led towards the overall improvement of the learning environment at the schools in target areas.

This program of educational infrastructure development remained continued for four consecutive years in District Mansehra i.e. from March 2010 to February 2014 in which forty (40) schools including primary, middle and high schools were re-constructed and the active role of school players in schools' affaires was ensured to improve the learning environment at the target schools. A complete detail of schools' reconstructed in district Mansehra and other requisite facilities provided to the target schools within the above mentioned duration is given below,

Figure 2: Details of Schools Reconstructed in District Mansehra

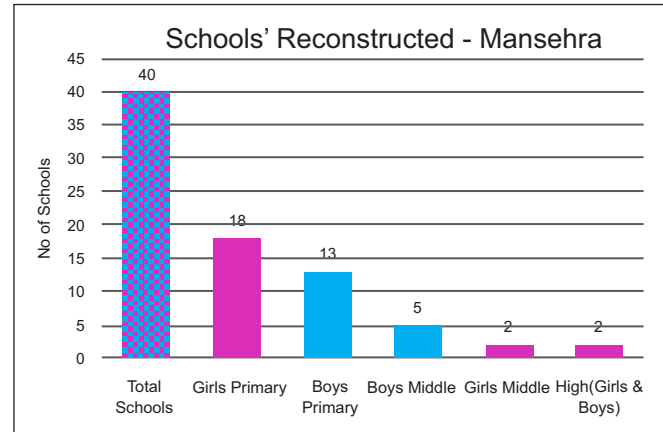
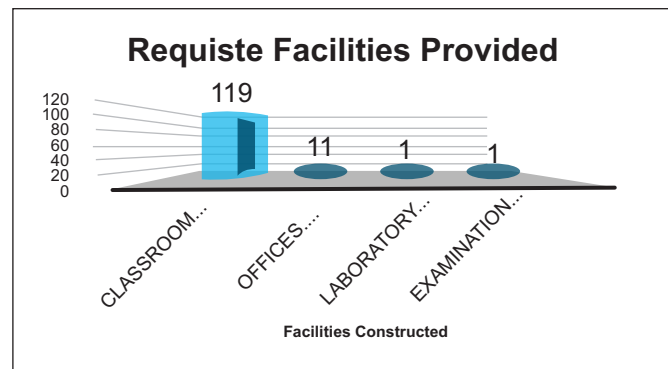


Figure 3: Details of Requisite Facilities Provided in District Mansehra



Along with District Mansehra, the Earthquake of 2005 had caused serious devastation in the state of AJ&K. Owing to the vulnerable infrastructural conditions of schools, the organization after taking the consent of its partners replicated the same program of educational infrastructural development in the state of AJ&K in the year of 2014. From the year of 2014, till February 2017, twenty (20) schools comprised of primary, middle and high schools which included both boys' and girls' schools have been completed in three (03) phases and handed over to the concerned



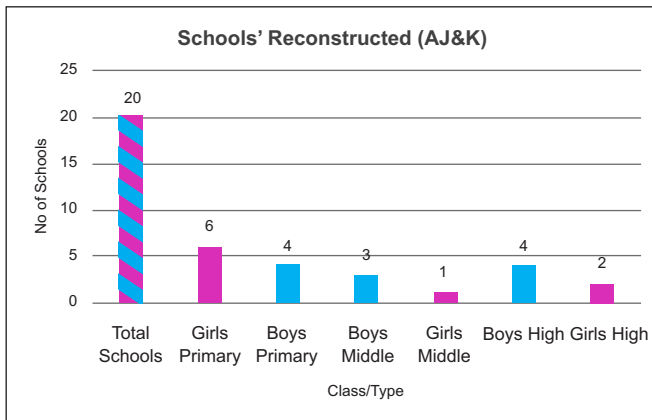


Education Departments of state of AJ&K. A complete detail of schools' reconstructed in state of AJ&K within the above mentioned duration is given below,

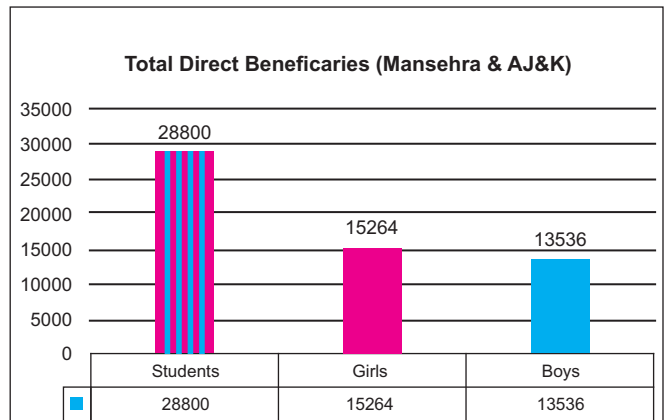
In total, under the above mentioned program, sixty (60) schools have been re-constructed while benefitting twenty eight thousands and eight

hundred(28800) girls and boys in District Mansehra and State of AJ&K and the active role of schools' players in schools' affairs was ensured to improve the learning environment at the target schools. A complete detail of disaggregated data of total number of beneficiaries and total number of schools' reconstructed in district Mansehra and state of AJ&K is given as under,

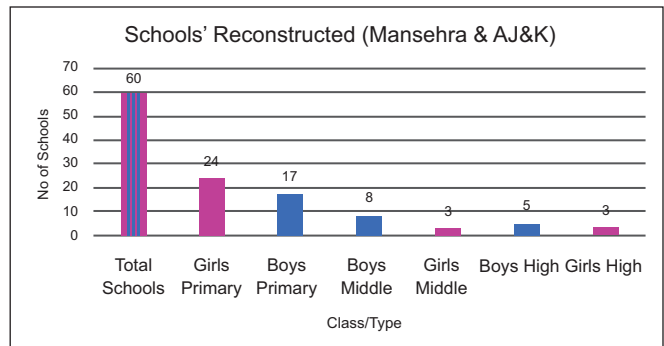
**Figure 4: Details of Schools Reconstructed in state of AJ&K**



**Figure 5: Total Direct Beneficiaries**



**Figure 6: Schools' Reconstructed (Mansehra & AJ&K)**



## 1.2 Outcomes Achieved



## 1.3 Review of 2017

The year of 2017 remained phenomenal in term of progress achieved through addressing the pressing needs of local communities in term of improvement of physical infrastructure and learning environment at the target schools. The year of 2017 is also remarkable in the sense that programmatic interventions got successfully completed in state of AJ&K as twenty (20) schools furnished with all requisite facilities were completed and handed over to Education Departments of concerned districts i.e. Muzafarabad, Bagh and Hattian Bala of State of AJ&K. Third phase was the last phase with the completion of which the programmatic interventions of KnK Japan ended in state of AJ&K while achieving the desired targets.

During the year of 2017, two programmatic interventions were executed. The detail of which is given below,

- a) Strengthening School Education through improved learning environment in state of AJ&K
- b) Promoting girls' education through improved learning environment in District Mansehra.

The major components of the above mentioned two interventions were same and included activities of reconstruction of the seismic resistant educational infrastructure, capacity building of school players i.e. officials of concerned education departments, teachers, communities, students and launching advocacy campaign in the local communities to enhance the awareness of the right's holders about



the importance of education. The component wise progress and achievements i.e. educational infrastructural development and capacity building of schools players in the year of 2017 is given as below,

### 1.3.1 Educational Infrastructure Development

- a) **Strengthening School Education through improved learning environment in state of AJ&K**

During the year of 2017, third phase of the said program i.e. "strengthening school education through improved learning environment in state of AJ&K" got closed in state of AJ&K. The third phase of the said program was initiated on March 25, 2016 and was completed on February 23, 2017. In this phase, seven schools' modules comprised of primary, middle and high schools for boys and girls were completed and handed over to the concerned education department of state of AJ&K.

The completion of reconstruction of seven (07)

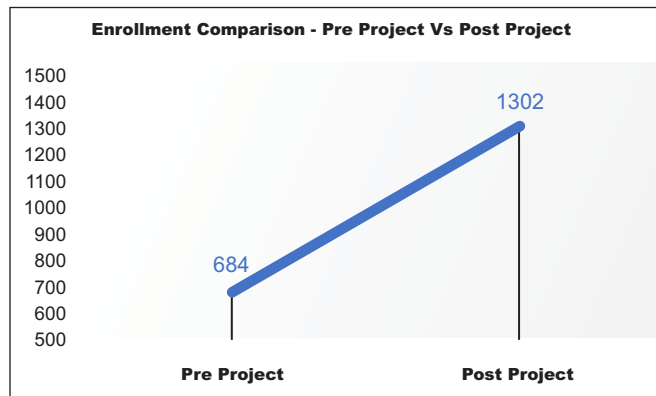


schools revitalized the hope of educational revival in the target communities. The pre-project enrollment that was six hundred and eighty four (684) got increased to thirteen hundred and two (1302) in 2017 which shows an increase of fifty two (52%) increase in enrollment. These reconstructed schools have new classrooms, offices, furniture, water, sanitation's facilities and boundary walls along with spacious playgrounds.

The detail the seven (07) schools supported in term schools' infrastructural development during the phase 3rd,executed in the year of 2017 is given as under,

1. GHS Hotrari Union Council Muzafarabad
2. GHS Padermasto Union Council Rangla
3. GMS Padermasto Union Council Rangla
4. GPS Padermasto Union Council Rangla
5. GHS Seridara Union Council Noora Seri
6. GMS Seridara Union Council Noora Seri
7. GPS Seridara Union Council Noora Seri

**Figure 7: Enrollment comparison-Phase 3**



**Table 1: School Detail**

Name of Facility	Quantity
Classrooms	18
Three Seated (Desk/Bench)	252
Toilets	8

**b) Promoting girls' education through improved learning environment in District Mansehra.**

After the closing of the said intervention in the state of AJ&K, the said program was again shifted to District Mansehra owing to unfulfilled needs of schools' infrastructure development while including

district Torghar of KP province as well.

From the mid July, 2017, a new phase of said program has been initiated again in district Mansehra with the special focus on promoting girls'



education through improved learning environment. The major components include, school facility improvement for girls' education, training sessions with Staff of the local Education Department, teachers, parents and students for improving girls' education and advocacy to promote the awareness about the girls' education.



During the Phase 1st, four (04) primary schools (GPS Bakki Pakkha, GPS Chontri, GPS Bajna and GPS Taar – all of them provide education under very harsh learning environments without roofs were chosen with the assistance of the Education Department Mansehra.

Construction work at the target schools is being

executed by the accredited construction firms, selected through standard tendering process. In terms of time and quality, construction works at sites is frequently monitored by line departments and KnK Japan's technical team by ensuring all the requisite tests through accredited laboratories. The latest construction work progress at the target four (04) schools' sites is given as under:



**Table 2: Latest work progress at sites**

S#	School	Achievements			Comments
		Planned	Achieved	Variance	
1	GPS Bakki Pakkha	75%	82.9%	+7.9%	The work progress achieved so far is well ahead of planned work progress set for this time period. The school will be handed over to the Education Department Mansehra at the end of March 2018.
2	GPS Taar	75%	84.1%	+9.1%	The work progress achieved so far is well ahead of planned work progress set for this time period. The school will be handed over to the Education Department Mansehra at the end of March 2018
3	GPS Bajna	70%	82.5%	+12.5%	The work progress achieved so far is well ahead of planned work progress set for this time period. The school will be handed over to the Education Department Mansehra at the end of March 2018
4	GGPS Chontri	90%	99.4%	+9.4%	The work progress achieved so far is well ahead of planned work progress set for this time period. The school will be handed over to the Education Department Mansehra at the end of February 2018.



### 1.3.2 Capacity building of Schools' Players

The quality educational outputs can be achieved only if quality is ensured at each level of the educational process from standard setting, learning environment, teacher's training, teaching-learning process, community responsive mechanism, promoting volunteerism, regular assessment and monitoring.

In the year of 2017, alongside with resumption of physical school environment of schools, the organization has also capacitated the important schools' players for improving the learning environment of the schools and developing the responsive mechanism of the local communities to ensure the accountability system at the local level. Schools' teachers, members of Students Representatives Councils (SRCs), members of Parents Teachers' Councils (PTCs) or School Management Committees (SMC) and officials of education department remained the prime



beneficiaries of capacity building sessions. As a results of these capacity building sessions, the involvement of primary stakeholders in management of schools, planning and implementation of school development plans, students' enrolment, students' attendance and retention, responsive mechanism of community and involvement of education departments have considerably improved. The detail of types of training conducted for different stakeholders during the report year is given as under,

#### a. Teachers' Training:

In order to improve teachers' subject content knowledge and pedagogical skills, and to bring about a positive change in their thinking, perceptions and attitude towards child friendly inclusive education, professional development workshops were conducted for the teachers in both state of AJ&K and District Mansehra. The capacity gaps of teachers identified in the Training need assessment (TNA) were incorporated and addressed in the training module for teachers' training. The participants of teachers' training were exposed to popular learning theories, multiple intelligences, interesting instructional strategies, effective lesson planning, developing and utilizing learning resources effectively, students' assessment, arousing critical thinking in children and holistic development of the child. The duration of training was four (04) days in state of AJ&K and five (05) days in district Mansehra.

Table 3: Teachers' Trained

AJ&K	Mansehra
43	32



### b. PTC/SMC Training:

Training sessions for PTC/SMCs were conducted to let the PTC/SMC members in the target schools understand the roles and responsibilities of PTCs as set in the guidelines of the education departments. These PTC/SMCs trainings remained instrumental in ensuring the active participation of PTCs in school's management, development and then implementation of School development Plans (SDPs) and organizing better community's responsive mechanism to ensure the accountability and transparency at local level. The duration of PTC training was two (02) days in state of AJ&K and 4 days (04) days in district Mansehra.

### c. Students' Representative Councils (SRCs) Training

UNCRC urges the Government and institutions to make efforts to ensure the participation of the children in schools' affairs. In this perspective, students are first organized in Students Representatives Councils (SRCs) and then are capacitated on their rights and responsibilities. SRCs trainings have been conducted in both state of AJ&K and district Mansehra. In these trainings, the focus was laid on enhancing the children abilities to play leading role in improving their schools through active participation and developing action plans for fostering activities regarding their rights and responsibilities.

**Table 4: PTC/SMC members trained**

AJ&K (SMC)	Mansehra (PTC)
56	32

**Table 5: SRC members trained**

AJ&K	Mansehra
56	40





#### d. Officials of Education Department Training:

The officials of education department will be trained on Child Friendly Inclusive School (CFIS) model to enable them to understand the standards of quality education as outline in CFIS approach and to assess and grade the schools under their jurisdiction as per the prevalent situation of the schools against the standards of the quality education. Thirty (30) officials of educational department Mansehra both male and female will be trained on CFIS model in 2018.

#### 1.3.3 Promotion of girls' education through Advocacy:

A complete component of advocacy activities has been integrated in the scope of the new phase of the said program in district Mansehra to achieve the goal of promotion of girls' education by complementing the components of improvement of

physical environment of schools and capacity development of the schools' players. Awareness raising of the local communities has been conducted in the target areas to pool and interlink their capabilities towards the empowerment of females and program's sustainability.

As the designed intervention aims to stimulate and promote the status of girls' education in the target areas, a Knowledge Attitude and Practice (KAP) was conducted to closely view the existing gaps in regard to education in general and girls' education in particular with an analysis and recommendation for bridging it up through whole school Improvement and child friendly approaches. The KAP study was done by arranging the Broad based community meetings (BBCM) at target three UCs i.e Bhogarmong, Devli/ Jabber and Tanda/Bajna of district Mansehra. Seventy (70) parents participated in the KAP study and expressed their views to improve the status of girl's education in their respective areas.

Three Community Advocacy/Action Groups(CAGs) were also formed at target three UCs i.e Bhogarmong, Devli Jabber and Tanda/Bajna for several lobbying activities to encourage the local authorities to improve realities of girl's education and to resolve the educational problems within the Union Council through self-help initiatives.

As per the findings of KAP study, in the Revenue village Bakki, UC Bhogarmong, there are five(5) boys' primary schools and three(3) girl's primary school but no middle school for girls. In this area, all girls get out of school after passing the primary level education.







The community Advocacy/Action Group (CAG) of UC Bhogarmong after being organized took this issue urgently and conducted meetings with Member Provincial Assembly (MPA) of their respective constituency and with Minister for Education KP province to solve this issue of girl's education on urgent basis. The Elementary and Secondary Education (E&SE) department KP province has principally approved a girls middle school Bakki realizing the dire issue of girls' education at secondary level in the said area. This has been a big success of CAG Bhogarmong that they achieved by doing advocacy in favor of girls' right to education.

#### 1.3.4 Salient Achievements (2017)

- In total, eleven (11) schools were supported in term of schools' infrastructural development along with provision of all requisite facilities in KP province and state of AJ&K
- Fifty two percent (52%) increase in enrolment (increased from 684 to 1302) in seven schools reconstructed in state of AJ&K.
- 1,500 students (600 boys and 900 girls, aged

from 5 to 9 years) have benefitted from the construction of four (04) schools in district Mansehra.

- Students' attendance ratio has improved to 95% in eleven (11) schools supported in state of AJ&K and District Mansehra.
- Ninety eight (98) %Teacher's attained the advance and proficient level of attendance as per the record of monitoring visits of educational departments in state of AJ&K and District Mansehra.
- Ninety percent (90%) of teachers are planning educational contents by adding more relevant information and knowledge, practicing modern teaching methodologies , multi grade teaching, engaging students in activity base learning and following the study schemes developed for the entire calendar year in eleven (11) schools supported in state of AJ&K and District Mansehra.
- Ninety Percent (90 %) of PTCs/SMC's have been developing and implementing the school development plans (SDPs), conducting and recording regular meetings and conducting local level advocacy in favor of increasing enrollment and retention rates in their respective schools
- 90% of cumulative work progress has been achieved on four schools of Phase I in district Mansehra.



# Research Studies

The details of Research studies conducted during the year 2017 is given as under.

- o Baseline Survey district Mansehra:
- o Knowledge attitude and practice(KAP) study
- o Post project Evaluation

## 2.1. Baseline Survey in district Mansehra:

The Baseline survey is the vital step of project cycle to analyze the prevailing situation and providing information which helps to plan the interventions.

The main purpose of this Baseline survey was to assess and analyze the existing condition of physical facilities in the schools (still running in open sky or in vulnerable temporary shelters once

demolished in Earthquake 2005) of District Mansehra and their effects on the learning process of the children so that these assessed schools might be considered for the reconstruction in Phase 2nd.

The Baseline survey findings have provided credible information that helped in designing the implementation strategy for whole school improvement in learning friendly schooling environment.





This assessment was initiated on June 25, 2017 and completed on July 15, 2017. After the coordination with Education Department Mansehra, a special committee was constituted to conduct the baseline assessment in terms of social and technical feasibility. This special committee visited the vulnerable schools in term of educational infrastructure located at different locations in District Mansehra. All the requisite data

relating the vulnerability, population, strength of students, rooms and other facilities required, land ownership and measurement of plot was collected in the visits to these target schools. Technical team of KnK Japan/FWA has completed the work on designs, drawings and cost estimation of the selected schools that will be constructed in the year of 2018. The detail of schools' assessed in the baseline survey is given as under,

Table 1: Detail of schools assessed in Baseline Survey

S#	Number of Schools Assessed			Level						Union Councils	Current Status of Schools			
	Male	Female	Total	Primary		Middle		High			Safe	Partially damage	Major Damage	Running in Open Sky
				M	F	M	F	M	F					
1	28	9	37	24	6	2	2	2	1	14	Nil	Nil	1	36

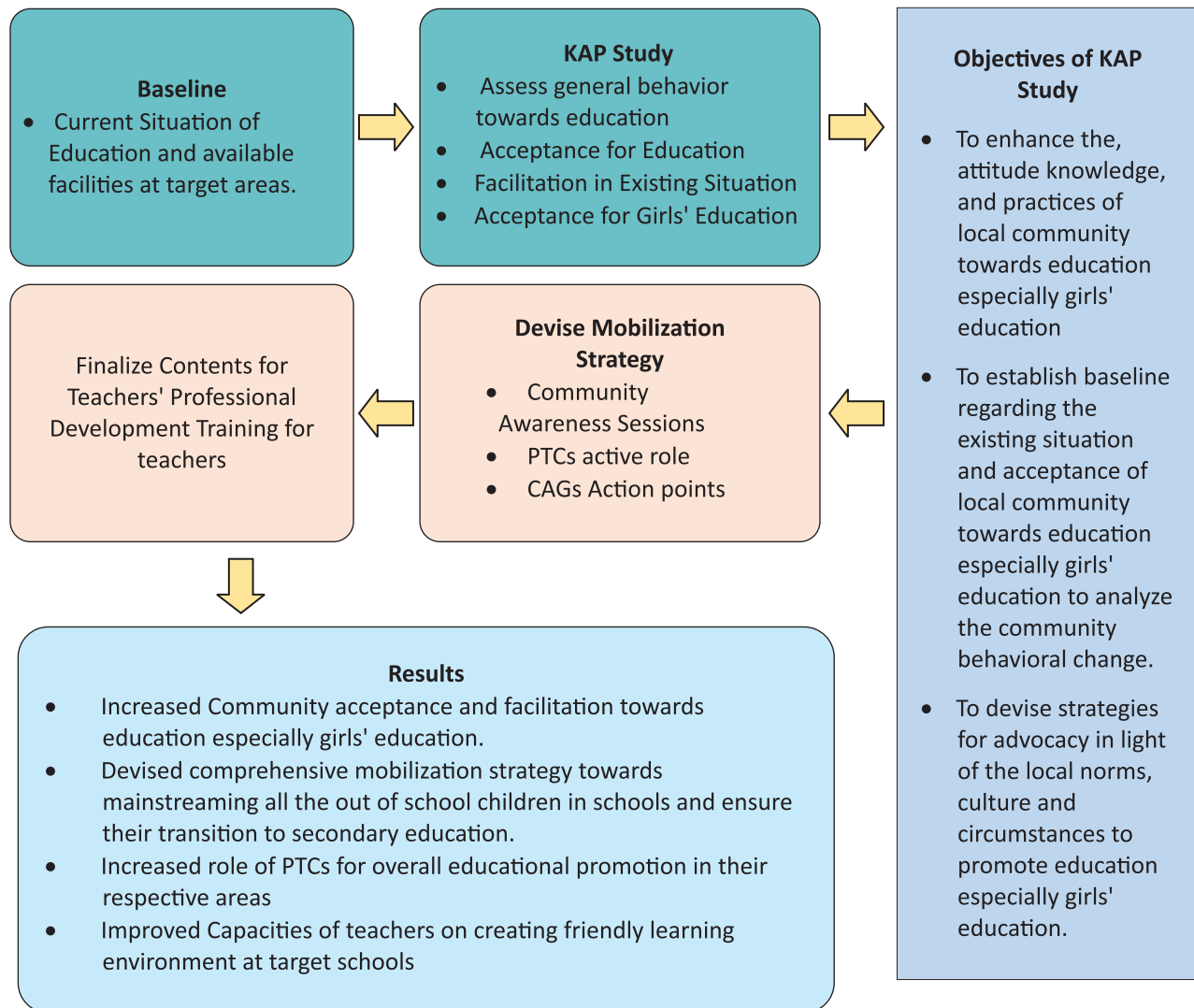
## 2.2. Knowledge Attitude and Practice (KAP) study.

A complete component of advocacy activities has been integrated in the scope of the project "promoting girls' education through improved learning environment in district Mansehra, KP province" to achieve the goal of promotion of girls' education by complementing the components of improvement of physical environment of schools and capacity development of the schools' players. As the designed intervention aimed to stimulate and promote the status of girls' education in the target areas, a Knowledge Attitude and Practice (KAP) study was conducted to closely view the

existing gaps in regard to education in general and girls' education in particular with an analysis and recommendations for bridging it up through whole school Improvement and child friendly approaches.

The KAP study was specifically conducted to explore and assess the level of knowledge, attitude and practices regarding importance of education especially girls' education in Parents, PTC's members, head teachers, teachers and officials of District Education Department Mansehra. This KAP study was conducted at the three target UCs of District Mansehra i.e UC Bhogarmong, Bajna/Tanda and Devli/Jabbar.

**Figure 1: Design of KAP Study**



The qualitative data was collected through FGDs, interviews, and observations. The qualitative methods were used to document meaningful experiences within the local context. On the other hand, published and unpublished literature on status of education and especially the girls' education was also studied to understand the current situation in the country, KP Province and District Mansehra to identify opportunities for improving factors related to girls' Education. The quantitative data was collected by using a checklist about school's profiles.

By employing these methods of Interviews, FGDs and observations, the Knowledge, attitude and existing practice of the communities and schools' players were ascertained and then recorded so that an apt coping mechanism might be devised. In the end of a KAP study, key findings were recorded and success indicators were defined in consensus with participants. Questionnaires were developed for the interviews and information was gathered by taking interviews from the parents, teachers, PTC members and education officials.

The findings of KAP study suggests that in the target three UCs ie Bhogarmong, Jabber/Devli and Tanda/Bajna, there is a disparity of opportunities available for boys and girls. The disparity is at both primary and post primary levels and this disparity increases, when we move from primary to secondary level as limited girls' secondary schools are available in comparison to boy's Secondary schools. As a result the transition rate of girls from primary level to secondary level is lower as compared to boys.

Parents and local communities of the target three UCs realize the importance of girls' education. All the respondents were in favor of girl's education provided that their security and safety be ensured. As per the responses of the respondents, education of girls is indispensable for the subsequent benefits for the girls and their families.

As per the data received from the concerned Officials of Education Department Mansehra, local communities, Parents and PTC members through interviews and FGDs, the retention rate for boys was 75% and 66% for girls at primary level in the target three UCs of District Mansehra. This means that in average, 25% boys and 34% girls were out of school at primary level at the said target UCs. Similarly, at post primary level i.e. Secondary level, the overall retention rate was 36% for boys and 22% for girls at the said target UCs. Hence the proportion of out of school children grew substantially higher at secondary level especially in regard to girls.

As per the responses of the respondents of target three UCs especially parents and local community members, the overall environment in majority of the schools need massive improvements. Majority of the schools even do not have basic facilities such as seating chairs, desks or mats for students to sit comfortably. In majority of the schools, proper plantation, vegetation, and beautification of the schools' premises were not done. Hence the schools located in targeted three UCs had a lot of work to do on improvement of schools' physical environment.



## 2.3. Post Project Evaluation

Kokkyo naki Kodomotachi (KnK Japan) in partnership with FWA had executed a program to strengthen the educational system through infrastructural development support and capacity development of the schools' players in the earthquake affected areas of KP province with the financial support of Ministry of Foreign Affairs (MOFA) Japan.

This program of educational infrastructure development remained continued for four consecutive years in District Mansehra i.e. from March 2010 to February 2014 in which forty (40) schools including primary, middle and high schools for both boys and girls were re-constructed and the active role of schools players in schools' affairs was ensured to improve the learning environment at the target schools.

In the Month of October 2017, Ministry of Foreign Affairs (MOFA) Japan conducted a Post Project Evaluation of above mentioned program that was executed in five phases in district Mansehra between 2010 and 2014.

Mr. Yuta Shiotsuka San who is working as "Second Secretary" at the Embassy of Japan Pakistan conducted this Post Evaluation on October 26 and October 27, 2017, covering seven (07) schools out of total forty (40) schools. The result of this evaluation is given as under,

**Table 2:  
Findings of Post Project Evaluation:**

<b>Evaluation Question</b>	<b>Scales/ Scoring of Evaluation</b>
Relevance of planning	A: Plan was highly relevant. B: Plan was relevant. C: Plan was not relevant, or turned out to be not relevant because of remarkable change of circumstances.
<b>Findings / Results</b>	<b>A: Plan was highly relevant.</b>
Achievement and Effectiveness of goals	A: Goals were well achieved. B: Goals were partly achieved, but there are some difficulties. C: Most of the goals were not achieved.
<b>Findings / Results</b>	<b>A: Goals were well achieved.</b>
Efficiency	A: The project was conducted highly efficient. B: The project was efficient. C: The project was not efficient.
<b>Findings / Results</b>	<b>A: The project was conducted highly efficient.</b>
Impact	A: The project has great impact. B: Goals were achieved, but there is not impact on long-term goal. C: The project has negative impact.
<b>Findings / Results</b>	<b>A: The project has great impact.</b>
Sustainability	A: Management system and sustainable operation system are well arranged, and sustainability is expected. B: System and funds are not adequate, but the benefits of the project would be continued. C: There is no sustainability.
<b>Findings / Results</b>	<b>A: Management system and sustainable operation system are well arranged, and sustainability is expected.</b>
Social Consideration and Influence	A: The project had adequate consideration. Beneficiaries were mainly women and vulnerable people, and they actively participated in the project. B: The project did not have adequate consideration for women and vulnerable people, but there was no problem. C: The project did not have any consideration for women and vulnerable people. It had negative impact.
<b>Findings / Results</b>	<b>A: The project had adequate consideration. Beneficiaries were mainly women and vulnerable people, and they actively participated in the project.</b>

# Lessons' learnt, Challenges and Constraints:

During the year of 2017, KnK Japan along with its implementing partner organization, FWA has expanded its programmatic interventions both in thematic and geographic terms by executing various campaigns and worked very closely with the communities through a systematic process of involving everyone who can play a role in children's education. KnK Japan/FWA's field teams in the project areas formed parent's groups, youth & volunteer's groups. Through these community groups, we engaged local community in a rigorous capacity building process so that they would acquire skills, knowledge and attitude to play their active roles for the rights of quality education to children especially for girls.

KnK Japan's achievements are the results of challenges that have been encountered and have resulted into lessons' learnt during the course of implementation of programmatic interventions.



## 3.1. Challenges & Constraints:

- In compliance with government of Pakistan's new policy, KnK Japan was registered with Ministry of Interior (MOI) Pakistan but still the **Visa processing system** of Government of Pakistan is quite intricate on account of which the Visas of Expatriate staff of KnK Japan for the field monitoring and face evaluation in Pakistan are delayed. As a result, appropriate adjustments in schedules and plans are frequently made.
- Ensuring education for women in Pakistan is a challenge, particularly in remote areas where girls face social and cultural barriers and are unable to go to school. Although, KnK Japan along with its Implementing partner organization, has prioritized females in its educational Programmes but still many of the



beneficiaries who were involved in these programmes have voiced a need for more educational projects for girls, especially in the remote vulnerable areas of KP province.

- Some of the schools that have been established by KnK Japan under its educational infrastructure development program fall in remote areas. Navigating difficult terrain mostly causes delays in the delivery of construction materials, and a volatile security situation in the region coupled with severe weather conditions also hinder the construction process. KnK Japan has been coping this challenge by adopting a “Milestone Approach” and by ensuring the ample contribution and motivation of Partner's communities and construction firms to complete the construction process on time.
- The natural disasters such as earthquake in 2005, 2015 and flood of 2010 and 2014 have severely affected the education sector of KP province. The missing infrastructure and lack of capacity in available infrastructure is important aspect that contributes in enrolling and retaining out of school children especially in disaster hit areas. Currently, KnK Japan along with its Implementing partner's organization FWA, is the major organization that is supporting the E&SE department KP province in reconstruction and rehabilitation of demolished schools. However, there are still hundreds of schools in Mansehra, Batagram, Shangla, Kohistan and Torghar which have not yet been constructed and the organization is continuously receiving requests from communities and education departments to contribute in these districts. However, on account of financial constraints, the

organization is facing challenges in fulfilling the infrastructural needs of the vulnerable communities.

### 3.2. Lessons' Learnt:

- KnK Japan's programmes operate on various levels and there are many approving and implementing agencies involved. The success of programmatic interventions is relied upon seamless coordination with the federal and provincial government in close collaboration with partners, all the way through to the community organizations. Streamlining this process is not an easy task and Programme's activities get fully efficient once people are connected and work in accordance with the Programme's objectives.
- The organization designs all its interventions in congruence with the framework of government policies and existing procedures as it ensures the ownership of the Government and contributes to sustainability of all the interventions even after the closing of partner's support.
- Children have increased chances of reaching their potential when there are others around to motivate and mentor. Teachers often play this role; however, the success of a school is the responsibility of an entire community, after all, it takes a village to raise a child. Teachers, in coordination with volunteers registered with the school, have follow-up of dropout children and encourage them to continue with their education. Additionally, volunteers can help parent-teacher's councils to launch campaigns on children's rights, particularly those related to education.





# Case Studies

## 1. Success Story GHS Seridara (Initiation of 1st Year Classes for Girls)

Government High School (GHS) Seridara is located in Union Council Noora Seri of district Muzafarabad. This school was completely demolished in EQ 2005. The said school fulfills the educational needs of more than ten thousand (10000) people of the area of Seridara and the surrounding catchment populations. Even after the lapse of eleven (11) years, this school was still running in the open sky as the school's building was demolished in the EQ 2005 and could not be restored afterwards. The dropout rate of the school

was very high on account of unavailability of the school's building and parents were not considering the school environment protective for their children. As the said school was situated at a very high altitude area succeeding an almost inaccessible route, no institution either Governmental or Non-Governmental was showing willingness to reconstruct the school.

In the year of 2016, KnK Japan through its Implementing Partner organization, Friends Welfare Association (FWA) started the reconstruction of this school and handed it over to the concerned Education Department after completing it.



In the month of February 2017, the said school was completed in all respects. Besides the handing over of the marvelous school's building comprised of eight (08) classrooms, office, staff room and Laboratory, the capacity of teachers on modern teaching methodologies was also enhanced. In the same way, members of School Management Committee (SMC) and students' Representative Councils (SRCs) of the said school were also trained on their roles and responsibilities and implementing small scale projects for school's improvement.



was already overcrowded and there was less space for the children in the school.

So after a marathon discussion, it was concluded that the girls' 1st year class will be initiated in the evening and two local teachers will look after the class. Local teachers offered their services on volunteer basis and took full responsibility of girls' coaching classes in the evening at the said school.

After provision of the permanent protected splendid school's building, addressing the need of education for children at secondary level, school management committee (SMC) and teachers of GHS Seridara had a meeting to discuss the issue of education at higher secondary level as there was no educational facility available in the area after matriculation and the transition rate especially of girls from secondary level to higher secondary level was virtually less than five (05) %. It was decided in the meeting that boys might have access to Muzafarabad city for further education so 1st year classes (College section) for the girls will be initiated in the said school on self-help initiative basis with the support of local community. The Principal of the school shared that during the morning session it would be very difficult to accommodate girls' in the 1st year class as school

Entire population of the Union Council, Noora Seri appreciated the teachers and SMC, of GHS Seridara for their courageous and earnest decision and they also pledged their full support and cooperation for the promotion of girls' education at higher secondary level. Twenty(25) girls' students got enrolled on the very first day of the 1st year class initiation for illuminating themselves with the ornament of education at higher secondary level which was only a dream before the reconstruction of this school.

The concerned Education Department, while acknowledging the SMC and Teachers' efforts, promised to upgrade the school to higher secondary level and also committed to provide the staff for taking higher secondary classes.

“We are really thankful from the core of our hearts to KnK Japan for the provision of such a beautiful school's building which is furnished with all requisite facilities. Before the reconstruction of this school, parents were not willing to send their girls to the said school. Now they are taking more and more interest in girls' education. 1st years class for the girls has been initiated which was our longing since long time. Now, our girls have an opportunity to complete their studies without any problem and become an important educated citizen of this country. It became possible only because of the permanent protected beautiful school's building provided by KnK Japan”

Source: Community and SMC of GHS Seridara

## Success Story

### **Community Advocacy Group (CAG) Bhogarmong's success to Establish Girls' Middle School Bakki.**

Revenue village Bakki is located in the Union Council Bhogarmong. This Revenue village is located at about forty two (42) kilometers towards the north east of the Mansehra city. The said area is a rural mountainous area where more than ninety (90) % community members are living under poverty line. Total population of this area is ten thousands (10000) individuals which includes both male and female. This area has ever remained a regressive area in regard to accessibility to the availability of social services such as education and health etc.

In this Revenue Village of Bakki, there are five (5) boys' primary schools and three (3) girl's primary schools. Most of the boys and girls schools were demolished in the Earthquake of 2005 but could not be restored afterwards. There is no girl's middle or high school in this revenue village which has a population of more than ten thousand (10000) individuals. Thus, virtually, all girls in this revenue village Bakki and its catchments villages and

hamlets become out of school after passing primary education as there is no middle and high school in Bakki where these girls might get enrolled in.



KnK Japan along with its Implementing partner organization, Friends Welfare Association is executing an intervention “Promoting girls' education through improved learning environment in District Mansehra”. The said intervention is part of larger program to strengthen the educational system through infrastructural development and capacity development of the schools' players which include the teachers, parents, communities and officials of the Education Departments.



A complete component of advocacy activities has been integrated in the scope of said project to achieve the goal of promotion of girls' education by complementing the components of improvement of physical environment of schools and capacity development of the schools' players. Awareness raising of the local communities was conducted in the target areas including the Revenue village Bakki to pool and interlink their capabilities towards the empowerment of females in the area.

In order to achieve the aim to stimulate and promote the status of girls' education in the target areas, a Knowledge Attitude and Practice (KAP) study was conducted in Revenue village Bakki to closely view the existing gaps in regard to education in general and girls' education in particular with an analysis and recommendation for bridging it up through whole school Improvement and child friendly approaches. The KAP study was done by arranging the Broad based community meetings (BBCM) at target areas including Revenue village Bakki which is located in UC Bhogarmong. Seventy (70) parents participated in the KAP study and expressed their views to improve the status of girl's education in their respective areas.

Along with other target UCs in district Mansehra, a Community Advocacy/Action Group (CAG) was also constituted in UC Bhogarmong where Revenue village Bakki is located to undertake the several lobbying activities to encourage the local authorities to improve realities of girl's education and to resolve the educational problems within the Union Council.

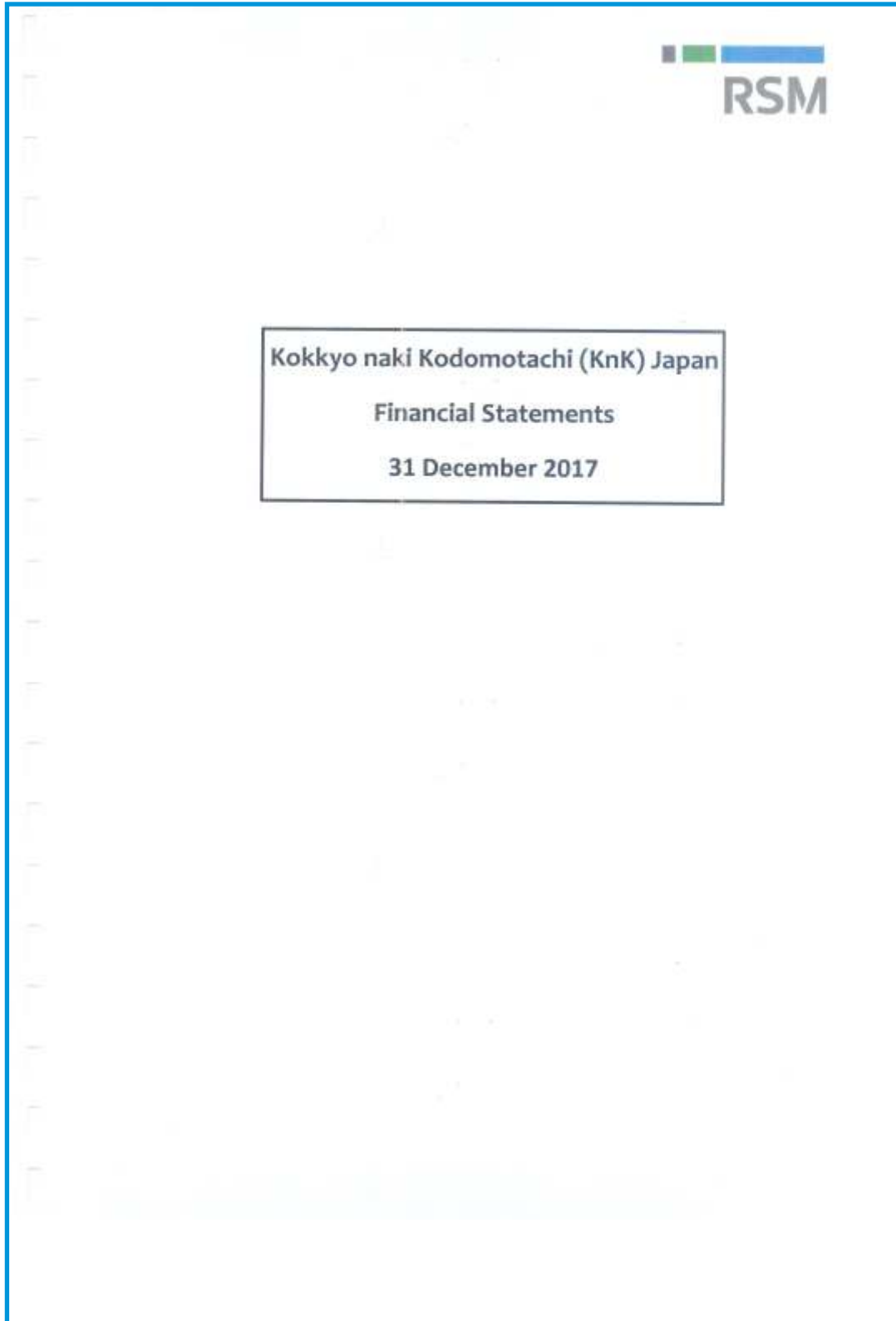
As per the findings of KAP study, in the Revenue village Bakki, almost all girls who pass the primary

education get out of school due to the unavailability of girls middle school in the locality. The next girl's middle school was about eight (08) kilometer away.

The community Advocacy/Action Group (CAG) of UC Bhogarmong after being organized and got oriented about its roles and responsibilities took this issue in grave terms and conducted meetings with Member Provincial Assembly (MPA) of their respective constituency and with Minister for Education KP province to solve this issue of girl's education on urgent basis. The Elementary and Secondary Education (E&SE) department KP province has principally approved a girls' middle school Bakki realizing the dire issue of girls' education at secondary level in the said area. This has been a big success of CAG Bhogarmong that they have been able to achieve a big milestone in regard to girls' right to education at secondary level in a short period of time and have laid a foundation to safeguard girls from all sorts of subsequent exploitations such as early marriages etc. which the girls are always destined to after getting out of school at post primary level. About one hundred (100) girls will come under the fold of education during the first year after the establishment of the girl's middle school in Revenue village Bakki.



# Audit Report





**RSM Avas Hyder Liaquat Nauman**  
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## INDEPENDENT AUDITORS' REPORT

**TO THE BOARD OF DIRECTORS  
Kokkyo naki Kodomotachi (knk) Japan**

We have audited the accompanying financial statements of **Kokkyo naki Kodomotachi (knk) Japan**, which comprise of the balance sheet as at December 31, 2017, and the income & expenditure account for the year then ended, and summary of significant accounting policies and other explanatory information.

### Management's Responsibility for the Financial Statements

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

### Auditor's Responsibility

Our responsibility is to express an opinion on the financial statements based on our audit. We conducted our audit in accordance with the auditing standards as applicable in Pakistan. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statement 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 entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates, if any, made by the management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial statements presents fairly, in all material respects, the financial position of **Kokkyo naki Kodomotachi (knk) Japan** as at 31 December 2017, and its financial performance for the year then ended in accordance with the approved accounting standards as applicable in Pakistan.

  
**RSM AVAIS HYDER LIAQUAT NAUMAN**  
CHARTERED ACCOUNTANTS  
Engagement Partner: Nauman Mahmood

Date: 14 FEB 2018  
Place: Islamabad

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RSM Avas Hyder Liaquat Nauman is a member of the RSM network and trades as RSM RSM is the trading name used by the members of the RSM network. Each member of the RSM network is a independent accounting and consulting firm which practices in its own right. The RSM network is not itself a separate legal entity in any jurisdiction.

**Kokkyo naki Kodomotachi (KnK) Japan**  
**Balance Sheet**  
**As at 31 December 2017**

	NOTE	2017 Rupees	2016 Rupees
<b>ASSETS</b>			
<b>NON-CURRENT ASSETS</b>			
Furniture & fixture		14,233	15,814
<b>CURRENT ASSETS</b>			
Grants to Implementing partner		12,288,590	8,942,591
Advance tax		15,814	15,553
Bank profit receivable		-	107,837
Cash and bank balances	4	2,944	149,481
		12,307,348	9,215,462
<b>TOTAL ASSETS</b>		<b>12,321,581</b>	<b>9,231,276</b>
<b>FUNDS AND LIABILITIES</b>			
<b>FUNDS</b>			
Restricted funds	5	12,219,348	9,127,462
Deferred Grant	6	14,233	15,814
		12,233,581	9,143,276
<b>CURRENT LIABILITIES</b>			
Audit fee payable		88,000	88,000
<b>TOTAL FUNDS AND LIABILITIES</b>		<b>12,321,581</b>	<b>9,231,276</b>

*AKK*

The annexed notes from 1 to 10 form an integral part of these financial statements.



Kokkyo naki Kodomotachi (KnK) Japan  
 Income And Expenditure Account  
 For The Period From 01 January 2017 To 31 December 2017

	NOTE	2017 Rupees	2016 Rupees
<b>INCOME</b>			
Amortization of Grants	5	40,950,944	63,019,413
<b>EXPENDITURE</b>			
Direct programme cost	7	40,811,363	62,906,977
Programme support cost		-	-
Indirect programme cost	8	138,000	111,750
Depreciation		1,581	686
		40,950,944	63,019,413
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<u>-</u>	<u>-</u>

The annexed notes from 1 to 10 form an integral part of these financial statements.

COUNTRY REPRESENTATIVE







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