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# 1. FOREWORD



Dear Friends, Partners and Supporters,

When KnK Japan started its educational activities in overseas, we assisted some teenagers, who were in difficulties in Cambodia, Philippines, and Vietnam. After the time and experiences that we shared with them, KnK Japan expanded its area of work. Now, we work in seven (7) countries including Pakistan and in countries of Middle East. We would like to express our deep appreciation to our partners and supporters, who have given continuous support to us.

We, nowadays hear from every part of the world, lots of sad news of conflicts, violence, and abuse where many children are affected. KnK Japan is not a big organization so, we hardly follow all the consequences, however, we are here determined to commit ourselves to fulfill our missions.

In Pakistan, we have been working since 2005, after the Great Northern Earthquake, in collaboration of Friends Welfare Association (FWA), a local organization based in Pakistan. We are thankful to their full support and sincere partnership, which has enabled us to contribute to strengthen the educational environment by reconstructing schools and rebuilding capacity of teachers, parents, and communities in Mansehra District of KP Province and Azad Jammu and Kashmir (AJK). KnK Japan believes that the children have full of chances and that education surely makes their dreams fulfilled.

It takes time for children to grow and become full citizens of a society. In Pakistan, we would like to continue facing the issues related to children and further assist them to equip strengths of living by getting quality education, together with FWA, local governments and communities. We would appreciate your continuous support and interest in our future activities.

**Ayako OTAKE**  
Managing Director  
Kokkyo naki Kodomotachi (KnK) Japan

## 2. MESSAGE FROM CR PAKISTAN



I am delighted to write this for the third annual report of KnK Japan in Pakistan. We have been operating in Pakistan since the year of 2005 but formally got registered under the national laws of Pakistan in 2016 with Ministry of Interior (MOI) as per the INGOs policy of Government of Pakistan. We have really enjoyed working with Govt. of Pakistan, local partners, local communities and specially the children. The phenomenal work that we have undertaken in Pakistan has led us towards achieving greater sustainability in all our interventions.

I would like to pay my gratitude to all of you for your kind contributions, guidance and support that you have extended to us over the years. It is with your help that in the year of 2018, KnK Japan in Pakistan has supported thirteen (13) more schools under the umbrella of Education Department KP. Three thousand, two hundred and forty (3240) children, out of which eighteen hundred and seventy (1870) are girls have been provided safe and protective learning friendly environment at target thirteen (13) schools in the year of 2018 along with indirectly benefitting about fifty thousand (50,000) community members in our areas of support.

However, we have a long way to go as still there are about 22 million, out of schools (OOS) children and these children are the future of Pakistan and will be an important part for the enlightened world if they get educated.

Thanks to all partners, Ministry of Interior (MOI) Pakistan, Economic affairs Division (EAD), Elementary & Secondary Education Department KP, Elementary and Secondary Education Foundation KP, Provincial Disaster Management Authority (PDMA) KP, District Education Departments, District Administrations, Earthquake Reconstruction & Rehabilitation Authority (ERRA), District Reconstruction Units (DRUs), District Government Mansehra, local communities and local partner, Friends Welfare Association.

Together we can usher in a new era that is more just, resilient, and inclusive of all

**Javed Iqbal**  
Country Representative  
KnK Japan-Pakistan

# 3. ABOUT US



## 3.1 KnK JAPAN



Kokkyo naki Kodomotachi (hereafter KnK Japan) is a humanitarian and educational private association with an international vocation, established in Japan in 1997. Its members, volunteers, local and international staff-members, all acting in a volunteer and devoted spirit, agree to honor the following principles:

- KnK Japan provides assistance to disadvantaged children and youth.
- It provides them with educational and professional skills, offers them 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.
- KnK Japan assists children, youth and works with its partners, regardless of their race, gender, religion, political or other beliefs. KnK Japan establishes a better mutual understanding between those children and youth and people from other countries, especially children and youth from Japan.
- KnK Japan promotes its partners to ensure them the best efficiency to achieve their goals.

## 3.2 KnK JAPAN IN PAKISTAN



KnK Japan is active in Pakistan since 2005 working for the earthquake affected people in state of AJK and Khyber Pakhtunkhwa province of Pakistan. KnK Japan has established schools and dormitories and provided children and youth with professional training and parental and teachers with guidance in five villages in the affected district of Mansehra (North-West Frontier Province, present-day Khyber Pakhtunkhwa or KPK Province).

- In January 2010 KnK Japan started a huge project of rebuilding the schools damaged or destroyed by the earthquake in Kashmir and Mansehra District. During a period of four years, forty schools were built and transferred to the Ministry of Education of Pakistan.
- In September 2010 KnK Japan moved into Kohistan and Shangla Districts, on the upper Indus River, to establish and support seventy temporary schools in a flooded area.
- In 2014, following the building of schools in Mansehra District, KnK Japan started a program of building twenty schools over a three-year period in Azad Jammu and Kashmir.
- In these two programs of rebuilding schools in Mansehra, Azad Jammu and Kashmir, KnK Japan also hosted training sessions for parents, communities, and teachers, conferences, guidance and organizational meetings, in collaboration with the Education Department (Ministry of Education of Pakistan).
- Since 2005 KnK Japan has been running its programs in Pakistan with its local partner “Friends' Welfare Association”, and with the support of Japan Platform and people all over the world.



### 3.3 REGISTRATION IN PAKISTAN

KnK Japan is registered with Ministry of Interior (MOI) Pakistan on March 24, 2016 under registration number (4/2/2016-PE-III).

#### Vision:

Education and Friendship for All Children beyond Borders.

#### Mission:

We, KnK Japan, 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.



### 3.4 WHAT WE DO

#### 3.4.1 THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT AND KnK JAPAN'S IMPLEMENTATION

Out of 17 Sustainable Development Goals (SDGs), we are primarily contributing in the below mentioned three goals,





# 3.5 YEARS AT A GLANCE



03 Schools 2007



03 Schools 2006



2017



2016



03 Schools 2008



2018



2015



2009



2014



2010 83 schools



2011 90 schools



2012



2013



## EDUCATION PROGRAM MODEL



### 3.6 PREVIOUS PROJECTS

Thirteen (13) years have passed since KnK Japan first started its operations in Pakistan. A brief highlight of implemented programmatic interventions of KnK Japan in partnership with its local Partner, Friends Welfare Association (FWA) and its impacts achieved so far is expounded below,

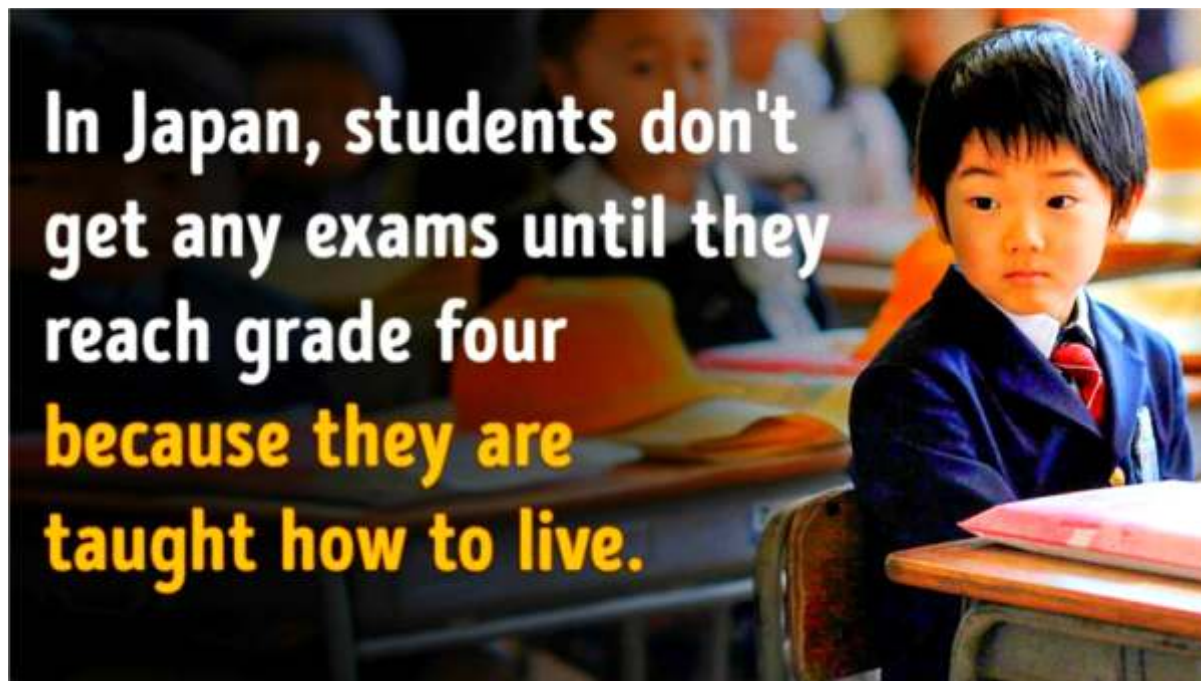
Project Name	From	To	Donor	Funding Amount	Outputs
Educational Assistance and Psycho-Socio Support for the children affected by the Earthquake in District Mansehra.	Nov 2005	Nov 2010	MoFA Japan/Japan Platform	PKR 19.92 Million	<ul style="list-style-type: none"> <li>Improved access to quality education for the 541 students (Male 296, female 245) at the three Drop in Centers in District Mansehra.</li> </ul>
Strengthening Education System through Infrastructure Development Support in District Mansehra KPK, Pakistan (School Reconstruction Program)	Mar 2010	Mar 2014 (Six Phases)	MoFA Japan	PKR 315.8 Million	<ul style="list-style-type: none"> <li>Forty (40) schools' buildings were reconstructed and handed over to the Education Department Mansehra.</li> <li>Protective and child friendly environment was ensured for 10000 (boys 4700 and girls 5300) vulnerable children in District Mansehra.</li> </ul>

Project Name	From	To	Donor	Funding Amount	Outputs
Emergency Response Project (ERP) in District Shangla & Kohistan, KPK, Pakistan	Sep 2010	July 2011	Japan Platform	PKR 43.00 Million	<ul style="list-style-type: none"> <li>Resumed Educational facilities for the extremely vulnerable Six thousand (6000) children studying in Seventy nine (79) flood affected schools through provision of shelters and Tents in District Kohistan and Shangala.</li> <li>Improved sanitation facilities for about Six thousand (6000) children, reducing the risk of sanitation related diseases amongst the children.</li> </ul>
Strengthening Education System through Infrastructure Development Support – AJK (School Reconstruction Program AJK)	April 2014	February 2017	MoFA Japan	PKR 206 Million	<ul style="list-style-type: none"> <li>Construction of twenty (20) demolished schools and handed over to the concerned Education Departments of Muzafarabad, Bagh and HattianBala in State of AJ&amp;K.</li> </ul>





## 4. EDUCATION



As per the projection of National Institute of Population Studies (NIPS) Pakistan, there are currently 51.53 million children in Pakistan between the ages of 5 and 16 years. Among this group, only 28.68 million children are attending schools from pre-primary up to higher secondary in both public and private sector, leaving 22.84 million children out of school.

In Pakistan, Khyber Pakhtoonkhawa (KP) province, the fact of presence of high numbers of out of school children (OOSC) especially girls has been highlighted by various Governmental and non-governmental organizations.

As per the report shared by E&SE department KP in October 2017, 1.5 million children in the age group of 6-16 years are out of school in which about 0.5 million children are boys and about one (1) million are girls. Two third of OOSCs in the age group of 11-16 years are girls (Source: Mr. Najeebullah Khattak, Media Adviser, E&SE department KP). Similarly, the erstwhile FATA

EMIS report for 2016-17 shows that more than one million (1,038,933) children in the age group of 04-14 are out of school in the KP Merged districts. (Previously FATA region)

A recent, Alif Ailaan report has propounded that 20 per cent of the children aged between five and 16 years in the district Mansehra are out of school. The report also said the condition of the girls' education in Mansehra was worse than boys as 28 per cent local girls and 12 percent boys were out of school (OOSC). It added that 15 per cent of both boys and girls aged from five to 16 years had never gone to any school.

While highlighting the unfortunate situation of education in District Mansehra, District Nazim of Mansehra has shared that fifty five (55)% schools that were demolished in the natural calamity has not yet been reconstructed by Earthquake Reconstruction and Rehabilitation Authority (ERRA) which has resulted into children getting out of schools due to poor



physical protective environment at schools. This has posed a serious challenge for district Government Mansehra to address the issue of out of school children on sustainable basis.

#### 4.1 PROMOTING EDUCATION THROUGH IMPROVED LEARNING ENVIRONMENT IN KP PROVINCE

Kokkyo Naki Kodomotachi (KnK Japan) along with its Local Partner in Pakistan, Friends Welfare Association and Government of Pakistan's line departments has initiated a broad scale program to strengthen the educational system through infrastructural development support and

capacity development of the school players in District Mansehra and State of Azad Jammu and Kashmir (AJ&K) with the financial support of Ministry of Foreign Affairs (MOFA) Japan.

The program's main focus areas included provision of the seismic resistant educational infrastructure, capacity building of school players i.e. officials of concerned education departments, 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 lead towards the overall improvement of the learning environment at the schools in target areas. Since the year of 2010 and till the end of 2017, sixty (60) schools were rehabilitated in term of construction of permanent school buildings in District Mansehra and State of AJ&K and creating the learning friendly environment at the target schools.

##### 4.1.1 Review and Achievements (2018)

In the year of 2018, the new intervention of "Promoting' education through improved







learning environment in District Mansehra” remained continued under the program elaborated above. During the report year first Phase of the above mentioned project was successfully concluded and second phase is under progress and will be concluded until March 2019.

The focus of the two phases of the said project has been the promotion of girls' education through improved learning environment in District Mansehra. The major components included, schools' 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.

Component wise progress of the said project in 2018 is given as under,

**4.1.2 SCHOOLS' FACILITIES IMPROVEMENT:**

During the Phase 1st, four schools were reconstructed and successfully handed over to the Education Department Mansehra. The detail of these reconstructed schools is given as under,

S#	Facilities	Planned	Achieved	Variance	Remarks
1	GPS Bakki Pakhha	100%	100%	0%	The school building having RCC structure design is comprised of reconstruction of six classrooms with office along with provision of one toilet block comprised of three toilet units. Other requisite facilities such as Furniture for students/ teachers and water supply for drinking and toilets' use were also provided.
2	GPS Bajna	100%	100%	0%	The school building having RCC structure design is comprised of reconstruction of six classrooms with office along with provision of one toilet block comprised of three toilet units. Other requisite facilities such as Furniture for students/ teachers and water supply for drinking and toilets' use were also provided.

3	GPS Taar	100%	100%	0%	The school building having RCC structure design is comprised of reconstruction of four classrooms without office along with provision of one toilet block comprised of two toilet units. Other requisite facilities such as Furniture for students/ teachers and water supply for drinking and toilets' use were also provided.
4	GGPS Chontri	100%	100%	0%	The school building having steel structure (Light Weight) design is comprised of reconstruction of three classrooms without office. Other requisite facilities such as Furniture for students/ teachers and water supply for drinking and toilets' use were also provided.





In the Phase 2nd of the said project, construction work on nine (09) schools' including primary, middle and high schools is scheduled to be completed till March 23rd, 2019. Out of these nine schools, six (06) schools have already been

completed and handed over to the Education Department Mansehra. The detail of nine schools supported in Phase 2nd and their latest work status is given as under,

S#	School	Achievements			Comments
		Planned	Achieved	Remaining	
1	GGHS Jared	100%	80%	20%	The remaining works will be completed till March 23 <sup>rd</sup> , 2019. The school building having RCC structure design is comprised of construction of eight classrooms, two laboratories, three offices, and one toilet block
2	GGMS Garlat	100%	100%	0%	The school building having steel structure (Light Weight) design is comprised of reconstruction of three classrooms with One office.
3	GGPS Nidhar	100%	100%	0%	The school building having steel structure (Light Weight) design is comprised of reconstruction of three classrooms without office.
4	GPS Nidhar	100%	100%	0%	The school building having steel structure (Light Weight) design is comprised of reconstruction of three classrooms without office.
5	GPS Treda Panjool	100%	90%	10%	The remaining works will be completed till March 23 <sup>rd</sup> , 2019. The school building having RCC structure design is comprised of reconstruction of four classrooms.
6	GPS Chota Bala	100%	90%	10%	The school building having steel structure (Light Weight) design is comprised of reconstruction of four classrooms without office.
7	GPS Katha Bala	100%	100%	0%	The school building having steel structure (Light Weight) design is comprised of reconstruction of three classrooms without office
8	GPS Chapri Katha	100%	100%	0%	The school building having steel structure (Light Weight) design is comprised of reconstruction of three classrooms without office
9	GPS Nalla	100%	100%	0%	The school building having steel structure (Light Weight) design is comprised of reconstruction of three classrooms without office

During the year of 2018, disaggregated data of beneficiary's children at target thirteen (13) schools is given as under,

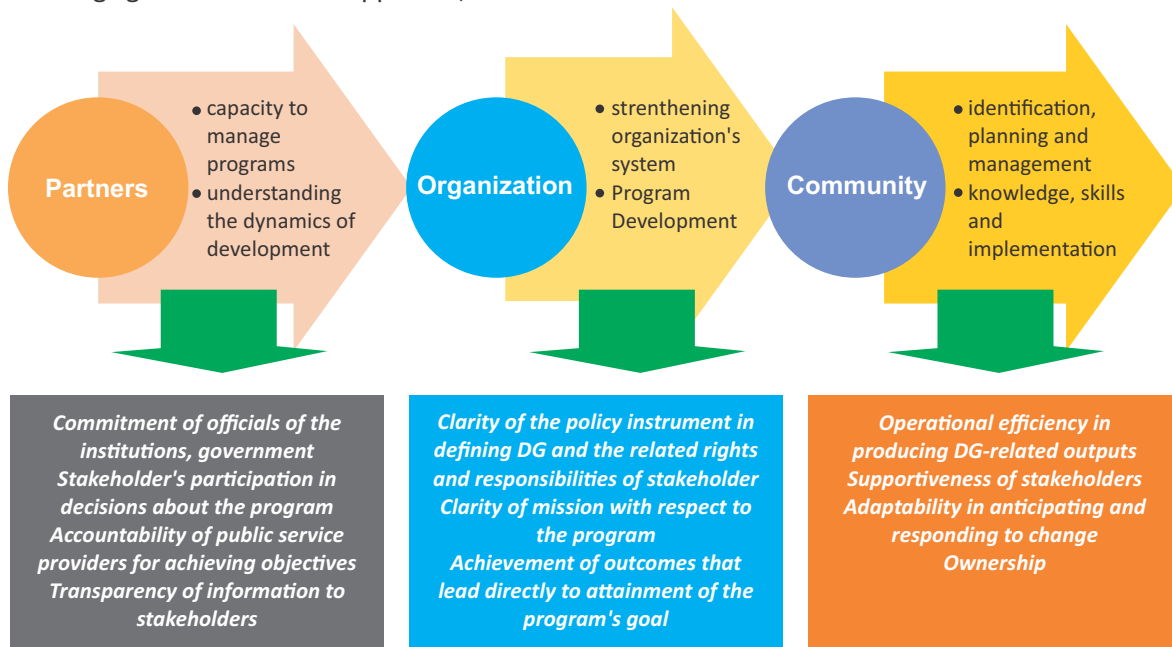
Project Name	Beneficiaries	Total students	Boys	Girls
<b>Direct Beneficiaries</b>				
Promoting Education through Improved Learning Environment in KP Province(Phase 1 <sup>st</sup> )	Students	1450	580	870
Promoting Education through Improved Learning Environment in KP Province(Phase 2 <sup>nd</sup> )	Students	1,790	790	1,000



## 4.2 CAPACITY BUILDING AND ADVOCACY

### KnK JAPAN CAPACITY BUILDING APPROACH

KnK Japan's Capacity building approach envisages the community, staff and partners' empowerment, enhancing knowledge and skills by focusing the development's goals of the program. This approach also includes gender mainstreaming by enhancing their understanding on the development's goals. The following figure illustrates the approach;



KnK Japan's capacity building approach contributes at three levels; partners, organizations, and communities' level. Capacity building is the dynamic process which fosters the

effectiveness and efficiency of the program's interventions. In this connection, capacity building plan can play a significant role to address the needs of the institutions, organizations and communities.







**OVERVIEW OF CAPACITY BUILDING TRAININGS**

Year-, 2017	
	<ul style="list-style-type: none"> <li>• 15 key official of the organization received orientation and trainings</li> <li>• 69 teachers, 65 Parents Teachers Council members and 88 SRC members received training</li> <li>• 39 Officials of Education Department Mansehra received trainings on CFIS</li> </ul>
Year- 2018	
	<ul style="list-style-type: none"> <li>• 10 key officials of the organization received trainings</li> <li>• 66 teachers, 104 Parents Teachers Council members received training</li> <li>• 116 SRC members received trainings</li> </ul>

The training events generally included the events such as policy & procedures, program management, project management and implementation. Particularly, teachers' trainings have specific contents related to teaching methodologies and classroom practices.

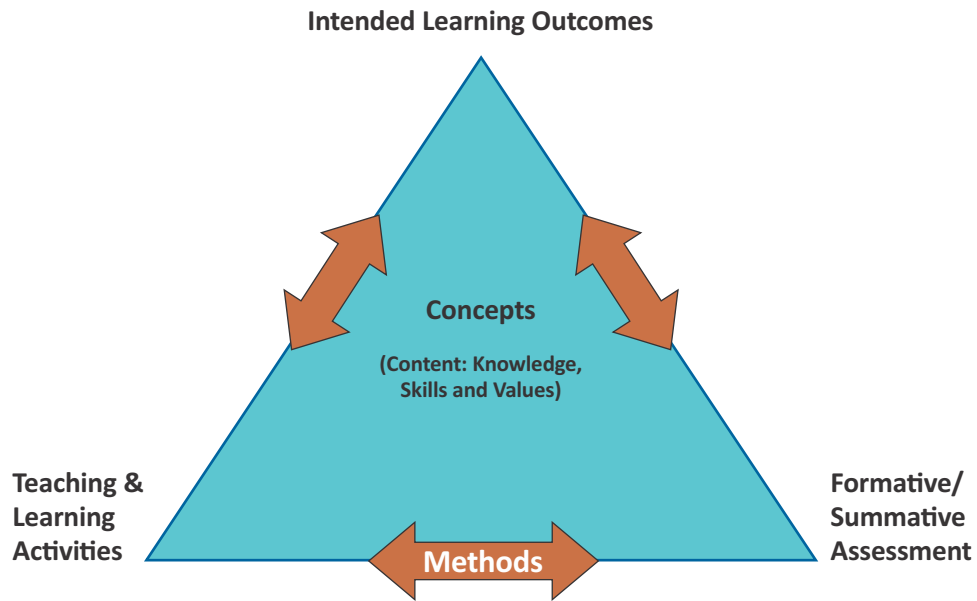
Capacity building approach has been designed based on the three key indicators including conducive sociopolitical environment, effectiveness and efficiency. The results of the capacity building are measured against these indicators.

**4.2.1 CONDUCTIVE SOCIO-POLITICAL ENVIRONMENT**

The program introduced the approaches, policy and procedures in aligned with government's policies. The Education Department officials,

District Administration and political leadership remained more cooperative and played their effective role in creating conducive socio-political environment. The program has built capacity of partners under the program's goal which resulted in achievement of both strategic and purpose-based objectives. Joint visits with the officials of education departments in district Mansehra were conducted in the months of August, September and December 2018. In these visits, the target schools of the project were assessed as per the standards of Child friendly inclusive schools' Standards. The joint visits of officials of Education Department and staff of KnK Japan and its local partner have been instrumental to identify the needs of schools and to improve the learning environment at the target schools of the project. In nutshell, thirty nine(39) officials of Education Department Mansehra, fully own the approach and working strategy of the program.





**Effectiveness:** It is directly linked with the partner organization. Effectiveness is the ability of the organization to understand the program's approaches, policies and procedures by considering development's goals. The personnel of the organizations have significant role to be effective in both program and operational management. Key management level personnels have received trainings, particularly designed on need basis. In, total, ten (10) key management level officials have been trained during the year 2018. It impacts the effectiveness of the organization in program's achievements.

**Efficiency:** Program's implementation includes three main components; project objectives, time line and allocated resources. The local communities at gross root level are the major change agent. The capacity of local communities is

more pertinent to make the implementation process more efficient. It could be possible through good level of understanding of program's goal, objectives and activities. The community action planning is the demonstrated tool to achieve the goal and objectives of program in efficient manner. In the context of teachers' training, program's goals and objectives were achieved by increasing enrollment, academic performance of students and academic efficiency of teachers.

In this regard, special focus has been laid to capacitate the important schools' players such as teachers, members of Parents Teachers' Councils (PTCs), and students to materialize the achievement of an aim of improved teaching and learning process where children especially girls' students find themselves in an invigorating friendly inclusive environment at the target schools.



Details of capacity development events for management, project staff and School players during the year of 2018 is given as under,

Types of trainings	Year (2018)	Participants' profile
One Day Orientation on ERRA, PDMA and Education Policy	June 2018	Key management officials of partner organization FWA
Training on community action planning and KAP Study Research	August 2018	Key management officials and project staff of partner organization FWA
Two days Training workshop on Child Friendly Inclusive School Management	April 2018	Education Managers of District Education Department Mansehra
Five Days Teachers' Training on Students Learning Outcomes and content based concepts	January 2018	Teachers from the project's schools
Four days Parents Teachers Council training on project management, conditional grant management, implementation and record keeping	February 2018	Members of Parents Teachers Councils from project schools and communities
One Day training on child rights, school based projects' development and management of school affairs	November 2018	Students from the project's schools

Details of beneficiaries of capacity development events of School players in both Phase 1st and 2nd during the year of 2018 is given as under,

Project Component	School Players	Duration	Total Quantity	Male	Female	Comments/Remarks
Trainings/Capacity Development,	Teachers	5 Days	66	34	32	Teachers' trainings of both phase 1st and 2nd have been are completed
	PTC members	Four Days	104	83	21	PTC Training of both phases have completed.
	SRC members	1 Day	116	57	59	SRC Trainings of both phase 1st and 2nd have been completed
	Officials of Education Department Mansehra	2 Days	39	27	12	This Training was completed in Phase 1st. In Phase 2nd, the officials of Edu Dept and KnK Japan/FWA staff have visited schools to assess them as per the standards of CFIS.

During the Phase 1st, the officials of education department were trained on Child Friendly Inclusive School (CFIS) approach. In the Phase 2nd, joint assessment visits of FWA staff and concerned officials of Education Department were arranged to assess the condition of the schools as per four (04) dimensions and thirty six (36) standards of CFIS approach in order to grade schools as per the conditions prevalent over there and to take remedial actions in case the physical and learning environment in visited schools is observed poor.

Four(04) joint visit with the officials of education departments in district Mansehra were conducted in the months August, September and December 2018. In these visits, in total eight (08) schools were assessed as per the standards of CFIS and likewise graded as per the observed schools' physical and learning environment.

#### 4.2.2 PROMOTION OF GIRLS' EDUCATION THROUGH ADVOCACY

Component of advocacy activities has been integrated in the scope of the both Phase 1st and 2nd of the said project for the promotion of girls' education. Mobilization and Advocacy activities have been undertaken at community level to bring about gender parity in regard to improving the acceptance to girls' right to education at primary, secondary and tertiary level that in turn paves the way for socio- economic empowerment of women in the longer run.



In this respect a Knowledge Attitude and Practices (KAP) Survey has been conducted in the month of September 2018 in which variety of stakeholders such as parents, teachers, PTC members, officials from education department, general community members participated. The tools for conducting the KAP study included the Household surveys, focus group discussion and structured individual interviews. The tool of household survey was added this time on account of which this KAP study remained a comprehensive and extended study.

This survey has helped to provide an opportunity to recognize realities and issues on girl's education with local stakeholders and reliable data has been collected to set success indicators in the light of which effective implementation of advocacy strategy has been devised for the promotion of girls' education. Similarly, Broad Based Community Meetings and village level seminars have been organized at target Union Councils in which findings of KAP study have been be shared with community advocacy groups (CAGs) at UC level. These village level seminars have remained instrumental to build awareness of local community members and to implement the advocacy strategy devised as per the findings/recommendations of KAP study for the promotion of girl's education.





A total of five Village Seminars have been organized and conducted in the following union councils of district Mansehra.

UC	Gender	Date	Venue	Total of Participants
Devli Jabber	Female	29-Nov-2018	GGMS JabbarGali	54
Sachan Kalan	Male	27-Nov-2018	GPS Treda	45
Bhogarmong	Male	30-Nov-2018	GPS Bakki	59
Jared	Female	01-Dec-2018	GGHS Jared	65
Garlat	Male	03-Dec-2018	GGMS Garlat	50
Total Participants				273

Similarly, with the perspective of documenting and disseminating the project's deliverables and to highlight the active participation of schools' players at each target school, publication of two newsletters has been fulfilled. These two

newsletters have been circulated amongst all the thirteen (13) schools of Phase 1st and Phase 2nd, officials of concerned line departments and other stakeholders.



## 5. CASE STUDY

### Donation of Land for GGMS Bakki Pakhha

Bakki is one of the three revenue villages in Union Council Bhogarmang District Mansehra. The village is situated at very remote, high altitude and far flung area. Access to the village is possible only by 4x4 vehicle. Revenue village Bakki contains many scattered hamlets where the population is also scattered. In term of basic necessities of life, no facility like health, education and livelihood is available to the village.

Education rate, particular the girls' education rate is very low due to no real education facility in the village. Majority of the girls leave primary school in Grade 3 and Grade 4 due to no school for girls at secondary level. Transition rate of girls promoting from primary level to secondary level is unfortunately zero which lead to the social problems like the early marriages of the girls and increase in illiteracy rate of women.

KnK Japan with its implementing partner FWA in Pakistan conducted the Knowledge, Attitude and Practices study in Union Council Bhogarmang in its project "Promoting Education through Improved Learning Environment in KP Province". The issue of schooling for girls at secondary level was identified and discussed extensively in the study. The community action group (CAG) formed and oriented in the study, started to find out the solution for the girls education at secondary level.

In this scenario, a meeting of the CAG was held with the District Education Department Mansehra to discuss the problem. Considering the need as genuine, the District Education Department assured the approval of a government girls; middle school with the condition that the community will provide land for the school free of any consideration.

To share the Education Departments requirements



for the girls' school at secondary level, the CAG arranged a large meeting in the Village Bakki. A large number of the community members participated in the meeting. Due to mountainous and limited plain land area, nobody was willing to sacrifice his or her land for the purpose. Amongst the community members present in the meeting a very poor person stood up and in the best interest of the entire village donated the only piece of land which he possessed for Girls Middle School and he donated it without any consideration.

The CAG provided the land document to the Education Department and requested the Department to allow the girls who have passed their primary school examination to carry on their study at secondary level in the nearby boys' high school. The Department allowed the community to admit the girls in the boys' high school till the time the regular school building is completed for girls.

Now, with the efforts of the CAG and the community, the cloud of female education darkness is rolling away. The horizon has lit up for the girls' education where there was no concept of it. The girls are studying in the boys' high school. The land for the Girls Middle School has been donated. Regular school at middle level for girls has been approved. The construction of the school will start soon. The girls of the revenue village will embrace the valuable ornament of education.

*Source: Community Action Group Union Council Bhogarmang*

## 6. MAJOR ACHIEVEMENTS DURING 2018

- In total, thirteen (13) schools have been supported in term of schools' infrastructural development along with provision of all requisite facilities in district Mansehra of KP province.
- In total, three thousand, two hundred and forty (3240) children, out of which eighteen hundred and seventy (1870) are girls have been provided safe and protective learning friendly environment at target thirteen (13) schools in the year of 2018. This is an improvement of forty one (41) % as compared to the baseline enrollment statistics.
- Fifteen hundred (1500) students both boys and girls were to be enrolled in the target four schools of Phase 1st, till the end of the said project in three years. However, 97% of the enrollment target i.e. 1450 students (Girls 870, boys 580) has been achieved during the year 1st, till the end of enrollment cycle of spring 2018.
- Out of total, three thousand, two hundred and forty (3240) children enrolled in 2018, 98% have retained during the academic year of 2018 at target thirteen (13) schools.
- Students' attendance ratio has improved to 96% in thirteen (13) schools supported in 2018.
- Ninety seven (97%) Teacher's attained the advance and proficient level of attendance as per the record of monitoring visits of education department at target thirteen (13) schools in 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 at thirteen (13) schools supported in 2018.
- Ninety Percent (90 %) of PTCs 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.
- Two hundred and seventy three (273) community members including one hundred and four females have participated in village Seminars and are playing their role to increase the acceptability of girls' education in the local communities especially at secondary level.
- Community Advocacy Group (CAG) Bhogarmong had taken robust initiative to firstly get approval of Girls' Middle school in Bakki as all girls of the revenue village Baki were getting out of school after passing primary education. Government usually takes about one or two years to hire regular Government teachers through the process of National Testing Services (NTS) so, CAG of Bhogarmong has initiated a class 6th for girls at Government High school for boys in Bakki as a temporary arrangement on self-help basis with the consultation of the District Education Department until Government Girls' Middle School Bhogarmong get fully operational in revenue village Bakki.






# 7. ACKNOWLEDGMENTS

 **Imran Khan (official)**  
2 May 2018 at 7:54 pm • 🌐


Mansehra: Government Primary School Thar, UC Devli Jabbar, District Mansehra. A school with earthquake resistance double story structure along with all necessary facilities finally ready to welcome 300+ students in far flung area of #Mansehra #KPEducation



 **Pakistan Tehreek-e-Insaf**  
The newly Constructed Govt Primary School Bajna, ...  
[www.facebook.com](http://www.facebook.com)


<https://www.facebook.com/PTIOfficial/posts/10155731950584527> 1:17 pm

👉 Forwarded

 **PTI Khyber Pakhtunkhwa**  
The newly Constructed Govt Primary School Bajna, Villag...  
[www.facebook.com](http://www.facebook.com)

<https://www.facebook.com/PTIKPOfficial/posts/1966726570013888> 1:17 pm

👉 Forwarded

 **Atif Khan**  
Government Primary School Bajna, District Mansehra. Th...  
[www.facebook.com](http://www.facebook.com)

<https://www.facebook.com/matifkhanpti/posts>



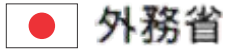
# 8. PICTURE GALLERY



# 9. OTHER INFORMATION

## ■ SOURCE OF FUNDING

Ministry of Foreign Affairs of Japan

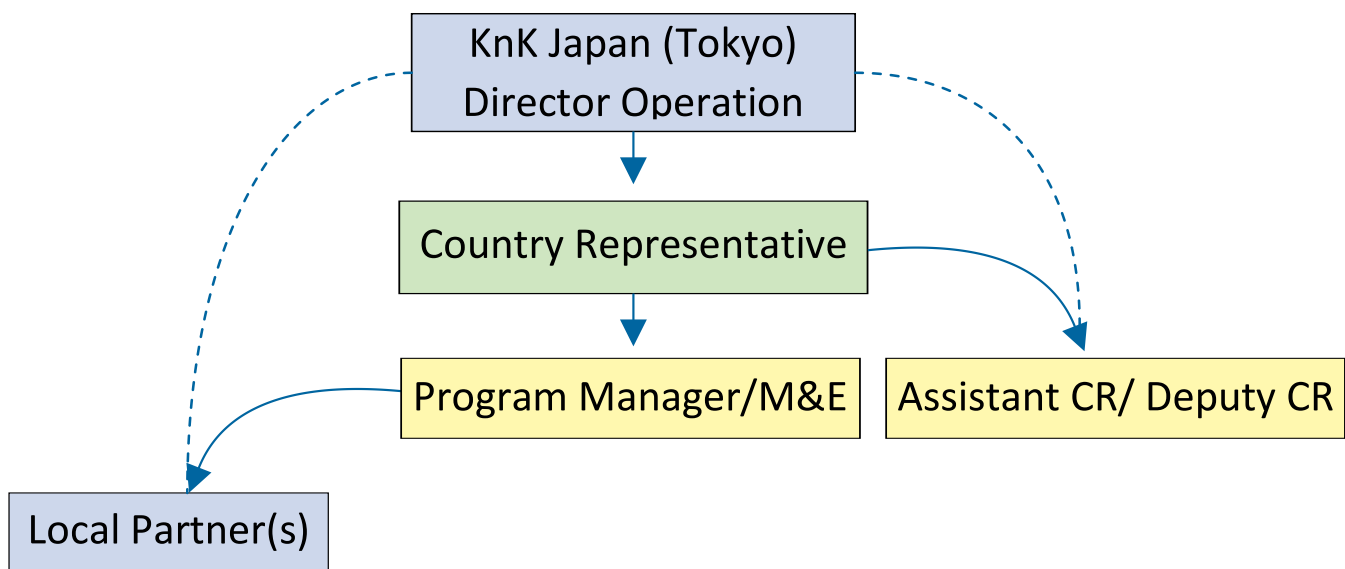


## ■ LOCAL PARTNERS



Friends Welfare Association Pakistan (FWA) is a nongovernmental, not for profit, non-political and development-oriented organization operational in KPK Pakistan. FWA is registered under the Societies' Registration Act, XXI of 1860 with the JOINT STOCK COMPANIES (Registration No. (232 / 5 / 4561), Khyber Pakhtoonkhwa and with Economic Affairs Division (EAD) Pakistan (Registration No. 2(11) NGO/EAD/2016)- Govt of Pakistan. The organization is also a PCP certified NPO (PCP-2016/439) and legally registered public charity organization with Federal Board of Revenue (FBR- 7410).

## ■ ORGANIZATIONAL STRUCTURE





## 10.

## FINANCIAL (AUDIT REPORT 2018)



**RSM Avas Hyder Liaquat Nauman**

Chartered Accountants

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#### INDEPENDENT AUDITOR'S REPORT

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

We have audited the Financial Statements of **Kokkyo naki kodomotachi (knk) Japan** which comprise the Balance Sheet as at December 31, 2018 and Income and expenditure account 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, (or give a true and fair view of) the financial position of **Kokkyo naki kodomotachi (knk) Japan** as at December 31, 2018, and (of) its financial performance for the year then ended in accordance with approved accounting and reporting standards as applicable in Pakistan.

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 Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Organisation 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.

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the approved accounting and reporting standards as applicable in Pakistan, and for such internal control as management determines is necessary, to enable the preparation of the 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 organisation'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 organisation's or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the fund's financial reporting process.

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 auditor's 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 aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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AUDIT | TAX | CONSULTING

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Lahore : 92 342 3587 2731-0  
Karachi : 92 371 2565 5075/6  
Pakistan : 92 410 854 765 454 969  
Peshawar : 92 91 527 8310/5277320  
Quetta : 92 91 242 8825  
Islamabad : 92 51 059 0595

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 an independent accounting and consulting firm which practices in its own right. The RSM network is not itself a separate legal entity in any jurisdiction.



As part of an audit in accordance with ISAs as applicable in Pakistan, we exercise professional judgment and maintain professional scepticism 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 entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the 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 Entity'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 conclusions 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.

Place: Islamabad

Date:

26 FEB 2019

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



Kokkyo naki Kodomotachi (KnK) Japan  
Balance Sheet  
As at 31 December 2018

	NOTE	2018 Rupees	2017 Rupees
<b>ASSETS</b>			
<b>NON-CURRENT ASSETS</b>			
Operating fixed assets	4	105,896	14,233
<b>CURRENT ASSETS</b>			
Grants to Implementing partner		1,597,069	12,288,590
Advance tax		20,891	15,814
Bank profit receivable		-	-
Bank balances	5	19,007,439	2,944
		<u>20,625,399</u>	<u>12,307,348</u>
<b>TOTAL ASSETS</b>		<u>20,731,295</u>	<u>12,321,581</u>
<b>FUNDS AND LIABILITIES</b>			
Unrestricted funds		-	-
Restricted funds	6	20,521,134	12,219,348
Deferred Grant	7	105,896	14,233
		<u>20,627,030</u>	<u>12,233,581</u>
<b>CURRENT LIABILITIES</b>			
Accrued liabilities		104,265	88,000
<b>TOTAL FUNDS AND LIABILITIES</b>		<u>20,731,295</u>	<u>12,321,581</u>

The annexed notes from 1 to 11 form an integral part of these financial statements.

For: *[Signature]*

COUNTRY REPRESENTATIVE



*[Signature]*

DIRECTOR OPERATIONS (OVERSEAS)



Kokkyo naki Kodomotachi (KnK) Japan  
Income And Expenditure Account  
For the Year ended 31 December 2018

INCOME	NOTE	2018 Rupees	2017 Rupees
Amortization of Grants	6	76,718,772	40,950,944
<b>EXPENDITURE</b>			
Direct programme cost	8	76,628,952	40,811,363
Programme support cost		-	-
Indirect programme cost	9	86,819	138,000
Depreciation		3,001	1,581
<b>SURPLUS/(DEFICIT) FOR THE YEAR</b>		<u>76,718,772</u>	<u>40,950,944</u>

*AKK*

The annexed notes from 1 to 11 form an integral part of these financial statements.

*Fos: Jbeu*  
\_\_\_\_\_  
COUNTRY REPRESENTATIVE



*A. Otake*  
\_\_\_\_\_  
DIRECTOR OPERATIONS (OVERSEAS)





**KnK Japan (Head Office)**

4-3-22 ShimoOchiai Shinjuku-ku Tokyo 161-0033

Japan

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