ANNUAL REPORT 2019

KnK JAPAN
Kokkyo naki Kodomotachi
Children without Borders

Certified by:
Pakistan Centre *for* Philanthropy

VISION

Education and friendship for All Children beyond Borders.

We, KnK, contribute to the establishment of the following society:

- A society where each child can receive education and envision his or her dreams
- A society where each child is respected and can achieve healthy growth in a secure environment
- A society where children accept differences in each other, nourish friendships, and grow together

MISSION

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

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

MAIN AIMS

- To work with Govt. of Pakistan to implement “the 2030 Agenda for Sustainable Development”.
- To provide assistance to vulnerable children and youth in collaboration with Govt. of Pakistan.
- To work with Govt. department towards better educational status and assist them in providing better schooling facilities, provide children with better educational and professional skills
- To provide disadvantaged children with shelter and protection when necessary, assist them to reintegrate into their families and their communities, assist them to fructify their talents and to restore their dignity, and help them to become independent and fully respected citizens.

MESSAGE FROM KNK JAPAN HQ

Dear Friends, Partners and Supporters,

KnK's vision is to contribute to build a society where each child in the world is fully respected and receives education to achieve healthy growth and envision his or her dreams. Since September 2000, we have worked in 15 countries, and KnK has been focused on serving children and youth in difficulties with various programs, helping them find their way even through severe living environment, poverty, and/or political conflicts.

We believe that every child deserves to receive good education, develop themselves and restore dignity. With this annual report, you will find an organization with humble beginnings, great expectations and some of the success stories you can imagine. You will read how our long time programs in Pakistan continue to successfully serve children and youth along with our dedicated projects such as school facility improvement, capacity building, and raising awareness. Ms. Rifat, who studied at a primary school of remote area of Masehra that KnK supported, is now teaching the next generation. We are thrilled to hear from her that she is very proud of devoting herself in education that might change children's future.

Also you will read about a tangible success of which would not be possible without amazing local staffs, local partners and communities and above all Pakistani governments that we work with. As I think back to the past year, I remember so many people who truly make KnK such a unique organization, that is willing to recognize and embrace children and youth in difficult situation. I would like to thank each of you for your time, commitment, dedication and support.

As KnK looks ahead to 2020 onwards, your support is more important than ever.

Ayako OTAKE
Managing Director

Kokkyo naki Kodomotachi (KnK) Japan

FOREWORD

Activities during this fiscal year 2019, moved with a better accomplishments and synergy with the high involvement of all the stakeholders. The Annual Report 2019, encapsulates the activities which were geared by the aim of contributing with Government of Pakistan.

The year of 2019, remained phenomenal in the sense that KnK Japan in Pakistan received the NPO certification from Pakistan center for philanthropy (PCP), and became privileged to be the first INGO in Pakistan that was bestowed the renewal of MOU by Ministry of Interior (MOI) and Economic Affairs Division (EAD) Pakistan.

Since its inception in Pakistan, KnK Japan has been focusing to not only broaden the scope of its work but has further deepened the level of its engagement in its areas of operations. This report shall shed light on the progress of KnK Japan during the year 2019 to help in creating sustainability in the vulnerable communities of KP Province.

There is a large gender, economic and geographic disparity in educational enrollments across the country. In term of gender disparity, girls are more disadvantaged than boys. In the year of 2019, KnK Japan has successfully completed the 2nd phase of the Project “promoting girls' education through improved learning environment in Khyber Pakhtunkwa (KP) province” while the 3rd phase of same project which was launched in the month of June, 2019 is now near to its completion. Under the two phases, in total, fifteen (15) vulnerable schools have been supported in term of improving the physical infrastructure and learning environment of these target schools in close liaison with KP education department. Twenty seven hundred and ninety four children have been provided safe and protective learning friendly environment at target fifteen (15) schools.

During the execution of the said project in the year 2019, KnK Japan has conducted aggressive trainings of the stakeholders focusing on their capacity building by inviting senior trainings experts and formation of communities' action groups (CAGs) to sustain the interventions and maintain transparency on the project functioning.

The aim of KnK Japan's education and Community Development has been to fulfill the gaps that act as hurdles in the progressive growth of the education of children and entire community. To begin with the Education project, KnK Japan constructed schools' facilities in the extremely vulnerable areas where hundreds of children were out of school.

During the year, we are pleased to receive the officials from education department KP, Diplomatic staff from the embassy of Japan and Pakistan Center for Philanthropy staff for the evaluation of KnK Japan's system and operations in Pakistan.

Thanks to our valuable partners, stakeholders, staff of KnK Japan and our Local partner, FWA and community members for their valuable support that has enabled us, to make such remarkable achievements.

Javed Iqbal
Country Representative (KnK-Japan)

1. KnK Japan-Certified NPO in Pakistan

Benefit of PCP Certification

- **Inclusion in PCP directory**
- **Enhanced Credibility**
- **Tax Benefits**
  - Collection of tax at imports.
  - Withholding from dividend income.
  - Withholding on interest income from national saving schemes.
  - Withholding on interest income from bank accounts.
  - Withholding on interest income from loans & borrowings.
  - Withholding from payment of goods, services and contracts.
  - Withholding from rental payments.
  - Withholding from prize bonds.
  - Withholding on cash withdrawals.
  - Collection on purchase of motor vehicles.
  - Collection with motor vehicle tax.
  - Collection on electricity bills.
  - Collection on phone bills.
- **Increased Donor Assistance**
- **Strengthened NPO system and structures**
- **Improved services Delivery**
- **Capacity Building**
- **PTA short code**

Evaluation parameters	Total scores	Min Score required	Final score obtained	Score percentage	Remarks
	(A)	(B)	(C)	(C/A)%	
Category I: Legal and Regulatory compliance	50	25	50	100%	Qualified
Category II: General Public Utility compliance	75	37.5	75	100%	Qualified
Category III: Institutional Mechanisms of Oversight	200	100	133	70%	Qualified
Category IV: Tax Compliance	75	37.5	75	100%	Qualified
Category V: Financial Management	200	100	151	75%	Qualified
Category VI: Policies	100	50	78	78%	Qualified
Category VII: Program Delivery	300	150	245	82%	Qualified
Total	1000	500	807	80%	Qualified

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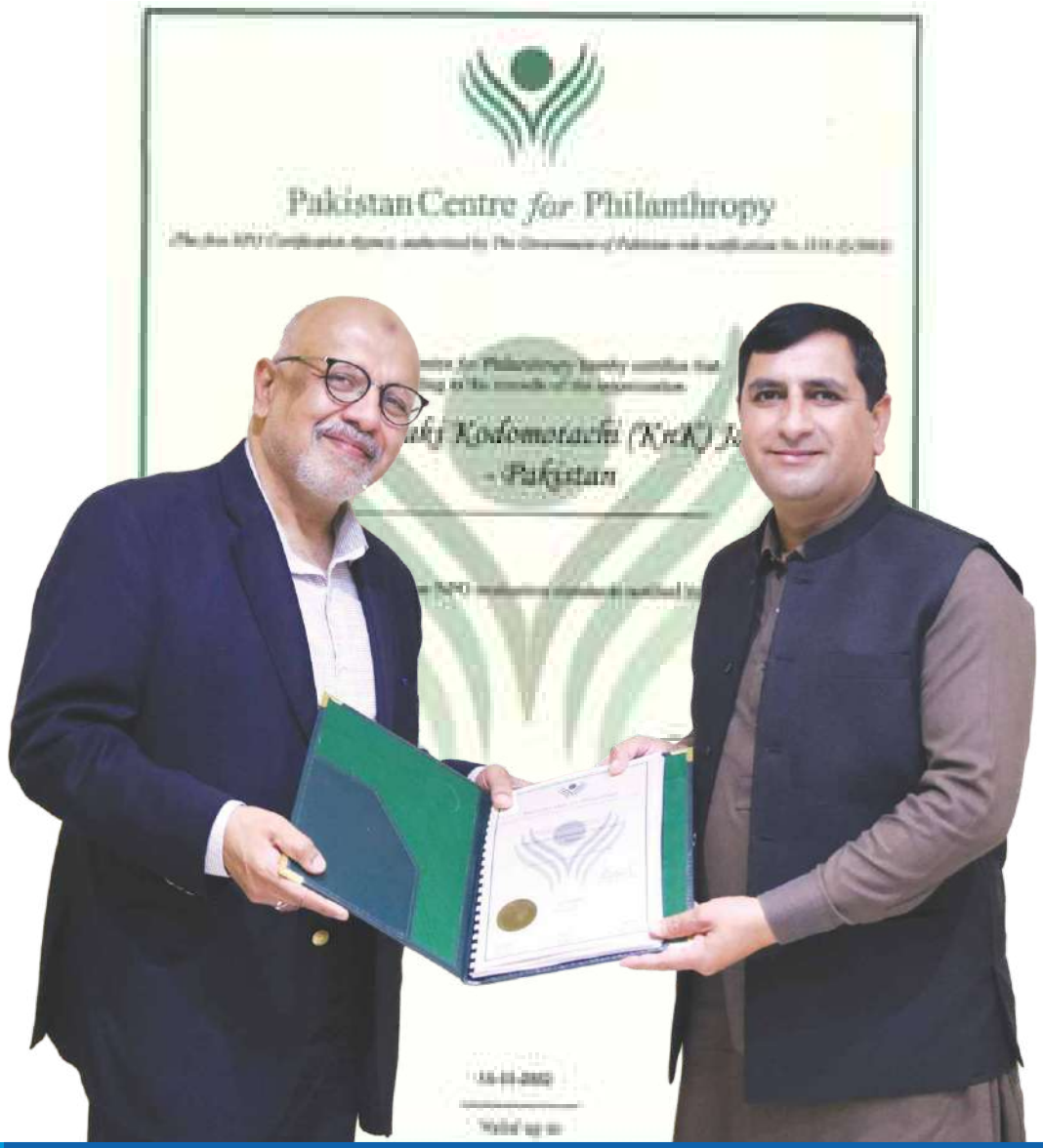


2. MoU Renewed with MOI Pakistan

MOST IMMEDIATE

4/2/2016-PE-(III)
GOVERNMENT OF PAKISTAN
MINISTRY OF INTERIOR

Islamabad, the 17th December, 2019

From: **Iqra Anum**
Section Officer (PE-III)
Tel.051-9207494

To: Mr. Javed Iqbal,
Country Representative,
KnK, Japan
B1-17, Datta Hamlet Housing Scheme,
Mansehra

Subject: **REQUEST FOR RENEWAL OF MOU WITH GOVERNMENT OF PAKISTAN**

This is to inform you that Govt of Pakistan is pleased to renew the MoU of M/s Kokyo naki Kodomotachi (KnK), Japan for the period of 01 year subject to following conditions:

i The INGO will not use GPS/conduct any kind of survey unless sanctioned by the Govt of Pakistan and written permission is granted for the purpose.

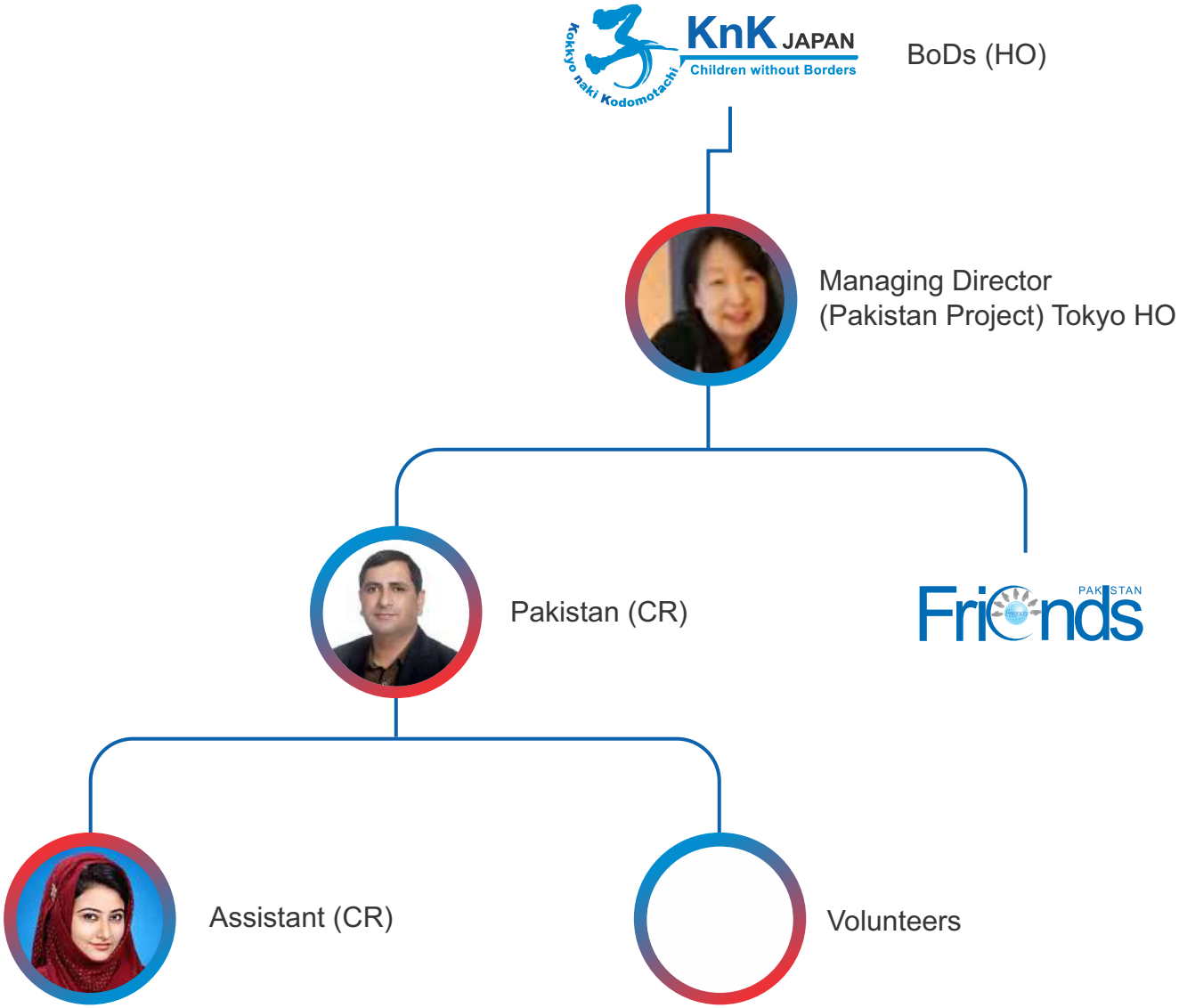
ii. The INGO will not employee any individual of Indian and Israeli Nationalities/origin.

2. Duly signed MoU, in original is enclosed herewith.

Encl: As above

(IQRA ANUM)
Section Officer (PE-III)

KnK Japan in Pakistan Organogram



HEADLINES FROM THE YEAR 2019

JANUARY

Held Meeting with Honorable Arshad Khan Secretary Education KPK.

MARCH

CR KNK Japan in Pakistan Mr. Javed Iqbal Welcomed Mr. Khan Muhammad New District Education Officer E&SE Department (M) Mansehra

MAY

CR KNK Japan in Pakistan Mr. Javed Iqbal and Manager Finance FWA Mr. Shoukat Visited KnK Head Office Tokyo Japan

FEBRUARY

CR KNK Japan in Pakistan Held meeting with the Director General Projects Mr. Aftab Ahmad Qureshi ERRA Islamabad

APRIL

I. KNK Japan in Pakistan Supported E&SE Department Mansehra KPK (Enrolment Campaign 2019).
ii. Inaugurated Schools Constructed in Phase II.
iii. CR KNK Japan in Pakistan Mr. Javed Iqbal Held Progress Review Meeting with the Embassy of Japan in Pakistan.

JUNE

I. Attended JSDF in Islamabad.
ii. Held Meeting with Chief Planning Officer E&SE Department KPK.
iii. Held Meeting with DG Projects ERRA Islamabad

JUL

Chief Planning Officer E&SE KPK Mr. Hashmat Khan Visited GGHS Jared

SEPTEMBER

CR KNK Japan in Pakistan Mr. Javed Iqbal Attended Function Organized to Thank the People of Japan for Nice Gift of School at GPS Chota Bala.

NOVEMBER

i. Prof Carla Executive Director Hoshyar Foundation America Visited KnK Supported Schools in District Mansehra.
ii. KnK Japan Got Certified from Pakistan Center for Philanthropy (PCP).
iii. Held Meeting with the Head of Civil Engineering Department COMSAT University Abbottabad.

AUGUST

i. CR KNK Japan in Pakistan Held Meeting with Honorable Ziaullah Bangash, Advisor Education to Chief Minister KPK.
ii. Pakistan Centre for Philanthropy Team Visited KnK Japan Office in Pakistan for assessment.

OCTOBER

i. Chief Planning Officer E&SE Department KPK Mr. Hashmat Khan Visited GPS Nikki Mohri Mansehra.
ii. CR KNK Japan in Pakistan Held Progress Review Meetings with District Education Officers (M/F) E&SE Department Mansehra

DECEMBER

i. Received KnK Japan Renewal from the Ministry of Interior Pakistan.
ii. KNK Japan in Pakistan Handed Over Three of the Seven Phase III Schools to the E&SE Department KPK.

JOURNEY TOWARDS SUSTAINABILITY (2005-2019)

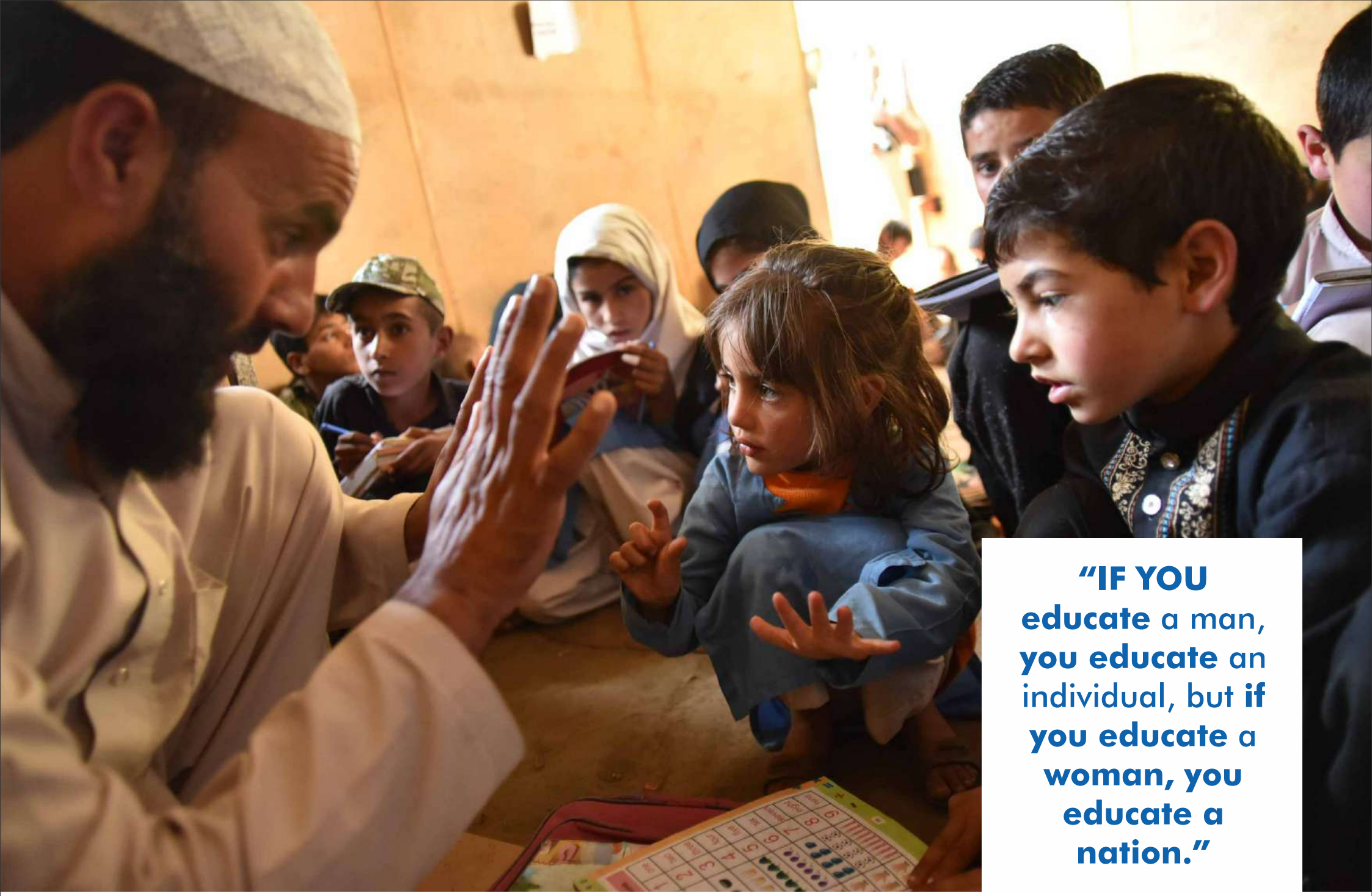
KnK Japan Japan in Pakistan is active in Pakistan since 2005 working for the earthquake affected people in Khyber Pakhtoonkhawa province and state of AJ&K. KnK Japan has established schools and dormitories and provided children and youth with professional training. Similarly, parents and teachers were provided with guidance in district Mansehra of Khyber Pakhtoonkhawa (KP Province).

- In January 2010, KnK 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 moved into Kohistan and Shangla Districts, on the upper Indus River, to support seventy nine (79) schools washed away in flood in term of resumption of emergency education.

- In 2014, following the building of schools in Mansehra District, KnK started a program of building twenty(20) 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 also hosted training sessions for parents, communities, and teachers, conferences, guidance and organizational meetings, in collaboration with the Educational Department (Ministry of Education of Pakistan.

- In the year of 2017, a new intervention of “Promoting girls' education through improved learning environment” was initiated in district Mansehra after the conclusion of programmatic interventions in state of AJ&K from 2014 to 2017. The focus of the three phases initiated in district Mansehra since 2017 has been the promotion of girls' education through supporting twenty (20) open sky schools in three phases.



"IF YOU educate a man, **you educate** an individual, but **if you educate** a **woman, you educate a nation."**

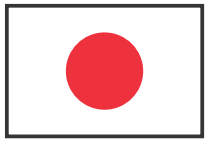
EDUCATION

Especially Girls Education in Pakistan

1. PROJECTS-2019

Promoting Girls' Education
through Improved Learning Environment

1.1 FINANCIAL SUPPORT



From
the People of Japan

Ministry of Foreign Affairs (MoFA) Japan

1.2 PARTNERS

1.3 SUMMARY OF THE INTERVENTIONS EXECUTED IN 2019

Pakistan in general and Khyber Pakhtoonkhawa (KP) province in particular is facing a huge challenge of gender disparity in term of access to education. It is a well-established fact that improvement in schools' infrastructure effectively translates into improvement in enrolment and gender parity as many girls get drop out due to insufficient and inadequate facilities available for girl's education. KnK Japan along with its Local partner, Friends Welfare Association (FWA) Pakistan is collaborating on education with government of KP Province. During the year 2019, the project "promoting girls' education through improved learning environment in KP province remained continued where Phase 2nd of the said project successfully concluded and Phase 3rd is in progress and is also heading towards its completion. Under the before mentioned two phases, in total, fifteen (15) vulnerable schools have been supported in term of improving the physical infrastructure and learning environment of these target schools in close liaison with KP education department. Twenty seven hundred and ninety four (2794) children have been provided safe and protective learning friendly environment at target fifteen (15) schools. The said project consisted the components which included, 1) schools' facilities improvement, 2) training and follow-up with teachers, parents and students, 3) community mobilization and establishing an advocacy system to promote awareness about girls' education, and 4) strengthening cooperation among Education Dept., schools and communities.

Current Project-Schools Handed Over to E&SE Department KPK in Phase II Mansehra

S#	Schools	Handed Over Date	Union Council
1	GGHS Jared	May 10, 2019	Mohandri
2	GGMS Garlat	March 20, 2019	Garlat
3	GGPS Bakki Nidhar	March 26, 2019	Bhogarmung
4	GPS Chapri Katha	March 26, 2019	Devli Jaber
5	GPS Katha Bala	March 26, 2019	Devli Jaber
6	GPS Nalla	March 26, 2019	Bhogarmung
7	GPS Treda Panjool	April 24, 2019	Sachan Kalan
8	GPS Chota Bala	April 24, 2019	Devli Jabber

Current Project-Phase III In Progress (June 14, 2019 to April 13, 2020)

1	GPS Niki Mohri	Jabori	Mansehra	100%
2	GPS Ratta Nalla	Kewai	Mansehra	67%
3	GPS Basala	Bhogarmung	Mansehra	100%
4	GPS Qazikhait	Bhogarmang	Mansehra	89%
5	GGHS Kewai	Kewai	Mansehra	86%
6	GGPS Baida Ghanool	Ghanool	Mansehra	89%
7	GPS Baso	Devli Jabbar	Mansehra	100%

1.4 COMPONENT- WISE PROJECT'S ACTIVITIES

Facilities Improvement	Trainings and Follow-up	Advocacy	Strengthening cooperation amongst schools, communities and Edu Department
• Construction of Schools' Buildings • Provision of schools' Furniture • Provision of Potable Water facilities • Toilet Blocks • Boundary Wall • Play ground	• Teachers Training (NPST*, Modern Pedagogy, Critical Thinking) • PTCs Training (Role & Responsibilities, School Development Plan) • Formation and Training of SRCs (R&R, School based Small Projects) • School Based Refreshers(Generic Sessions) • PTC's Follow-ups • Sports Events	• Broad Based Community Meetings • Knowledge, Attitude and Practice(KAP) Study • Formation of Community Advocacy Groups (CAGs). • Village Seminars • District Education Forums • Dissemination of Newsletters and BCC materials	• Joint visits to target schools with officials Edu Dept • Participation of Officials of Edu Dept in PTC meetings

1.4.1Phase II

Promoting Girls Education through Improved Learning Environment in KPK Province Phase II

Education is the most powerful weapon which you can use to change the world.
Nelson Mandela

Reader

CASE STUDY

FROM PASSIVITY TO LIFE ENGAGEMENT

When the KnK Japan and its local partner, Friends Welfare Association (FWA) initiated its work to improve the facilities of GGHS Jared through rehabilitating fully its physical infrastructure and capacitating the school players in the year of 2018, there was a reign of one sentiment in the union council of Jared that was “despair”. The girls of the school were downhearted and a feeling of negligence was all persuasive which was leading them to passivity. Every year more and more girls were dropping out from the school due to the reason of unsafe school environment of their school as they were compelled to study in open sky during the chilling winters and scorching heat days of summers without any facility of clean water, furniture and toilets etc. More than a decade ago, the building of GGHS Jared was damaged and then dismantled in the grand natural disaster that had occurred and ever since could not be rebuilt again.

Article 28 of UN Convention on the rights of the child emphasizes the child's right to education but the girls of Jared and surrounding UCs such as Kaghan in district Mansehra of KP Province were denied their right to access quality education.

KnK Japan along with its local partner, FWA completed the construction work of GGHS Jared and handed it over to the E&SE Department KP in the start of the academic year 2019. Apart from providing gorgeous school building, KnK Japan built the capacity of the schools' teachers, PTC members and students' groups to take lead the initiatives to improve the learning environment of the school.

As soon as the said school was handed over to the E&SE Department KP, the whole physical and learning environment of the school was effusively revitalized. The confidence of the students rose steeply and they were organized in the Student Representative Councils (SRC). The dropout rate of the students substantially diminished and the girls who had earlier dropped out in previous years started to again take admission in the school. The enrollment of the school increased from somewhere near 260 to 340 in the academic year of 2019. All this became possible because the girls of the school rose from passivity and entered into the realm of life engagement as they played pivotal role to convince the parents of their peers to enroll the dropout girls back to school.

Similarly, along with making enormous contribution in the enrollment, the SRCs of GGHS Jared also played a significant role to improve the physical environment of the school as they started to identify the problems they could solve by their own under the supervision of the teacher in charge. SRCs made dustbins in the school to keep the school clean, made application boxes to keep the students' application safe and pasted beautiful charts to decorate their classrooms. In the academic year of 2020, SRCs have made plans to contribute in mainstreaming all their out of school peers under the fold of education and enrollment of the school is posed to surpass the number of 450 which will mean a 100% increase since the school was handed over to E&SE department KP by KnK Japan.

1.4.1.1 GGHS Jared Union Council Mohandri

1.4.1.2 GGMS Garlat Union Council Garlat

1.4.1.3 GGPS Nidhar Union Council Bhogarmang

1.4.1.4 GPS Treda Panjool Union Council Sachan Kalan

1.4.1.5 GPS Chota Bala Union Council Devli Jabber

1.4.1.6 GPS Katha Bala Union Council Devli Jabber

1.4.1.7 GPS Chapri Katha Union Council Devli Jabber

1.4.1.8 GPS Bakki Nalla Union Council Bhogarmang

Promoting Girls Education through Improved Learning Environment in KPK Province Phase III

1.4.2.1 GPS Nikki Mohri Union Council Jabbori

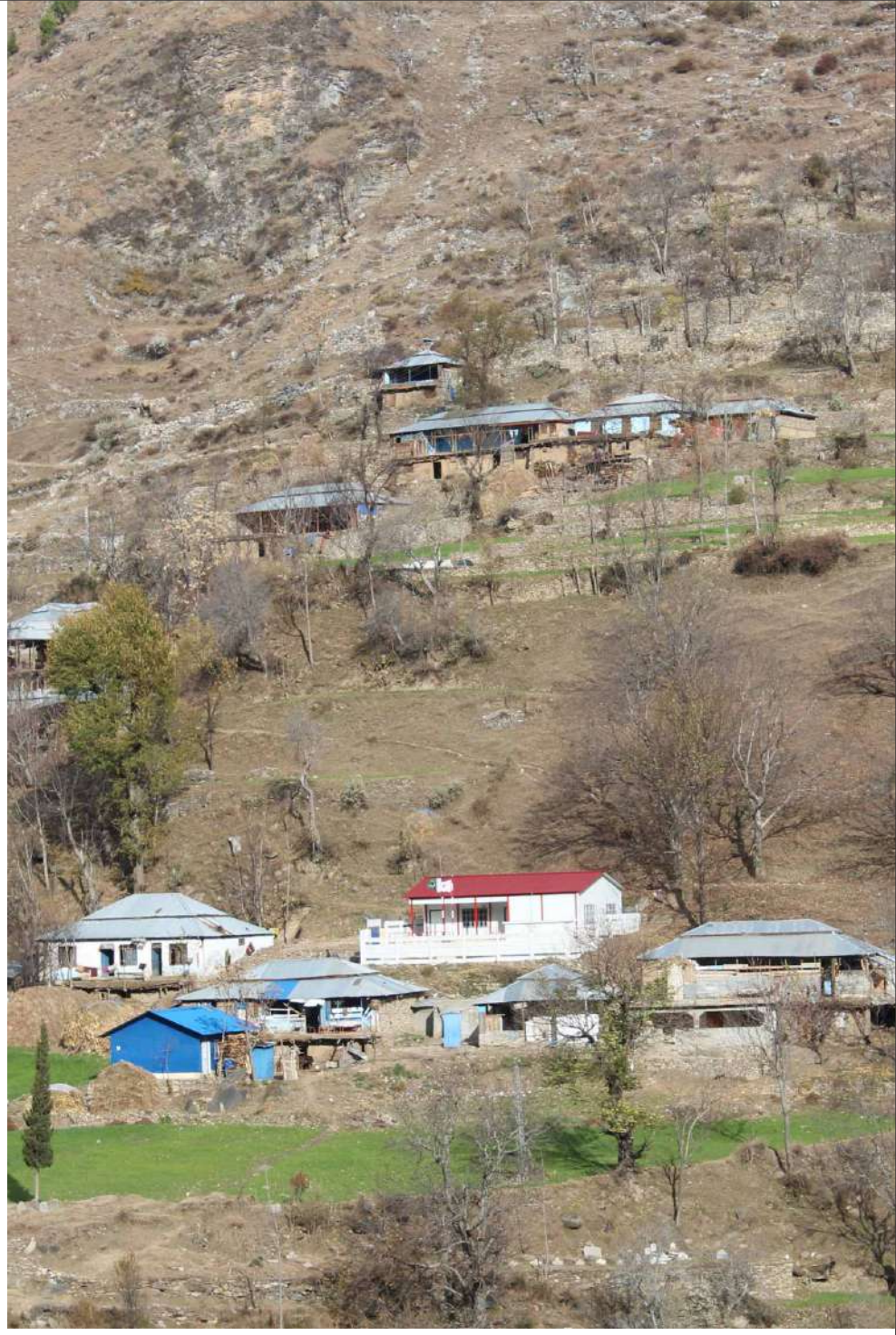
(Handed Over to E&SE Department KPK)

1.4.2.2 GPS Basala Union Counci Bhogarmang

(Handed Over to E&SE Department KPK)

1.4.2.3 GGPS Baso Union Council Devli Jabber

(Handed Over to E&SE Department KPK)



1.4.2.4 In Phase III (In Progress Schools)

GGHS Kawai UC Kawai Completed 86%

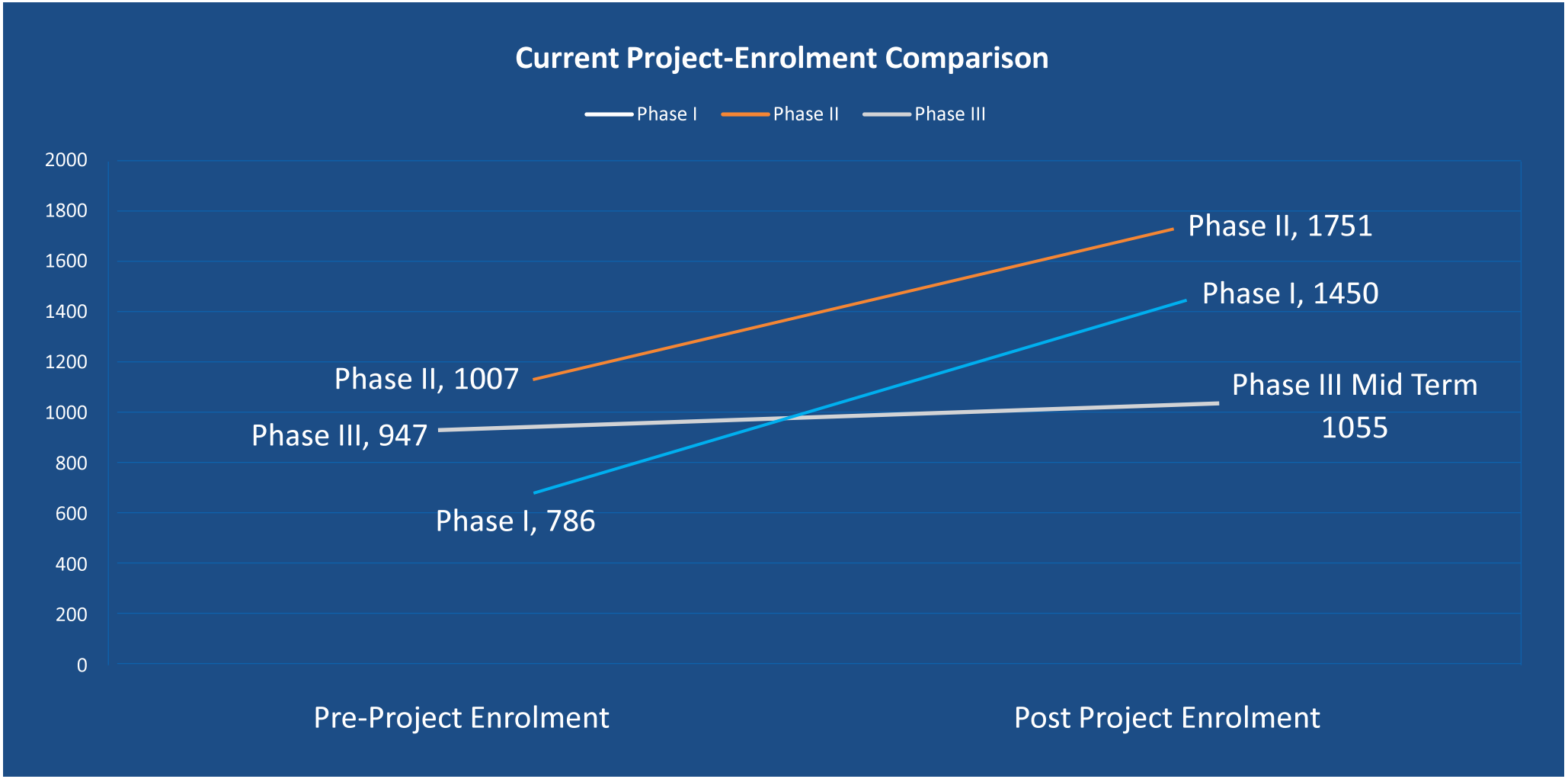
GGPS Baida Ghanool UC Ghanool Completed 89%

GPS Qazi Khait UC Bhogarmang Completed 89%

GPS Ratta Nalla UC Kawai Completed 67%

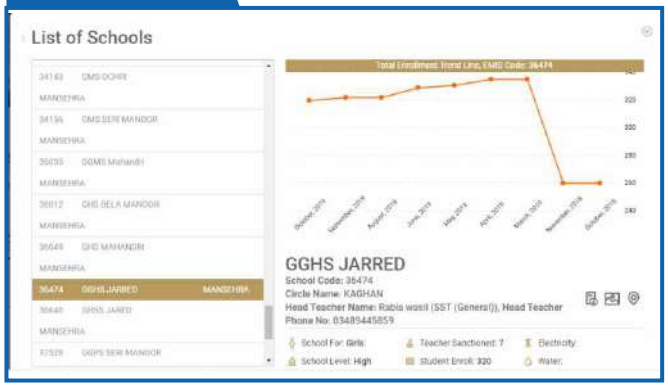
1.5 Impact

1.5.1 Enrolment



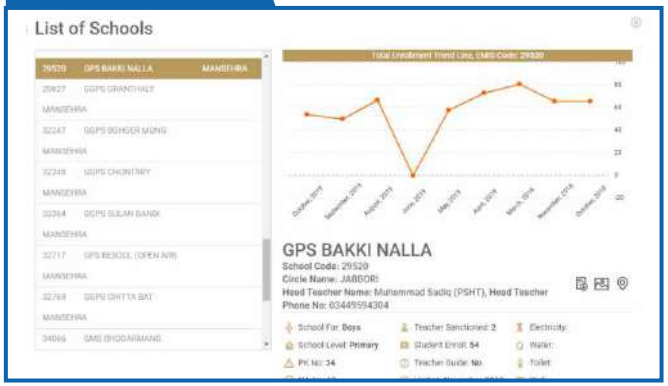
1.5.1.2 Enrollment Impact Assessed by Independent Monitoring Unit (IMU) KP

GGHS JARED

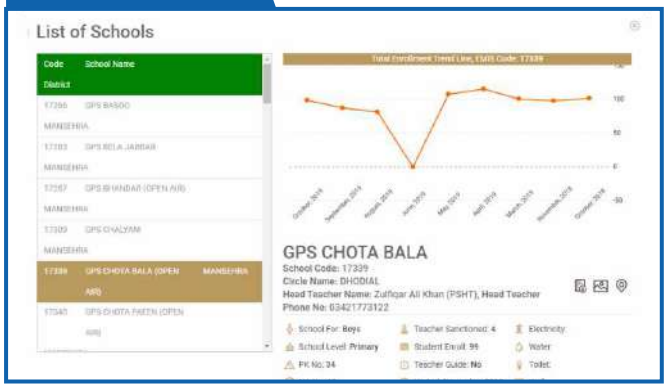


GGMS GARLAT

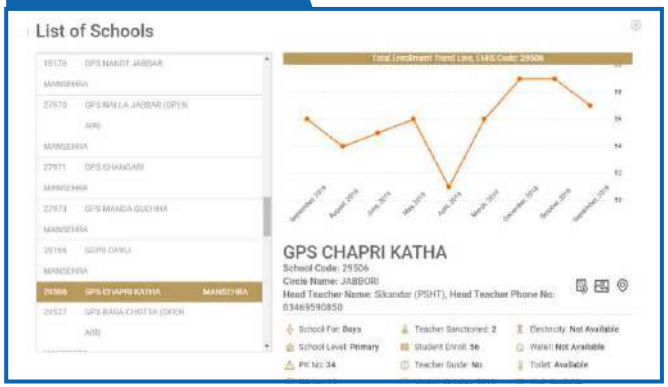
GPS BAKKI NALLA



GPS CHOTA BALA



GPS CHAPRI KATHA



"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education."

Martin Luther King, Jr.

1.5.2 Teachers Training and Follow-up

A part from improving the physical environment, a comprehensive strategy has been integrated for improving the learning environment at the target schools. In this regard, special focus has been laid on teachers' training as teachers are single most critical institutional input into a child's schooling experience and are key to child's learning outcomes.

The teachers training was designed based on 13 frequently used classroom teaching practices indicators developed from the teachers Assessment tools. During the year of 2019, total of seventy five (75) teachers including thirty six (36) female teachers received exclusive training on classroom organization, management, structural behaviors, teachers and students' relationship, teaching strategies including improving basic skills of literacy and numeracy of students. The training has been instrumental to impact the teaching and classroom practices aligned with Teachers Professional Development (TPD) Plan. It also supplements the students' academic performance to some extent.

- **81%** participants understood the topic of classroom organization.
- **75%** participants understood the topic and abled to practice in their classrooms
- **81%** participants understood the topic and abled to practice in their classroom.
- **82%** participants got knowledge on the topic; positive relationship with students and abled to practice with their students.
- **85%** participants acquired and understood the techniques of assessment during lesson
- **68%** participants understood the variety of tasks that promote collaboration, discussion and interaction during the classroom lesson and showed their motivation
- **88%** participants understood structured behavioral approach
- **89%** of participants understood and acquired the knowledge on the motivational activities in the start of lesson
- **90%** participants understood the importance of communicating clear plan and objectives of lesson and motivated to practice this.
- **88%** participants understood and acquire knowledge of teaching approaches particularly to involve all students in classroom
- **76%** participants understood the grouping; heterogeneous and homogeneous and able to practice their classrooms

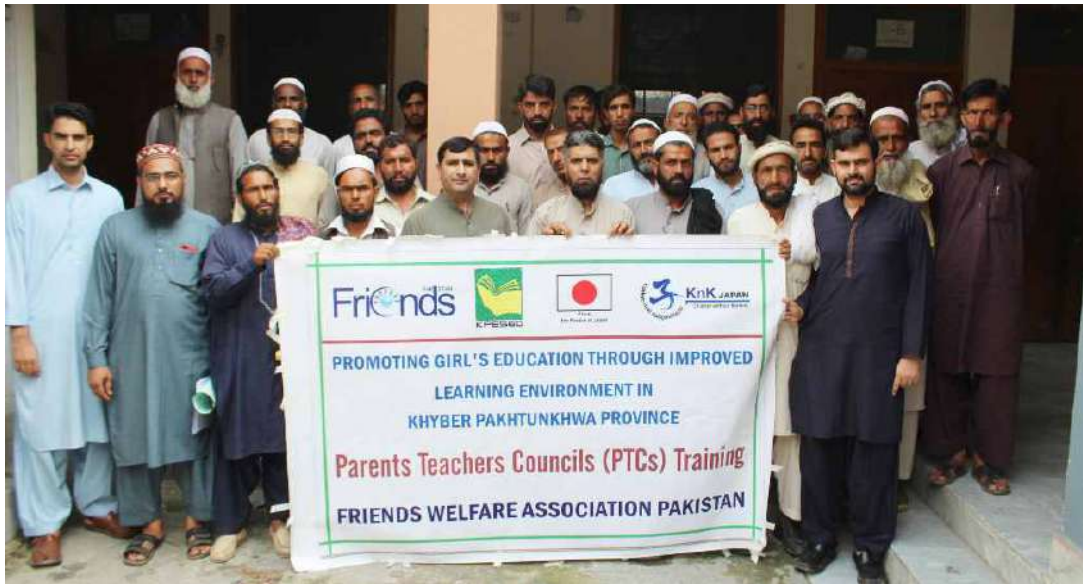
1.5.3 Parents Teachers Council Trainings

In KP province, PTCs are supposed to play an active role in school management including supporting the quality of education in particular the girls' education, school's affairs, better understanding of the school development plan (SDP) and its implementation.

PTC Training was arranged in two cohorts simultaneously; one for the boys schools and the other for girls schools. The participants of PTCs' trainings, were exposed to new knowledge and skills that could help them to develop as effective and efficient schools players. PTC trainings have provided the PTC members, an opportunity to reflect critically on their present practices and also to work on alternative strategies to develop their action plans for bringing about improvement in their respective schools. The following methods have been practiced: 1) Debates, 2) role-play, 3) presentations, 4) demonstrations, 5) presentations; as group, pair and individual work. PTC trainings have impacted the improvement for the management of schools and community participation.

During the year of 2019, Parents Teachers' Councils were trained from the fifteen (15) project's Schools included in Phase II and Phase III. Total of one hundred and thirty seven (137) PTC members including forty nine (49) female members from the target PTCs were trained. The training was planned in two cohorts to deal with the constraints of female members at separate venues.

IMMEDIATE IMPACTS:
Participants acquired knowledge about school development plan in three dimensions; one the operation and maintenance mechanism of the school physical infrastructure, two ensuring quality education in school by bridging parents and teachers and involving students and three launching mobilization campaigns to increase enrolment especially girls' enrolment and eliminating dropout rate.
Head Teacher GPS Qazi Khait shared, "We had never heard about Institutional Maturity Index (IMI) before. It will help us in keeping our PTCs not only activated but also to score maximum for standing distinguished amongst Phase III schools and becoming role model for other schools in District Mansehra."



1.5.4 SRC Training

Students Representative councils(SRCs) are the forum to provide opportunities for creating enabling environment in the schools.SRC Trainings impact the awareness and active participation in their respective schools other than curriculum activities.

KnK Japan adopted (Child to Child) C2C approach through enhancing capacities of children about child rights and responsibilities and raising awareness particualrly on girls' education. It was training for children aging between 8 to 16 years. Unique methods were adopted to create interest amongst children during training.

During the year 2019,total of fifteen (15) students representative councils(SRCs) were formed in target fifteen(15) schools. Total of one hundred and fifty four(154) members (students) were trained on the roles & responsibilities, Child rights and active participation in school affairs.Total of seventy one(71) girls' members from SRCs have also participated in the training sessions. The training has delivered the contents on child rights, child friendly school and girls' enrollment in their respective schools. Training has also motivated the students for the collective action to contribute in the improvement of school's physical and learning environment.

IMMEDIATE IMPACTS

- Students realized their potential regarding taking active part in school activities.
- Students showed their interest for the creating conducive learning environment through maintaining physical condition and cleanliness of their school.
- Students learned that how they could manage to complete small scale school based project at their own to meet some of the school's needs.

"SRC really is a new thing for us and we have come to know that how important we can be for our school by involving ourselves in school affairs.
Arooj Hussain Capt.
SRC GGHS Kawai

1.5.5 Community Action Groups (CAG's)

Community Mobilization is an effective vehicle to carry out the development by involving community activists, influential and local political leaders. The forum discusses the issues regarding education particularly for girls' education and promotes awareness.

During the year 2019, total of five (5) Community Advocacy Groups were formed in 5 Union Councils. Total 50 members from five (5) CAGs were also oriented on their roles in local advocacy. During the report year, CAGs actively engaged to promote the girls' education and creating awareness among community members including women or mothers of the children. All five CAGs have actively gathered and archived the data of needs in schools in their respective Union Councils which they share with the officials of Education Department and with their elected representatives to bring the solutions to these needs of schools pertaining to physical and learning environment of the schools.

Community Advocacy Group Meeting

Access Road to GPS Basala UC Bhogarmang

Mobility Support to Young Girls Devli Jabber

Few major achievements of Union Council level, Community Advocacy Groups (CAG) are given below,

CAG (UC Bhogharmong)

- CAG of UC Bhogharmong has successfully advocated the cause of girls' secondary education for revenue village Bakki and got successful to get approval of first ever Government Girls' Middle School Bakki from the E&SE Department KPK for nearly 10000 population of the revenue village Bakki. Construction of the said approved school for girls is in progress under the supervision of CAG Bhogharmong.
- Constructed access road to school for GPS Basala.
- Obtained grants from Education Department for construction of toilet blocks at GPS Qazi Khait.
- Collected OOSC data for girls at primary and secondary level.

CAG UC (Devli Jabbar)

- Arranged two volunteer teachers for girls' secondary education at Chota Bala.
- Held meeting with education department and ensured the timely recruitment of vacant posts of teachers in GPS Chapri Katha and Katha Bala.
- Provided mobility support to young girls of UC Devli/Jabbar for the continuation of girls' secondary education.
- Initiated bachelor level of classes for girls who passed Intermediate level in UC Devli/Jabbar.

CAG (UC Kawai)

- Received PKR 235,000/- from British Council for construction of school building for the outreach community of Nehan Paras.
- Initiated girls' secondary level of classes (grade 9th and 10th) at Shangri by the construction of two shelters on land donated by local community member.
- Facilitated in transportation of material to school site of GGHS Kawai and GPS Ratta Nalla.

CAG (Ghanool)

- Provided substitute safe and accessible land for construction of GGPS Baida Ghanool.
- Facilitated the material access from access road to school site at GGPS Baida Ghanool.
- Collected OOSC data for girls at primary and secondary level.

CAG (Jabori)

- Constructed access road till GPS Nikki Mohri.
- OOSC data for girls at primary and secondary level in Jabori.

1.5.5.1 CASE STUDY:

A VILLAGE TRANSFORMED

Revenue village Bakki is situated in UC Bhogharmong and is located at remote, scattered hilly areas on western side of Bhogharmong in district Mansehra KP province. Total Population of the Revenue village Bakki is ten thousand (10000). Most of the residents of Revenue village Bakki and its surrounding villages live under poverty line and their means of income include agriculture, rearing livestock and labor work in cities areas.

KnK Japan and its Local partner, FWA conducted a Knowledge Attitude and practice (KAP) study in Revenue village Bakki in which it was discerned that transition rate of girls in the area from primary to secondary level was zero and the reason behind this was unavailability of middle and high school for girls. There were seven (07) Primary schools in Revenue Village Bakki for boys & girls but no girl's middle and high school was available and the next school was in the town of Bhogharmong which was about eight (08) kilometers away. So in the absence of a local transport mechanism, it was not possible for girls to access the secondary school at eight (08) kilometer away on daily basis and could continue their education at secondary level.

KnK Japan Japan and its local partner FWA, constituted a Community Advocacy Groups (CAGs) in the Bhogharmong UC, to develop a local level mechanism to advocate the highlighted issues in regard to girls' education with the policy makers and bring the long lasting solutions to these issues of girls' education. The efforts of CAG Bhogharmong bore fruit as they have got successful on one hand to get formal sanction of Girls' Middle School Bakki from KP Government and on the other hand, they have got successful to get approval of the building of the said school from the "MoneyGram Foundation" Thus, the entire Revenue village Bakki has now transformed as a bedrock of girls higher education has been founded which has opened an avenue of opportunities and further economic, social and political empowerment of girls in the area.

Chairman CAG Bhogharmong, Mr. Jehanzeb expounds his success in these words,

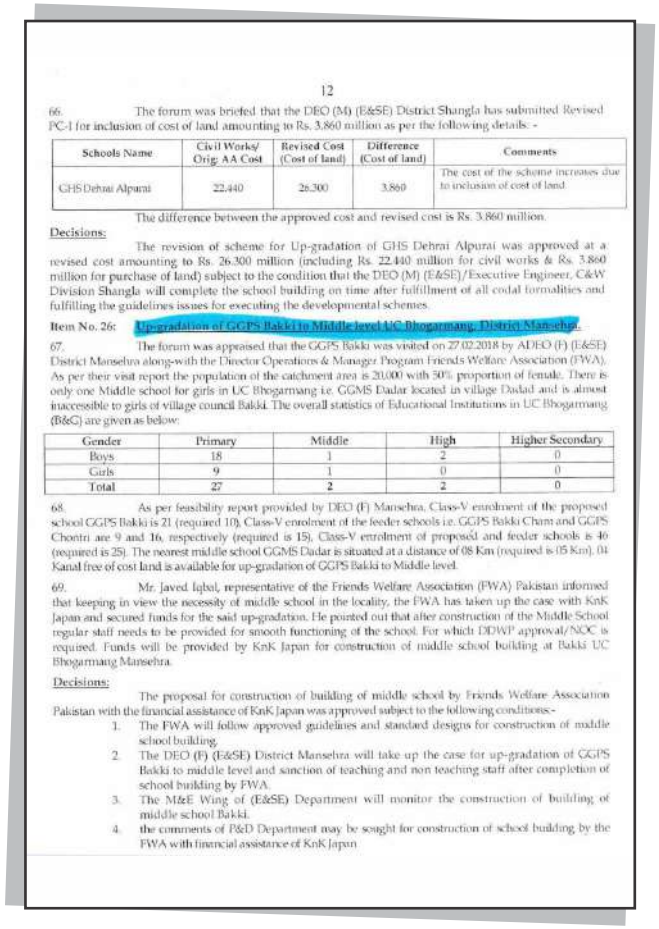
"We had no knowledge and no way out to analyze and strategize the priorities regarding girls' education at post primary level in our remote revenue village of Bhogharmong. Community of Bakki has always felt helpless towards providing the education to its young girls. It was in 2017, that, I became the chairman of a CAG in UC Bhogharmong. KnK Japan first rehabilitated all the primary schools in our area. I remember in our first meeting, community at large gathered and in this meeting, it was discussed for the first time, this reality that 100% of primary girls are out of school in our area after passing primary education and the negative implications this would have on our future generations.

The cause was evident "No Secondary School for Girls" was available. All the community members in that meeting agreed on the action point that they will make efforts for the cause of girls' secondary education in revenue village Bakki. In that meeting one community member had voluntarily offered to donate a piece of cultivated land for girls' secondary school. It was also agreed in that meeting that KnK Japan and FWA would act as focal organizations for guiding the community for fulfilling the cause of girls' secondary education.

Goals are achieved when there is a burning desire to achieve them, so within two years, we got successful to get approval of Girls' middle school in our area from KP Government and now in 2019, the construction of building of this Girls' middle school Bakki is in progress. 70% of construction work has been completed and by April 2020, classes for girls at secondary level will be started in revenue village Bakki."

(Mr.Jehanzeb – Chairman-CAG , UC Bhogharmong)

1.5.5.2 Landmark of Community Advocacy Group Bhogarmang Approval of First Ever Government Girls Middle School Bakki (A School for More Than 10000 Population)



12

66. The forum was briefed that the DEO (M) (E&SE) District Shangla has submitted Revised PC-I for inclusion of cost of land amounting to Rs. 3.860 million as per the following details: -

Schools Name	Civil Works/ Orig: AA Cost	Revised Cost (Cost of land)	Difference (Cost of land)	Comments
GHS Dehrai Alpurai	22.440	26.300	3.860	The cost of the scheme increases due to inclusion of cost of land.

The difference between the approved cost and revised cost is Rs. 3.860 million.

Decisions:

The revision of scheme for Up-gradation of GHS Dehrai Alpurai was approved at a revised cost amounting to Rs. 26.300 million (including Rs. 22.440 million for civil works & Rs. 3.860 million for purchase of land) subject to the condition that the DEO (M) (E&SE)/Executive Engineer, C&W Division Shangla will complete the school building on time after fulfillment of all codal formalities and fulfilling the guidelines issues for executing the developmental schemes.

Item No. 26: Up-gradation of GGPS Bakki to Middle level UC Bhogarmang, District Mansehra.

67. The forum was appraised that the GGPS Bakki was visited on 27.02.2018 by ADEO (F) (E&SE) District Mansehra along-with the Director Operations & Manager Program Friends Welfare Association (FWA). As per their visit report the population of the catchment area is 20,000 with 50% proportion of female. There is only one Middle school for girls in UC Bhogarmang i.e. GGMS Dadar located in village Dadad and is almost inaccessible to girls of village council Bakki. The overall statistics of Educational Institutions in UC Bhogarmang (B&G) are given as below:

Gender	Primary	Middle	High	Higher Secondary
Boys	18	1	2	0
Girls	9	1	0	0
Total	27	2	2	0

68. As per feasibility report provided by DEO (F) Mansehra, Class-V enrolment of the proposed school GGPS Bakki is 21 (required 10), Class-V enrolment of the feeder schools i.e. GGPS Bakki Chann and GGPS Chontri are 9 and 16, respectively (required is 15), Class-V enrolment of proposed and feeder schools is 46 (required is 25). The nearest middle school GGMS Dadar is situated at a distance of 08 Km (required is 05 Km). 04 Kanal free of cost land is available for up-gradation of GGPS Bakki to Middle level.

69. Mr. Javed Iqbal, representative of the Friends Welfare Association (FWA) Pakistan informed that keeping in view the necessity of middle school in the locality, the FWA has taken up the case with KnK Japan and secured funds for the said up-gradation. He pointed out that after construction of the Middle School regular staff needs to be provided for smooth functioning of the school. For which DDWP approval/NOC is required. Funds will be provided by KnK Japan for construction of middle school building at Bakki UC Bhogarmang Mansehra.

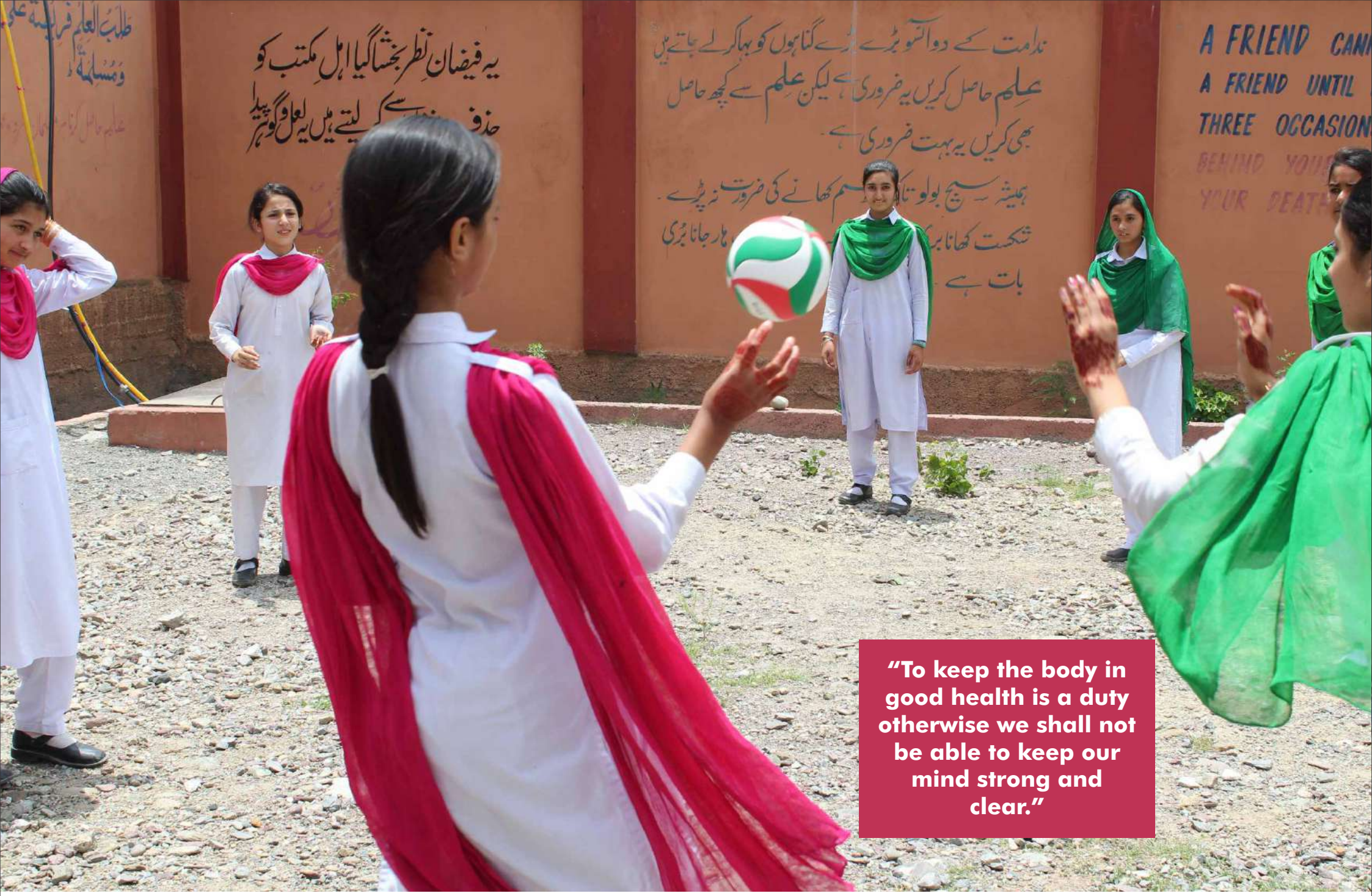
Decisions:

The proposal for construction of building of middle school by Friends Welfare Association Pakistan with the financial assistance of KnK Japan was approved subject to the following conditions:-

1. The FWA will follow approved guidelines and standard designs for construction of middle school building.
2. The DEO (F) (E&SE) District Mansehra will take up the case for up-gradation of GGPS Bakki to middle level and sanction of teaching and non teaching staff after completion of school building by FWA.
3. The M&E Wing of (E&SE) Department will monitor the construction of building of middle school Bakki.
4. the comments of P&D Department may be sought for construction of school building by the FWA with financial assistance of KnK Japan.

First Ever GGMS Bakki UC Bhogarmang

My
English
Reader



"To keep the body in good health is a duty otherwise we shall not be able to keep our mind strong and clear."

1.5.6 Co-Curricular Activities

GAMES & SPORTS

The project focuses the learning environment, particularly for girls' children. The learning environment leads to the attractive school, better learning and results and grooming of the children. The sports activities provided opportunities to children to demonstrate their potentials, talent and interest. Above all the interaction with teachers has also been witnessed through these activities.

Total of five (05) sports events were planned and conducted in the project schools. The sports events were conducted at the respective schools. Total of five hundred and eighty six(586) students including two hundred and sixty one(261) girls students have participated in these five sports events.

1.5.7 School Based Refreshers or Generic Sessions:

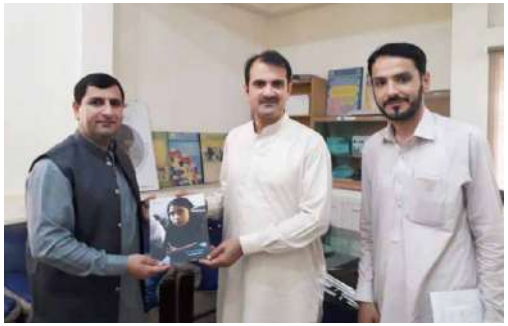
The overall objective of the Generic Sessions or School based Refreshers is to provide mentoring, coaching and follow up support to the teachers of target schools of the current phase and previous two phases as well.

Generic Sessions or School based Refreshers have been included in the scope of project to provide mentoring, coaching and follow up support to the teachers of target nineteen(19) schools of the current phase and previous two phases. Under the format of a Generic session, a mentor visits the schools of current and previous phases and does classrooms' observation as how teachers deliver contents and engage the students in activity based learning. Mentor, then does reflection with teachers of one school as what they had learnt during the general teachers' training and how effectively are they implementing the training contents in a classroom and what are the challenges/hurdles, they have faced to deliver teaching as per the learned methods of training. The mentor then provides on job support to teachers and this mechanism includes classroom facilitation in lesson planning and active learning through appropriate learning and teaching materials.

During the year of 2019, nineteen (19) school Based Refreshers or Generic sessions have been conducted in which sixty (60) teachers from the target project's schools which includes twenty five(25) female teachers have been provided on job support to improve the classroom practices in respective schools. The topics of generic sessions were chosen and selected from the Teachers' training module as per the actual needs of teachers.

Springforth

1.6 STAKEHOLDERS PARTICIPATION



1.7 MONITORING & EVALUATION - EXTERNAL

1. **Quality Control**
   - Drawing and Design UET Peshawar
   - Specification followed as specified by NESPAK, ERRA
   - Laboratory Test NESPAK Approved Laboratory
   - FWA Site engineer on each site (Daily Basis)
2. **Monitoring**
   - District Reconstruction UNIT
   - PERRA
   - NESPAK
   - Friends Monitoring Team
   - Education Department
3. **Evaluation**
   - Third Party (on recommendation MOI Pakistan, Japan Embassy)

1.8 MONITORING & EVALUATION - INTERNAL

FINANCIAL
(AUDIT REPORT 2019)

BDO

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INDEPENDENT AUDITORS REPORT TO THE COUNTRY REPRESENTATIVE

Opinion

We have audited the financial statements of **KOKKYO NAKI KODOMOTACHI JAPAN** (the Organization), which comprise the statement of financial position as at December 31, 2019, the statement of income and expenditure, the statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Organization as at December 31, 2019, and its financial performance and its cash flows for the year then ended in accordance with approved accounting and reporting standards as applicable in Pakistan.

Basis for Opinion

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

Other Matter

The financial statements of the Organization for the year ended December 31, 2018 were audited by another firm of chartered accountants who had expressed an unqualified opinion vide their report dated February 26, 2019.

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

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

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

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

BDO Ebrahim & Co. Chartered Accountants
BDO Ebrahim & Co., a Pakistan registered partnership firm, is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international BDO network of independent member firms.

BDO

Auditors Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs as applicable in Pakistan will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

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

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

ISLAMABAD

DATED:

CHARTERED ACCOUNTANTS

Engagement Partner: Iffat Hussain

BDO Ebrahim & Co. Chartered Accountants

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KOKKYO NAKI KODOMOTACHI (KnK) JAPAN
STATEMENT OF FINANCIAL POSITION
AS AT DECEMBER 31, 2019

	Note	2019 Rupees	2018 Rupees
ASSETS			
NON-CURRENT ASSETS			
Operating fixed assets	4	324,192	105,896
CURRENT ASSETS			
Advance to Implementing partner	5	1,746,327	1,597,069
Advance tax		44,092	20,891
Advances and Prepayments	6	89,000	-
Cash and bank balances	7	8,399,708	19,007,439
		10,279,127	20,625,399
TOTAL ASSETS		10,603,319	20,731,295
FUNDS AND LIABILITIES			
Restricted funds	8	10,101,195	20,521,134
Deferred capital grant	9	324,192	105,896
		10,425,387	20,627,030
CURRENT LIABILITIES			
Accrued liabilities	10	177,932	104,265
TOTAL FUNDS AND LIABILITIES		10,603,319	20,731,295

The annexed notes from 1 to 14 form an integral part of these financial statements.

COUNTRY REPRESENTATIVE

MANAGING DIRECTOR (TOKYO JAPAN)

A. Ohata

KOKKYO NAKI KODOMOTACHI (KnK) JAPAN
STATEMENT OF INCOME AND EXPENDITURE
FOR THE YEAR ENDED DECEMBER 31, 2019

	Note	2019 Restricted funds	2018 Restricted Funds
INCOME			
Amortization of restricted funds	8	92,189,019	76,715,771
Amortization of deferred capital grant	9	31,704	3,001
		92,220,723	76,718,772
EXPENDITURE			
Direct program cost - Local Partner	11	87,449,168	76,628,952
Program support cost - KnK Japan	12	2,887,280	-
Administrative support cost	12	1,884,275	89,820
		92,220,723	76,718,772
SURPLUS/(DEFICIT) FOR THE YEAR		-	-

The annexed notes from 1 to 14 form an integral part of these financial statements.

COUNTRY REPRESENTATIVE

MANAGING DIRECTOR (TOKYO JAPAN)

A. Obake

KOKKYO NAKI KODOMOTACHI (KnK) JAPAN
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED DECEMBER 31, 2019

	Note	2019 Rupees	2018 Rupees
CASH FLOWS FROM OPERATING ACTIVITIES			
Surplus / (deficit) for the year		-	-
Adjustments for non-cash charges and other items:			
Depreciation		31,704	3,001
Cash used in operations before working capital changes		31,704	3,001
(Increase) / Decrease in current assets:			
Grants to Implementing partner		(149,258)	10,691,521
Advances and Prepayments		(89,000)	-
Advance Tax		(23,201)	(5,077)
		(261,459)	10,686,444
Increase / (decrease) in current liabilities			
Accrued and other payables		73,667	16,265
Cash (used in) / generated from operations		(187,792)	10,702,709
Net cash (used in) / generated from operating activities		(156,088)	10,705,710
CASH FLOWS FROM INVESTING ACTIVITIES			
Capital expenditure on operating fixed assets		(250,000)	(94,664)
Net cash used in investing activities		(250,000)	(94,664)
CASH FLOWS FROM FINANCING ACTIVITIES			
Restricted funds received		(10,419,939)	8,301,786
Deffered grant received		218,296	91,663
Net cash (used in) / generated from from financing activities		(10,201,643)	8,393,449
Net (decrease) / increase in cash and cash equivalents		(10,607,731)	19,004,495
Cash and cash equivalents at the beginning of the year		19,007,439	2,944
Cash and cash equivalents at the end of the year		8,399,708	19,007,439

The annexed notes from 1 to 14 form an integral part of these financial statements.

COUNTRY REPRESENTATIVE

MANAGING DIRECTOR (TOKYO JAPAN)

A. Obata

KnK JAPAN

Children without Borders

Kokkyo naki Kodomotachi

E-mail: knkjapanpk@gmail.com

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