

# Year in Review 2025

Friends Welfare Association Pakistan





“

Not all of us can do great things.  
But we can do small things with  
great love.

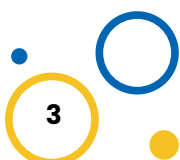
**Mother Teresa**

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## Message from the CEO

It gives me great pleasure to present the Friends Welfare Association (FWA) Annual Report 2025, reflecting on another year of meaningful progress, resilience, and service to the communities we work with.

During 2025, FWA continued its commitment to improving the lives of marginalized and vulnerable populations through integrated interventions in education, health, WASH, socio-economic development, and climate resilience. Our work remained focused on creating opportunities for those who are often left behind—especially girls, children with disabilities, women, and underserved rural communities.

This year, we witnessed important milestones across our programs. From strengthening inclusive and resilient education systems, improving access to girls' secondary education, supporting out-of-school children, and promoting foundational learning, to expanding community health initiatives, sustainable water systems, women's livelihood opportunities, and climate-responsive development—our collective efforts have continued to create lasting impact.

These achievements were only possible because of the trust and collaboration of our communities, partners, donors, government departments, volunteers, and dedicated staff. I extend my sincere gratitude to each one of them for standing with FWA in our shared mission of dignity, equity, and sustainable development.

As we reflect on the progress of 2025, we also renew our commitment for the future. We believe that real change happens when communities are empowered, institutions are strengthened, and every individual is given the opportunity to thrive.

On behalf of Friends Welfare Association, I thank all our supporters for being part of this journey. Together, we are building stronger, more inclusive, and more resilient communities.

**Abdul Shakoor**

Chief Executive Officer (CEO)  
Friends Welfare Association (FWA)



# About Us

Friends Welfare Association (FWA) is a national humanitarian and development organization established in 2006 under the Societies Registration Act of 1860. FWA is dedicated to improving the lives of marginalized and vulnerable communities across Pakistan through inclusive, equitable, and sustainable development initiatives.

FWA is duly registered with relevant government authorities, including the Economic Affairs Division (EAD), and operates in accordance with national compliance frameworks. FWA has been classified as a Category "A" organization by the Charity Commission, Khyber Pakhtunkhwa. In 2024, recognized for its strong governance, accountability, and institutional capacity, FWA also achieved NDRMF accreditation, placing it among only five national organizations in Pakistan, to receive this distinction.

Over nearly two decades, FWA has successfully implemented high-impact programs across a wide range of sectors, including education, infrastructure, health, WASH, livelihoods, climate resilience, women's empowerment, and emergency response. Through strategic partnerships with government institutions, donors, UN agencies, and local communities, FWA continues to contribute meaningfully to the well-being and resilience of underserved populations throughout Pakistan.



## Vision

Resilient, inclusive, and empowered communities where every individual can learn, thrive, and live safely with dignity in the face of social and economic challenges.



## Mission

Empowering communities through access to education, resilience-building, and inclusive humanitarian and development support to reduce poverty, relieve suffering, and advance sustainable development for the most vulnerable.

## Our Focus Areas:

- ✓ **Education:** FWA collaborates with international partners, corporate organizations, and UN agencies to provide accessible, equitable, and quality education.
- ✓ **Disaster-Resilient Infrastructure:** FWA builds disaster-resilient public infrastructure and community housing.
- ✓ **Skills Training:** We empower individuals with employable skills and build their productive linkages with markets.
- ✓ **Health and WASH:** FWA ensures access to health facilities, water, sanitation, and hygiene (WASH) services.
- ✓ **Emergency Response:** Our work spans emergency humanitarian aid, disaster recovery, shelter and psychosocial support.
- ✓ **Women Empowerment & Gender:** We champion gender equality and women's empowerment.
- ✓ **Climate Action:** We actively contribute to climate change mitigation and adaptation efforts.
- ✓ **Advocacy & Community Mobilization:** We advocate for policy change in disaster risk reduction, education, health and equity in access to social services.



## Our Geographical Presence

### Khyber Pakhtunkhwa Province

- ✓ District Mansehra
- ✓ District Abbottabad
- ✓ District Battagram
- ✓ District Torghar
- ✓ District Upper Kohistan
- ✓ District Lower Kohistan
- ✓ District Kolai Palas
- ✓ District Shangala
- ✓ District Swat
- ✓ District Dir Upper

### Newly Merged Districts (Erstwhile FATA).

- ✓ District Mohmand

### State of AJ&K

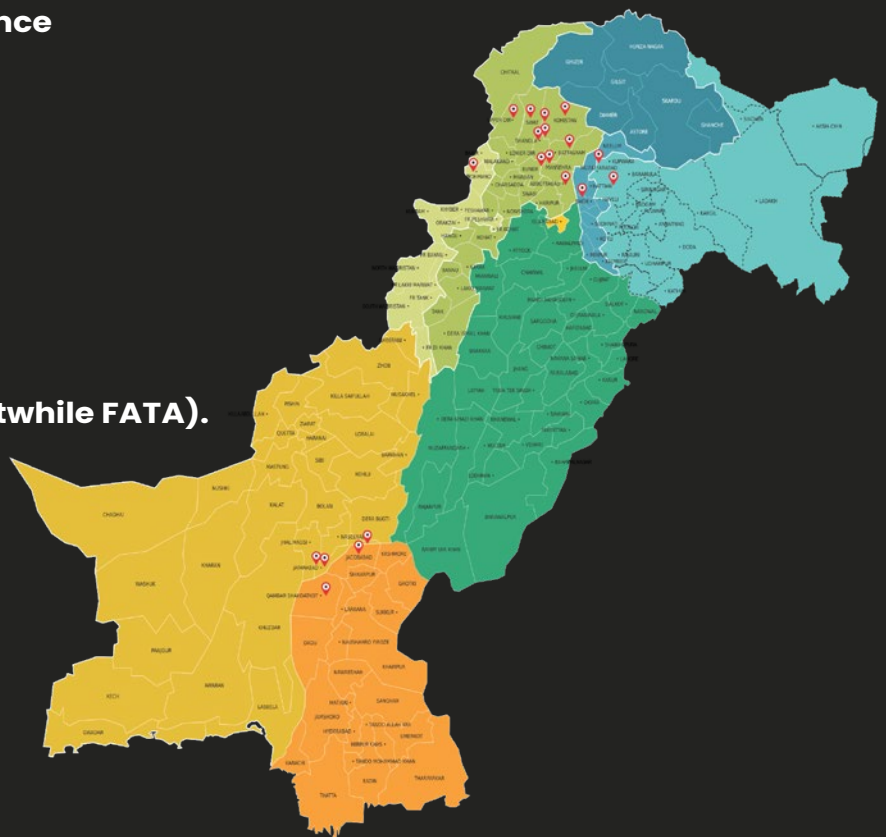
- ✓ District Muzafarabad
- ✓ District Bagh
- ✓ District Hattian Bala

### Sindh Province

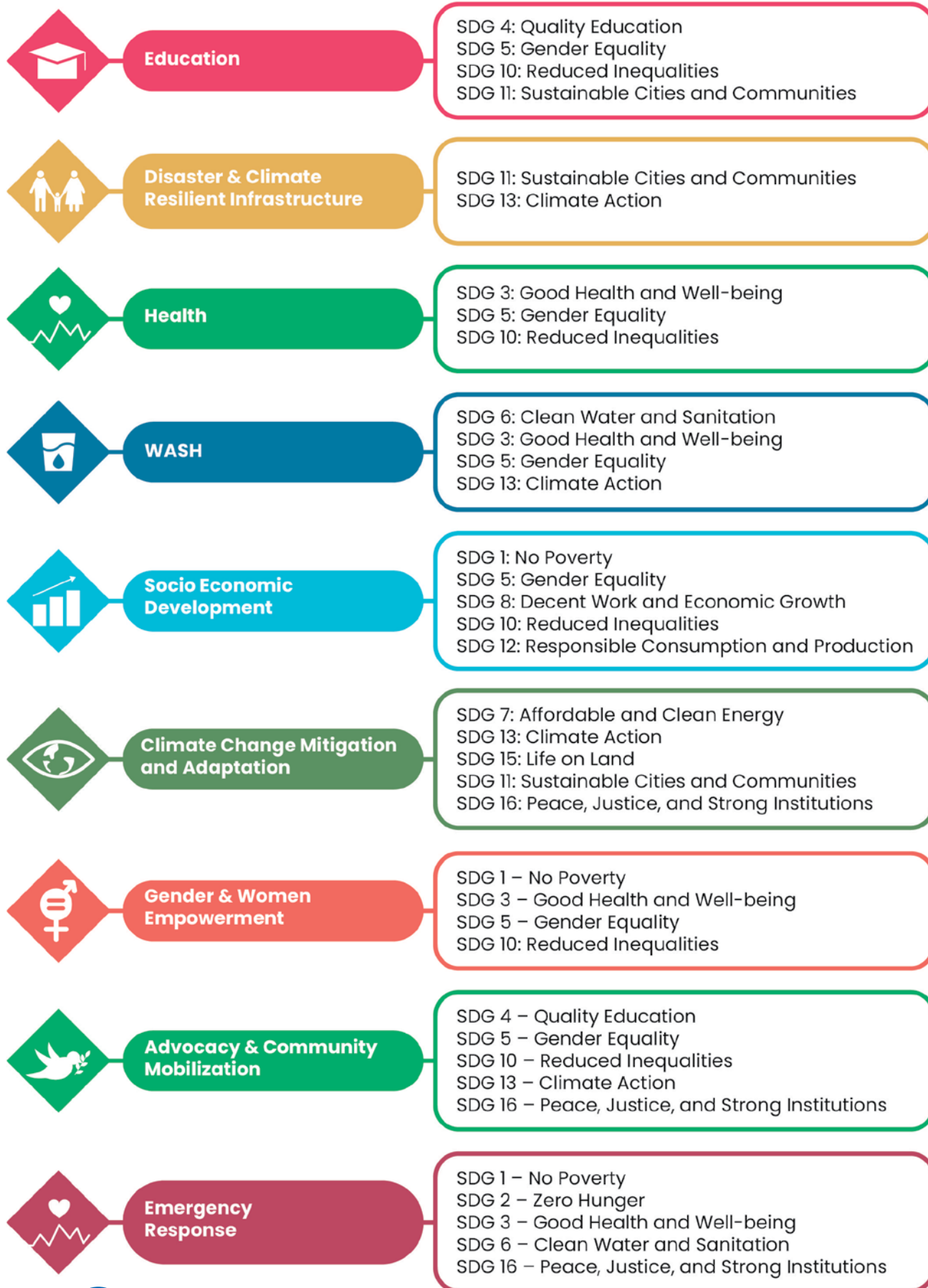
- ✓ District Jacobabad
- ✓ District Qambar Shadadkot

### Baluchistan Province

- ✓ District Jafarabad
- ✓ District Sohbatput
- ✓ District Usta Mohammad



# FWA's Programmes & Alignment with the SDGs



# 1 | Education

Against the backdrop of Pakistan’s learning crisis and high out of school children’s rates, Friends Welfare Association (FWA) continues strengthening inclusive, high quality, and resilient education systems aligned with SDG-4 commitments.

For over 20 years, FWA has transformed government schools across Khyber Pakhtunkhwa (KP) and Azad Jammu & Kashmir (AJK) into safe, inclusive, equitable, quality learning environments through disaster resilient infrastructure, inclusive access, improved foundational learning, and strengthened governance systems. With a strong focus on gender equity and inclusion, FWA has supported **250 government schools**, with different perspective, benefiting over **315,000 students** and improving access, retention, and learning outcomes.



**FWA’s education portfolio is structured around three interlinked strategic pillars:**

## **Access and Inclusion**

Upgrading school infrastructure, expanding education access for girls and out of school children, and improving accessibility for children with disabilities.





### Learning and Quality Improvement

Continuous professional development of teachers, remedial and foundational learning interventions, digital and Smart Classroom integration, life skills education, and student leadership platforms.

### Governance and System Strengthening

Strengthening school governance through School Development Plans, Parent Teacher Councils, school leadership, capacity building of official on CFIS approach and data-driven decision-making for sustainability.

At the tertiary level, FWA's scholarship program supports underprivileged girls in higher education, technical, and professional fields by reducing financial barriers and promoting economic participation. Complementing formal education, the ALP-Middle Tech provides alternative learning pathways for average learners, particularly girls, by combining accelerated academic learning with vocational skills to support education continuation and livelihood opportunities. Through system strengthening, evidence-based programming, and community engagement, FWA remains committed to advancing equitable, resilient, and quality education systems across Pakistan.



## 1.1 Resilient, Inclusive and Quality Education System



Launched in 2010, the Reform and Transform Initiative has evolved from a post-disaster school reconstruction effort into a comprehensive education systems strengthening across Khyber Pakhtunkhwa (KP) and Azad Jammu & Kashmir (AJK). Over successive phases, the initiative has advanced beyond physical reconstruction to institutional reform, integrating resilient infrastructure, improved learning outcomes, inclusive access, governance strengthening, digital innovation, and community ownership within the public education framework.

With financial support from MoFA Japan through KnK Japan, Friends Welfare Association (FWA) has built over one hundred (100) disaster resilient and climate adaptive schools compliant with national building standards and seismic safety codes. These schools were developed as holistic, safe learning environments with clean drinking water, gender responsive sanitation, furniture, playgrounds, boundary walls, tree plantation, and solar power systems to ensure clean and reliable energy.



Equal emphasis was placed on improving learning quality through continuous teacher development, child centered pedagogy, digital classroom integration, and blended learning resources. Smart learning systems supported online and offline content delivery, academic archives, and real time student assessments to strengthen instructional effectiveness and monitoring.

Community engagement was institutionalized through strengthened Parent Teacher Councils (PTCs) and participatory School Development Planning, enhancing accountability and local ownership. At the broader community level, community groups, youth ambassadors, and policy stakeholders were engaged to advocate for inclusive, gender responsive, and resilient education systems. By integrating resilient infrastructure, digital innovation, teacher capacity building, and community governance, the initiative has contributed to improved enrollment, retention, and learning outcomes, supporting the long term strengthening of public education systems.



## Overview of Program Components

### Disaster Resilient, climate adaptive and Inclusive schools' infrastructure

- Compliance with Pakistan Building Codes, including seismic and climate responsive construction standards.
- Site specific hazard assessment, topographical surveying, and climate risk profiling.
- Soil testing and structural design optimization for foundation safety.
- Seismic retrofitting of existing structures where feasible.
- Climate responsive design including natural ventilation, tree plantation, erosion control, and microclimate improvement.
- Integration of solar energy systems for sustainable power supply.
- Accessibility improvements including ramps, handrails, and inclusive sanitation facilities.
- Third-party design vetting through NESPAK for structural safety assurance.
- Institutional coordination with KP and AJK education and disaster management authorities (ERRA/SERRA) for systemic resilience and policy alignment.



### Learning Quality and Digital Transformation

- Continuous Professional Development (CPD) of Teachers/Pedagogy
- PTC Training on School Development Plans
- Training of Student Groups on Life Skills and Climate Awareness
- Training on School-Based Disaster Risk Management (SBDRM) and Climate Awareness
- Emergency Evacuation Training in Schools
- Smart Classrooms
- Peer Learning / Girls' Circles (GCs)
- Co-Curricular Activities



## Mobilization and Advocacy for Policy Change



### Community Advocacy Groups (CAGs)

- Form and support CAGs at the grassroots level
- Promote the right to education
- Advocate for disaster-resilient structures and climate awareness



### Policy Champions

- Engage Tier One District Administration
- Collaborate with local MPs
- Establish local-level advocacy mechanisms for education and disaster resilience infrastructure and climate awareness



### Girls Youth Ambassadors

- Organize university-based youth ambassadors
- Represent girls' voices in policy decisions
- Advocate for community-based disaster risk management and climate awareness



### Advocacy

- Conduct seminars and sessions
- Facilitate participation in provincial youth assemblies
- Encourage active involvement in policy advocacy initiatives

**Post completion follow up and monitoring** were conducted in 2025 to assess program sustainability, institutional ownership, and long-term outcome retention. Longitudinal analysis confirms that improvements in enrollment, attendance, and learning environments observed at project completion have been sustained without continued external financial support.

Classroom observations and coordination with Parent Teacher Councils (PTCs) indicate continued application of child centered teaching practices and active community participation in school governance. The PTCs have further institutionalized key program approaches by regularly updating School Development Plans, monitoring enrollment and attendance trends, allocating resources for minor infrastructure maintenance, supporting disaster preparedness activities, and ensuring continued operation and maintenance of Smart Classroom facilities.

Overall results demonstrate strong institutional sustainability and community ownership of program interventions. However, sustaining and further strengthening these gains will require continued

investment in school development planning, continuous teacher professional development, and ongoing technical and institutional support from education stakeholders.

### **Net Enrollment Rate Trend**

The net enrollment rate increased from 35% pre project to 87% in 2025, demonstrating the sustained impact of infrastructure improvements, inclusive school environments, and community mobilization efforts.



### **Attendance Rate Trend**

Student attendance improved from 55% before the project to 85% in 2025. This indicates that the supportive learning environments and ongoing engagement of teachers and parents continue to encourage regular school participation.

### **Academic Proficiency Trend**

Students' academic proficiency increased from 51% pre-project to 74% post-project in 2025. Professional development of teachers and Smart Classroom interventions have contributed significantly to lasting improvements in learning quality.

### **Dropout Rate Trend**

The dropout rate decreased from 25% before the project to 4% in 2025, reflecting strong school retention mechanisms, enhanced student engagement, and community ownership.

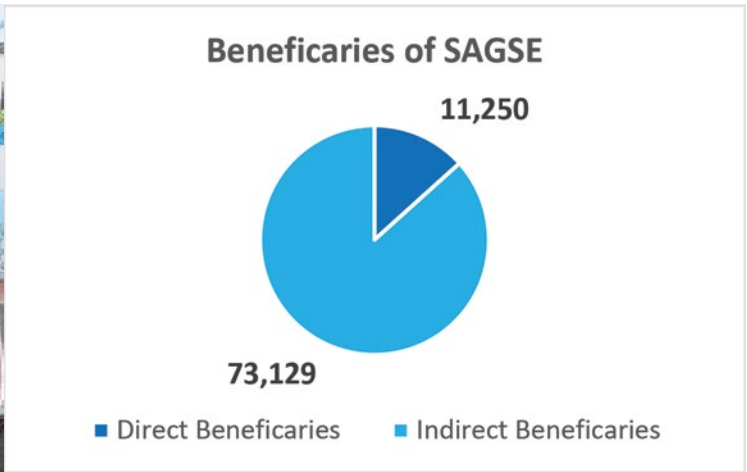
### **PTC with SDPs Implementation Trend**

Parent Teacher Councils implementing School Development Plans (SDPs) increased from 0% pre-project to 75% in 2025. This reflects lasting institutional capacity and community-led school management practices.



## 1.2 Supporting Access to Girls' Secondary and Higher Secondary Education (SAGSE).

Launched in 2008 with the partnership of Hoshyar Foundation USA, the Supporting Access to Girls' Secondary and Higher Secondary Education (SAGSE) program was designed to address Pakistan's persistent education access challenges, where a significant proportion of out-of-school children were aged 10–16 years, with girls disproportionately affected due to lack of accessible secondary education in remote and mountainous regions of Khyber Pakhtunkhwa (KP). To respond to this challenge, FWA pioneered the establishment of community based post primary schools in collaboration with the Elementary & Secondary Education Department (E&SED), KP, aiming to bridge the transition gap between primary and secondary education for vulnerable girls.



Over time, the initiative gained strength through strategic partnerships with international and national donors including The Waterloo Foundation, Circle for Women, The Maria Helena Foundation Canada, MoneyGram Foundation, Friends of Pakistan, Lucky Core Foundation, and Habib Bank Limited Foundation. These partnerships strengthened financial sustainability and enabled program expansion across underserved districts.

SAGSE has evolved into a structured transition education reform model that operates as an integrated bridge to the public education system rather than a parallel education structure. The model follows a structured pathway where community-based secondary sections are established in high-need areas, followed by government curriculum alignment, student enrollment stabilization, and participation in government board examinations. Once formal girls' secondary schools are established by the government, supported sections are gradually transitioned to the Education



# Pathway to Sustainable Girls' Secondary Education



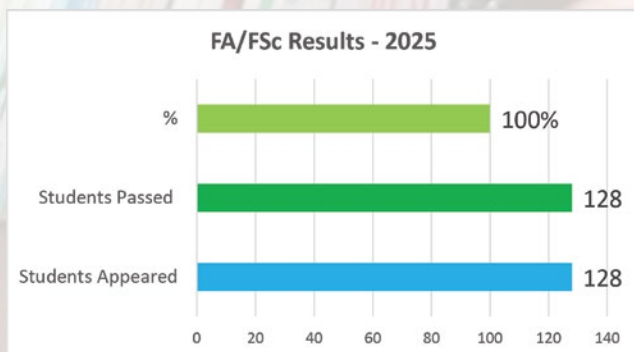
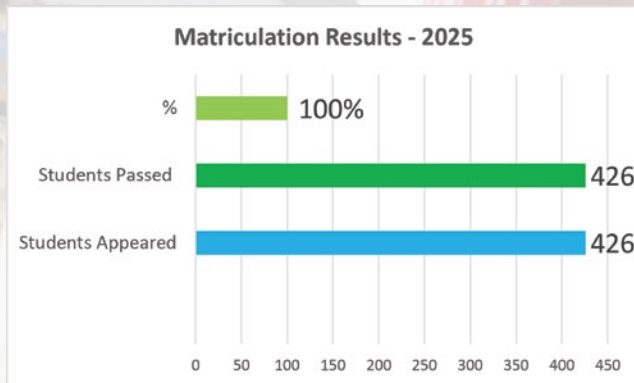
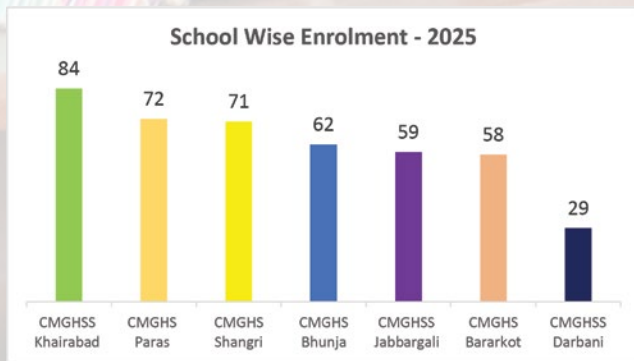
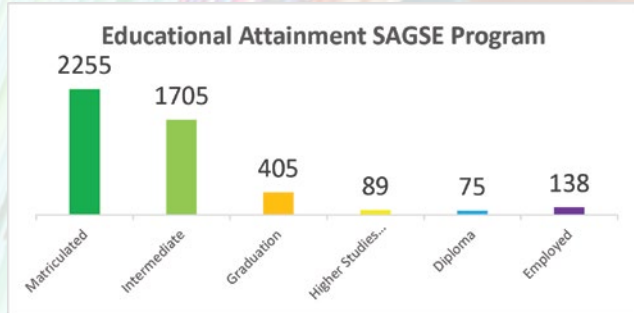
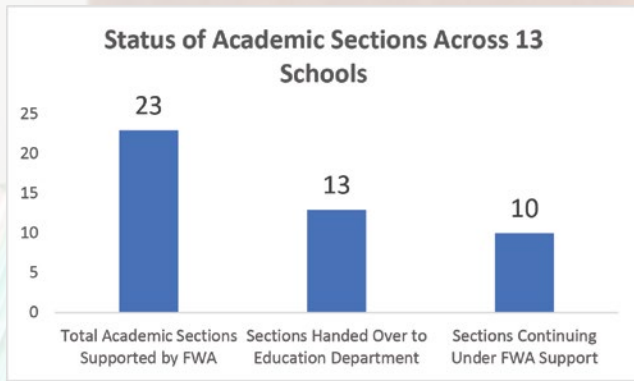
Department, allowing FWA to redirect resources to other underserved communities. This approach has strengthened enrollment, retention, and academic progression of adolescent girls while contributing to sustainable expansion of public education in vulnerable regions.

## Results/ Achievements:

In 2025, the program made remarkable progress, achieving several key milestones:

- A total of 11,250 girls directly benefited from the initiative, while an additional 73,129 individuals were impacted indirectly. This was made possible through 13 community-based girls' secondary schools established in remote areas of District Torghar and Mansehra in KP province.
- Across 13 schools, FWA supported a total of 23 academic sections (Primary, Middle, High, and Higher Secondary). Of these, 13 sections have been successfully handed over to the Education Department, demonstrating progress toward sustainability and government ownership. The remaining 10 sections continue to be supported by FWA, primarily at the High and Higher Secondary levels, ensuring continued access to quality education for adolescent girls in underserved communities.





### 1.3 Accelerated Learning cum Skill Training (ALP-Middle Tech)

#### Post Completion Sustainability and Impact

Following the successful completion of the 18 months ALP-Middle Tech program funded by JICA and implemented in collaboration with KnK Japan in District Battagram, Khyber Pakhtunkhwa, Friends Welfare Association (FWA) conducted post completion sustainability and impact assessment.

#### Post Graduation Progress Tracking

In 2025, FWA conducted a comprehensive follow up assessment of all 72 graduates to track their educational, economic, and social progress.

#### Key Findings

##### Educational Continuation:

Out of the 72 graduates, 57 girls enrolled in matriculation, successfully transitioning from accelerated middle level certification into the formal secondary education system.

#### ALP-MiddleTech Integrated Model

##### 18-Month Accelerated Learning Cycle

- 72 Girls Completed Middle-Level Certification
- 57 Graduates Enrolled in Secondary Education (Matriculation)

##### Vocational Skills Training

- 39 Graduates Initiated Home-Based Income Enterprises

##### Increased Family Support



##### Economic Engagement:

39 graduates initiated home-based income-generating activities, primarily in tailoring and embroidery, skills acquired during the ALP-Middle Tech training. These participants are contributing directly to household income.

##### Family Level Impact:

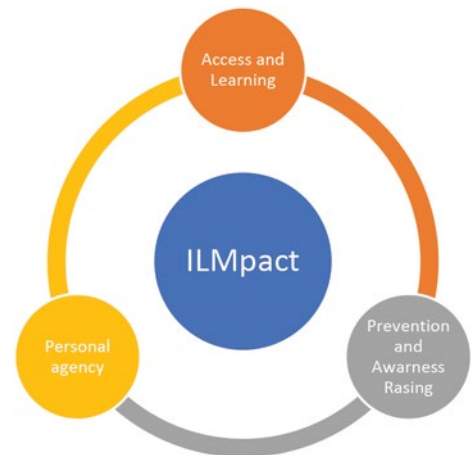
Families of graduates expressed increased willingness to support the continued education of younger daughters, indicating a positive shift in household attitudes toward girls' education. ALP-MiddleTech extends beyond certification fostering continued education, economic contribution, and progressive shifts in family attitudes. The initiative has laid a foundation for long-term empowerment in some of the most underserved communities of District Battagram.



## 1.4 ILMpact (GOAL) – Addressing Learning Poverty and Out of School Children

In response to Pakistan’s learning crisis where 75% of 10-year-olds are unable to read a simple text, Friends Welfare Association (FWA) is implementing ILMpact Program, a systems focused initiative funded by FCDO and delivered in partnership with the British Council across district Mansehra and Battagram in Khyber Pakhtunkhwa targetting 50 government schools. Across Punjab and Khyber Pakhtunkhwa , ILMpact aims to reach 160,000 of the most marginalized children, with a strong emphasis on girls, religious minorities, and children with disabilities.

Grounded in a holistic and inclusive approach, ILMpact strengthens access, improves foundational learning, and promotes sustained retention from early childhood through Grade 5. The program provides remedial learning support, equips teachers with evidence based instructional practices, providing teaching & learning material, school supplies and enhances school environments through infrastructure improvements and inclusive education.



Beyond academic support, ILMpact fosters student agency through Girls’ Clubs and STEAM activities, building leadership, problem solving, and life skills. Parallel community engagement and awareness campaigns promote positive attitudes toward girls’ and marginalized children’s education, contributing to more inclusive and equitable learning ecosystems across target districts.

### Access and Learning Pathways

The Access and Learning Pathways component serves as the core pillar of ILMpact, ensuring that marginalized children not only enroll in school but remain engaged and achieve foundational literacy and numeracy.

### Strengthening Community Led Access and Enrollment

To support sustained access and learning outcomes, community participation and school governance systems were strengthened through the activation and capacity building of Parent Teacher Councils (PTCs) across 50 schools. A total of 392 PTC members were activated and trained on transparent financial management, school governance, inclusive education practices, strategies to address absenteeism, and enrollment of out of school children (OOSC).

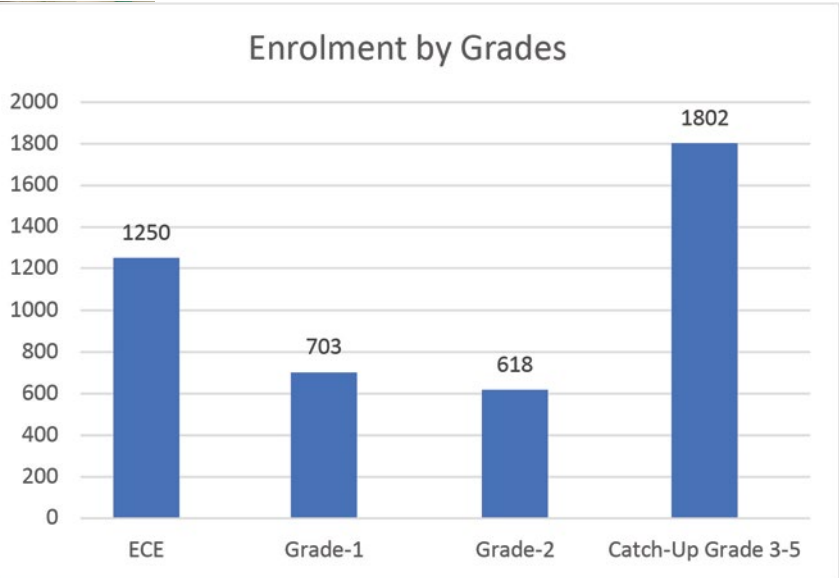
Through coordinated efforts of PTCs, community-based organizations, volunteers, and school leadership, significant enrollment milestones were achieved:





## Enrollment Achievements

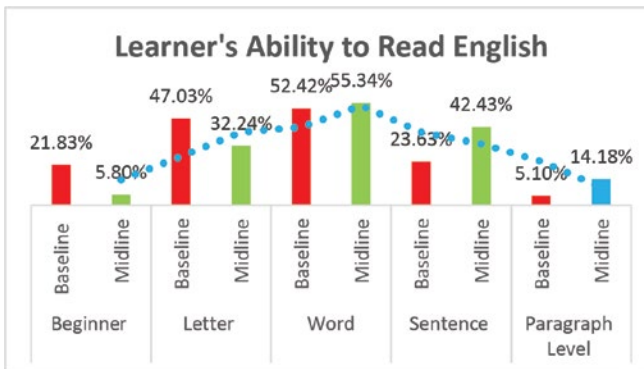
- Early Childhood Education (ECE/Katchi): **1250** children enrolled
- Grade 1: **703** out of school or never been to school children enrolled in target 50 schools
- Grade 2: **618** out of schools or never been to school children enrolled in 50 schools
- Grade 3-5 Catch-Up Program: **1,802** out-of-school children enrolled in target 50 schools



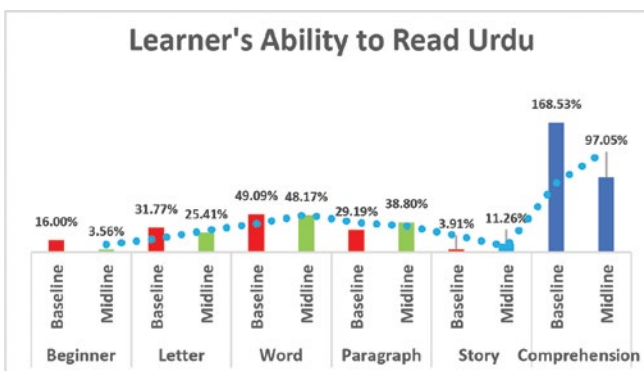
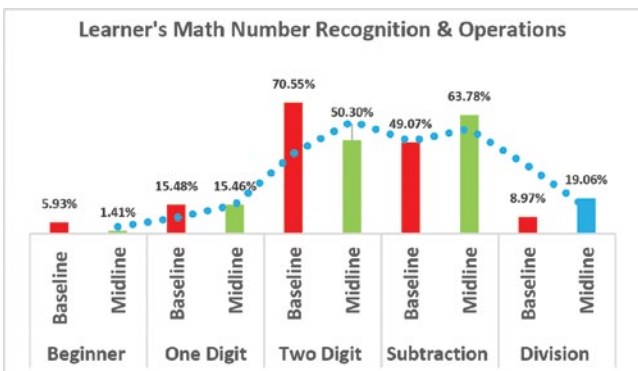
These results demonstrate strengthened community mobilization and improved access to early and primary education.

### Improving Foundational Learning

To address learning poverty, **244** teachers were trained in evidence-based remedial methodologies, including Teaching at the Right Level (TaRL), Dual Language (DL), and Combined Activities for Maximized Learning (CAMaL). The training emphasized structured student assessment, ability-based grouping, inclusive classroom practices, and accelerated literacy and numeracy instruction.



A total of **4,489** children were targeted for remedial learning support to help them achieve grade-appropriate foundational competencies. Midline assessment findings by third party institution demonstrate substantial learning gains across English, Urdu, and Mathematics. In English reading, the percentage of students at the beginner level significantly reduced from 21.83% to 5.80%, while those able to read at sentence level increased from 23.63% to 42.43%, and paragraph level readers increased from 5.10% to 14.18%.



Similarly, in Urdu reading, beginner level students decreased from 16.00% to 3.56%, with notable improvements at higher competencies: paragraph-level readers increased from 29.19% to 38.80%, and story level readers rose from 3.91% to 11.26%.

Mathematics results also reflect strong progress. Beginner-level (basic numeracy) students declined from 5.93% to 1.41%, while subtraction competency improved from 49.07% to 63.78%, and division skills more than doubled from 8.97% to 19.06%.

Overall, the data indicates a clear shift of learners from lower foundational levels to more advanced reading and numeracy competencies, demonstrating the effectiveness of structured remedial interventions and teacher capacity strengthening under the ILMpact Program.



## Catch-Up Learning for Out of School Children (OOSC)

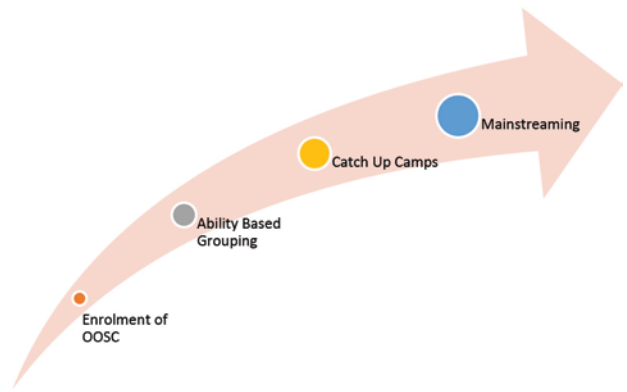
To support the mainstreaming & reintegration of 1,802 out-of-school children (ages 9 to 12), a structured Catch-Up Learning Program was launched, specifically targeting Grades 3 to 5. The initiative focused on children with the lowest learning levels and functional limitations, addressing the core reasons behind dropout, including weak foundational skills and limited access to inclusive learning environments.

The program utilized the evidence-based Teaching at the Right Level (TaRL) approach. Fifty facilitators were trained in this low cost, high impact methodology, which focuses on:

- Ability-based grouping rather than age-based placement.
- Foundational literacy and numeracy through accelerated routines.
- Inclusive pedagogy supported by Master Trainers.

Following a baseline assessment, students were provided with essential learning materials, including workbooks, teacher manuals, "Math Corner" kits, and sports equipment to boost engagement. Instruction was sustained through structured sessions and regular monitoring to track progress.

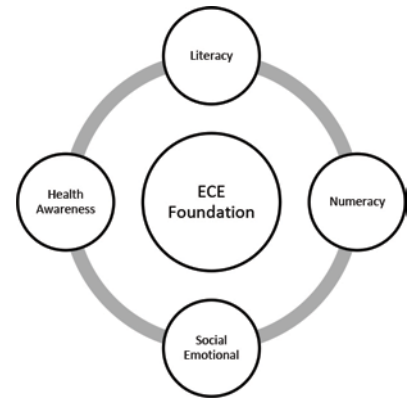
As a result of this intervention, all 1,802 children have significantly improved their foundational competencies. Following an endline assessment in March, these learners will be successfully transitioned into their age-appropriate grades (3-5).



## Early Childhood Education (ECE)

Recognizing the importance of early learning, 50 teachers were trained to deliver developmentally appropriate ECE instruction for children aged 0–8. The program integrates literacy, numeracy, social-emotional development, and health awareness components.

In 2025, 1,934 children benefited from strengthened early childhood learning environments, laying a strong foundation for long term educational success.



## Strengthening School Leadership

Under the ILMpact Program, effective school leadership was strengthened to improve teaching quality and student learning. This approach combines sound administration with strong instructional guidance, ensuring that school operations directly support better classroom practices and improved learning outcomes.

Head Teachers from 50 ILMpact schools received structured training in instructional and administrative leadership. The program focused on classroom quality improvement, teacher mentoring, data informed decision making, and strengthening school management systems. Leaders were supported to actively engage in classroom observation, guide pedagogy, monitor student progress, and foster collaborative and accountable school environments.

As a result, school leaders became more confident in guiding teaching improvement and supporting teachers in practical ways. They also started using data and evidence more effectively when making decisions and planning school activities. Schools showed better supervision practices and more organized management systems, helping create a stronger foundation for maintaining quality education improvements.

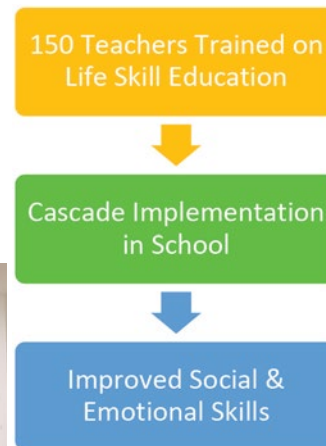


Head Teachers from 50 schools received structured training in instructional and administrative leadership. The program emphasized classroom quality improvement, teacher mentoring, data informed decision-making, and effective school management systems.

This strengthened institutional capacity to sustain quality education improvements beyond project timelines.

### Life Skills and Holistic Development

Under the ILMpact program, life skills education has been introduced in Grades 1 to 2 to support students' overall development alongside academic learning. The program focuses on strengthening social emotional growth, critical thinking, and responsible decision making at an early age.



One hundred and fifty (150) teachers were trained in practical classroom strategies that encourage confidence, empathy, teamwork, communication, and positive behavior. Through a cascade model, these practices are now being applied across ILMpact schools, reaching approximately 4,000 students. Life skills education promotes inclusive

participation, strengthens student teacher relationships, and creates a supportive learning environment, particularly for children at risk of drop out.

### Inclusive, Safe and Accessible Schools

#### Accessibility Rehabilitation

Under the ILMpact Program, accessibility improvements aimed to create safe and inclusive learning environments for girls and children with functional disabilities. The initiative focused on small scale accessibility upgrades, including ramps with handrails, improved lighting, accessible drinking water points, inclusive signage, and washroom modifications, while promoting gender sensitive and inclusive school environments.



During the reporting period, accessibility audits were completed in 50 schools to identify physical and environmental barriers. Rehabilitation needs were jointly prioritized with School Management Committees (SMC/PTCs) and community representatives to ensure transparent and inclusive planning.

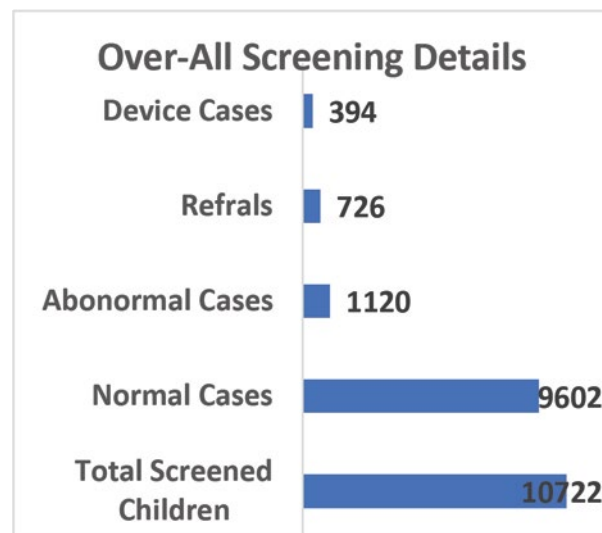
Orientation sessions were also conducted for SMC/PTCs to strengthen their role in implementation, focusing on procurement processes, financial accountability, safeguarding, and disability inclusion. In addition, technical drawings, designs, and Bills of Quantities (BoQs) were prepared and approved to support structured and accountable rehabilitation work across all targeted schools.



### Health Screening and Disability Inclusion

Additionally, comprehensive disability screenings were conducted for **10,722** students, identifying **1,120** children with vision, hearing, or physical impairments. A total of **726** students were referred to specialized medical evaluation, and **394** children were identified with the need of requiring assistive devices such as eyeglasses, hearing aids, wheelchairs and other mobility aids.

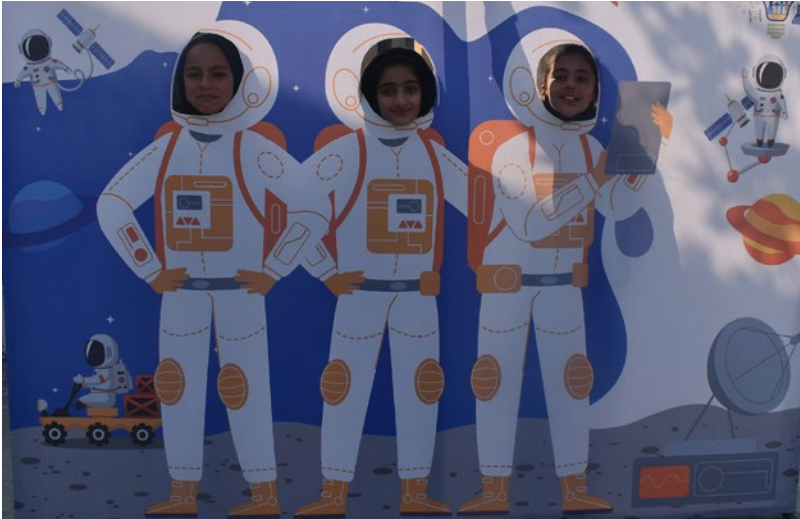
These combined infrastructure and health interventions have improved equitable access to education and reinforced safe, supportive learning environments for children with disabilities.



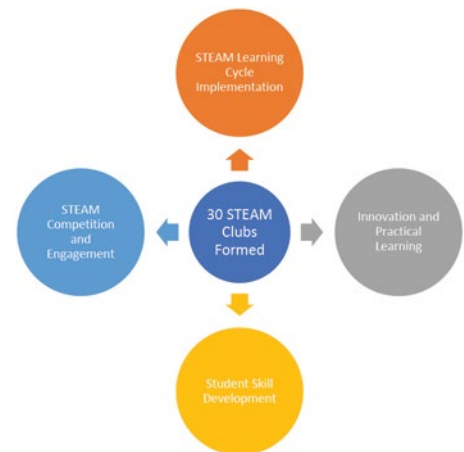
## Strengthening Student Agency and Leadership

ILMpact prioritized the development of student voice, confidence, and self-efficacy by creating structured platforms for leadership and experiential learning across target schools.

In 2025, **30 Girls' Clubs** were established in 30 schools, engaging **600 students from Grades 6 to 8**. These clubs promote leadership, confidence-building, peer support, and active participation in school and community life.



In parallel, **30 STEAM Clubs** were formed to foster problem-solving, creativity, and scientific inquiry. The first five stages of the STEAM learning cycle were successfully completed across participating schools. To further encourage innovation and practical application of learning, a district-level STEAM competition engaged **130 students** in interactive activities across Mathematics, Biology, and Astronomy, including a STEAM Game Show.



Through these platforms, ILMpact strengthened students' personal agency, critical thinking, and leadership skills, contributing to more confident and engaged learners.

## Prevention and Awareness Raising for Inclusive and Equitable Education

To address social and behavioral barriers limiting girls' education, inclusion of marginalized children, improving the learning outcomes of students, and enrollment of out of school children (OOSC), ILMpact implemented targeted sensitization and advocacy strategies. The objective was to promote positive social norms around girls' agency, early enrollment, inclusive education, and improved learning outcomes across District Mansehra and Battagram.



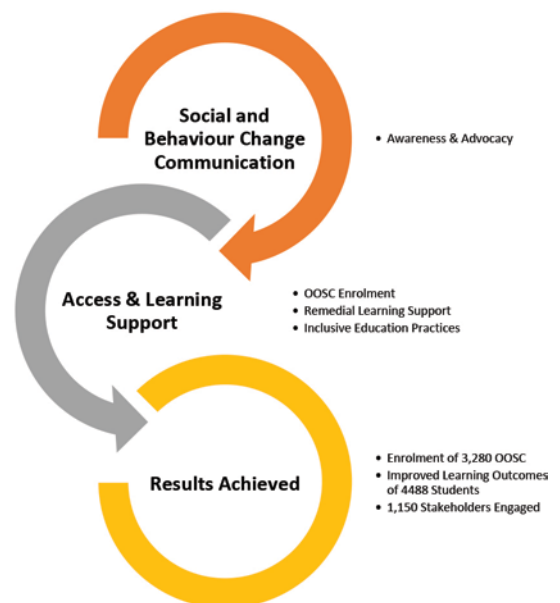


ILMpact adopted a Social and Behaviour Change Communication (SBCC) approach that combined community engagement with district and tehsil-level advocacy and broader public awareness initiatives. The strategy focused on influencing social attitudes, strengthening parental involvement, and mobilizing key stakeholders to create an enabling environment for inclusive and equitable education. Through community based sensitization sessions, structured advocacy forums at district and tehsil levels, and the promotion of positive narratives around girls' education and empowerment, the campaign reinforced the importance of early enrollment, learning recovery, and inclusive education practices to ensure marginalized children can access and benefit from quality learning opportunities.



Under this component, ILMpact conducted ten school and community-based awareness sessions across target areas in Mansehra and Battagram to strengthen parental engagement and community ownership of education. These sessions brought together parents, religious leaders, youth representatives, community volunteers, and local government stakeholders, with a total participation of 500 individuals. Discussions focused on promoting girls' education and agency, encouraging early enrollment and retention, supporting the inclusion of marginalized and vulnerable children, and reinforcing the collective responsibility of communities in improving the quality of education.

To further expand outreach and institutional commitment, ILMpact organized two district level and eight tehsil level advocacy events. These forums



engaged 650 stakeholders, including education officials, civil society representatives, local leaders, and community representatives. The advocacy platforms emphasized the importance of early enrollment of school age children, enrollment of Out of School Children (OOSC), strengthened remedial learning support, and the adoption of inclusive and equitable education practices across schools and communities



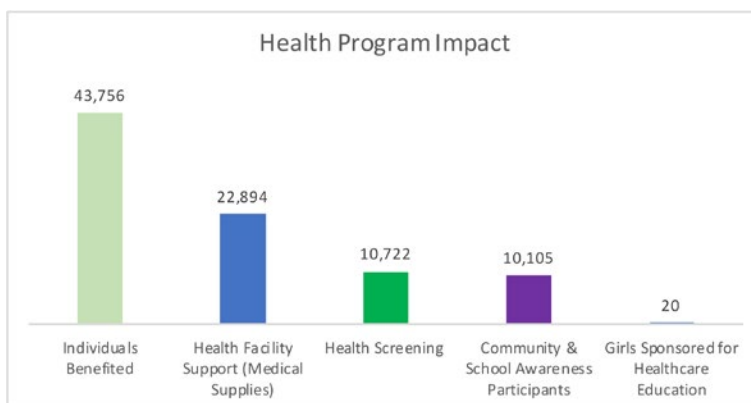
The combined awareness and advocacy efforts translated into measurable improvements in educational access and learning support across the target districts. As a result of strengthened community engagement and institutional coordination, **4,373** Out-of-School Children (OOSC) were successfully enrolled in schools. In addition, **4,488** students participated in remedial learning classes through winter learning camps designed to address learning gaps and support academic recovery.

These outcomes demonstrate increased community ownership of education initiatives and a more responsive approach toward inclusive enrollment and sustained learning support for marginalized children.



## 2 | Health

FWA's Health Program adopts a comprehensive approach to improving healthcare access and promoting sustainable wellbeing in marginalized communities across Pakistan. Aligned with SDG 3 (Good Health and Wellbeing), the program strengthens healthcare systems, particularly in the post-COVID-19 context and marginalized communities, while empowering communities and mobilizing them to raise awareness and adopt preventive health practices.



FWA improved health and wellbeing for 43,756 individuals through integrated healthcare access support, community health awareness, inclusive school-based health screening, and rural female healthcare workforce development initiatives.

In 2025, FWA expanded its focus to school-based health interventions under the ILMpact Program, screening 10,722 students for vision, hearing, and physical disabilities, providing 394 children with assistive devices and providing specialized medical assessment to 726 children along with conducting awareness sessions for 10,105 parents, teachers, and community members to promote early screening and foster preventive healthcare practices.

Recognizing the critical shortage of female healthcare professionals in rural areas, FWA has sponsored second batch of ten girls to pursue professional courses such as Lady Health Visitor (LHV), Community Midwifery (CMW), and Certified Nursing Assistant (CNA), enabling them to provide essential maternal, child, and general healthcare services. Girls sponsored in the first batch have successfully entered the healthcare workforce, reinforcing FWA's commitment to building local capacity and sustaining community health improvements.

Through these multi-faceted interventions, FWA not only addresses immediate healthcare needs but also strengthens the long-term resilience of communities, promotes gender equity in health services, and enhances health literacy at the grassroots level.





## Key Components and Impact

| Component                                 | Description   | Impact   |
|---|---|--|
| Strengthening Health Facilities           | Provision of essential medical supplies   | 22,894 individuals benefited.  |
| Sponsorship for Healthcare Education      | Support for 20 vulnerable girls to pursue LHV, CMW, and CNA courses.                    | Improved maternal, child, and community health; many graduates now employed in healthcare.   |
| Community Health Awareness                | Awareness sessions for 10,105 girls & women on hygiene, maternal & reproductive health. | Enhanced preventive healthcare practices and health literacy.                                |
| School Health Screening (ILMpact Program) | Screening 10,722 students for vision, hearing, and physical disabilities.               | 394 children provided with assistive devices; safer and more inclusive learning environment. |
| Alignment with SDG 3                      | Focus on Good Health and Wellbeing  | Strengthened sustainable healthcare access and community resilience.                         |

## 2.1 Fazal Noor Bostan Khan Fee Scholarship Program

Rural and outreach communities in District Mansehra continue to face limited access to essential healthcare services. High maternal and neonatal mortality rates, coupled with a severe shortage of Lady Health Visitors (LHVs), Community Midwives (CMWs), and female paramedics, significantly constrain the availability of safe maternal and child healthcare in remote areas.

In response to these challenges, Friends Welfare Association (FWA), with the support of the Maria-Helena Foundation (MHF), implemented the Fazal Noor-Bostan Khan Fee Scholarship Program to develop a sustainable pool of trained female healthcare professionals from within local communities. The initiative aims to strengthen rural health systems while empowering young women through professional education and career development.



The initiative aims to strengthen rural health systems while empowering young women through professional education and career development.

## Program Scope and Enrollment

To date, 20 deserving rural girls have been provided comprehensive scholarship support to pursue accredited diplomas in Lady Health Visitor (LHV), Community Midwifery (CMW) and Certified Nursing Assistant (CNA). The scholarships cover tuition, examination fees, clinical training, and essential academic requirements, ensuring uninterrupted professional development.



## Batch I – Successful Completion

The first batch of ten students successfully completed their full academic curriculum and clinical rotations in 2025 and passed their final examinations, receiving formal certifications. Of these graduates, seven have secured employment in hospitals and healthcare facilities in Mansehra, while the remaining graduates are actively pursuing job placements.



Their transition into the healthcare workforce marks a significant step toward strengthening maternal, neonatal, and primary healthcare services in underserved rural communities.

## Batch II – Ten Students

Building on the success of the first batch, MHF and FWA initiated a second batch of ten students in 2025. These students have completed 40% of their academic coursework, supplemented by structured clinical training in maternal and neonatal care.

Regular monitoring visits to training institutes and hostels ensure quality education, student well-being, and consistent academic progress.



## Achievements

- 20 rural girls received full scholarship support for professional diplomas in LHV, CMW, and CNA programs.
- 10 students (Batch I) completed course and obtained professional certifications in healthcare disciplines.
- 7 graduates secured employment in hospitals and healthcare facilities in District Mansehra while 3 graduates doing home based practice and providing maternity services in rural areas.
- 10 students (Batch II) were enrolled in 2025

## 2.2 Inclusive School Health and Protection – ILMpact Program

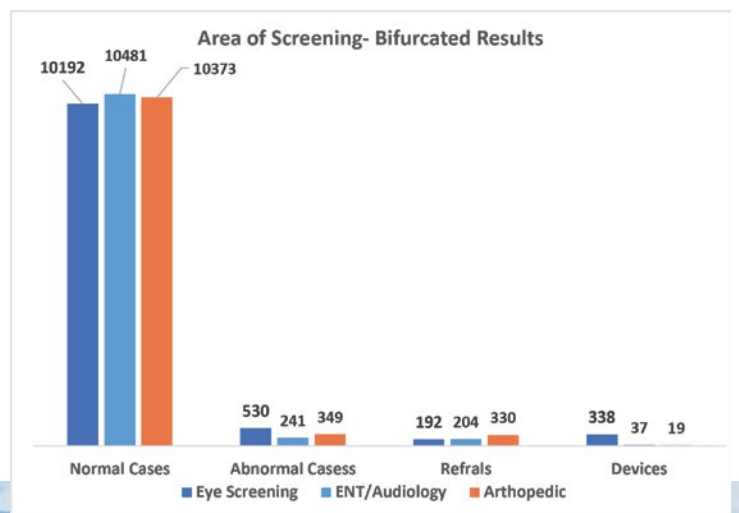
In marginalized districts such as Mansehra and Battagram, undiagnosed vision, hearing, and physical impairments significantly contribute to poor academic performance, dropout, and social exclusion. Limited access to early diagnosis and assistive support leaves many children with preventable or manageable conditions at a long term disadvantage.

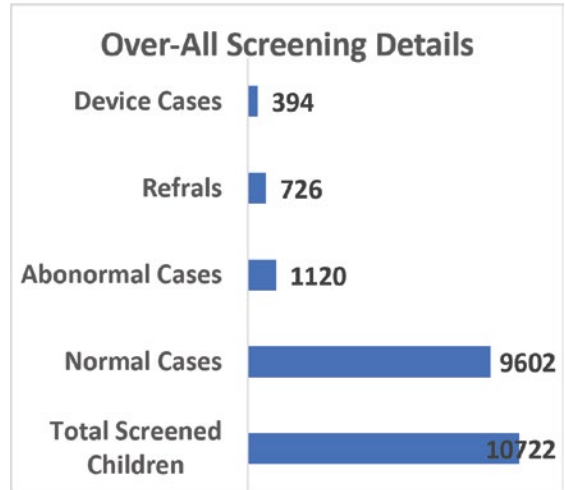
Positioning health and inclusion as essential enablers of learning, ILMpact integrates school-based health interventions under its “Safe and Welcoming Schools” grant line. These interventions ensure that health related barriers do not prevent children, particularly girls and children with disabilities from accessing, participating in, and benefiting from quality education.

### School Based Disability Screening

In 2025, ILMpact program conducted comprehensive health screenings for 10,722 students, assessing:

- Vision impairments
- Hearing impairments
- Physical disabilities and mobility challenges





### Screening Results:

- **9,602 students** assessed as healthy
- **1,120 students** flagged for potential health concerns
  - 530 vision impairments
  - 241 hearing impairments
  - 349 physical impairments
- **726 students** referred for specialized medical evaluation
  - 192 for eye screening
  - 204 for ENT screening
  - 330 for orthopedic evaluation
- **394 students** identified for assistive devices
  - 338 requiring glasses
  - 37 requiring hearing aids or wax removal
  - 19 requiring physical/mobility supports



# 3 | WASH

Friends Welfare Association (FWA) continues to advance its commitment to Sustainable Development Goal 6: Clean Water and Sanitation for All by improving access to safe drinking water, promoting dignified sanitation, and strengthening community resilience through sustainable WASH programming.

Since 2010, WASH has remained a core pillar of FWA's humanitarian and development programming across Khyber Pakhtunkhwa, Sindh, and Baluchistan. The organization has implemented integrated WASH solutions that address infrastructure gaps, behavioral barriers, and institutional capacity needs, with a strong emphasis on sustainability, community ownership, and inclusion.

FWA's WASH programming follows three strategic priorities:

- Providing WASH services in schools and learning institutions
- Providing sustainable community water supply systems
- Strengthening emergencies and climate-resilient WASH responses



## 3.1 Major Projects & Achievements

### ■ School Based WASH Interventions

FWA has worked to create safe, inclusive, and healthy learning environments by improving water and sanitation infrastructure in schools.

#### Key achievements include:

- Construction of **toilet blocks in 107 government and community-managed schools**
- Installation of handwashing stations and safe drinking water facilities
- Development of context-specific school water supply systems, including gravity flow schemes, boreholes, protected wells, and network-based water connections
- Delivery of structured hygiene promotion sessions for students and teachers



## School WASH (Improved School Health & Attendance)

| Infrastructure Development  | Water System Strengthening  | Hygiene Education  |
|---|---|--|
| <ul style="list-style-type: none"> <li>■ Toilet Block</li> <li>■ Safe Water</li> <li>■ Handwashing</li> </ul> | <ul style="list-style-type: none"> <li>■ Water Wells</li> <li>■ Boreholes</li> <li>■ Gravity Schemes</li> </ul> | <ul style="list-style-type: none"> <li>■ Sessions for Students &amp; Teachers</li> </ul> |



These interventions have helped reduce waterborne diseases, improve school attendance, and enhance dignity and safety for students, particularly adolescent girls through improved menstrual hygiene management facilities

### Community Water Supply and Sanitation Solutions

In remote and mountainous areas, where access to safe water remains challenging, FWA has implemented sustainable community managed water systems.

#### These include:

- Gravity flow water supply systems
- Boreholes and protected wells
- Water storage and distribution networks
- Household-level sanitation awareness and hygiene education



## Sustainable Community Water & Sanitation Systems

| Water Infrastructure   | Hygiene & Behaviour Support   | Community Sustainability  |
|--|---|---|
| <ul style="list-style-type: none"> <li>■ Gravity flow systems</li> <li>■ Boreholes &amp; protected wells</li> <li>■ Water storage &amp; distribution networks</li> </ul> | <ul style="list-style-type: none"> <li>■ Household sanitation promotion</li> <li>■ Hygiene awareness education</li> </ul> | <ul style="list-style-type: none"> <li>■ Community management committees</li> <li>■ Local system operation &amp; maintenance</li> </ul> |

Community participation is central to these interventions. Local management committees are trained to operate and maintain water systems, ensuring long-term sustainability beyond project completion.

### Emergency WASH Response and Recovery

The 2022 floods severely damaged water infrastructure across Sindh and Balochistan, resulting in contamination of water sources and widespread shortages of safe drinking water.



In response, FWA deployed advanced water purification technologies, including:

- Solar-powered Reverse Osmosis (RO) water treatment plants
- Ultrafiltration systems capable of removing chemical and biological contaminants
- Distribution of hygiene kits to support immediate sanitation needs

### Emergency WASH Response and Recovery

| Emergency Response   | Recovery & Resilience  |
|--|--|
| <ul style="list-style-type: none"> <li>■ Solar-powered RO water plants</li> <li>■ Ultrafiltration water treatment systems</li> <li>■ Hygiene kit distribution</li> </ul> | <ul style="list-style-type: none"> <li>■ Safe drinking water restored</li> <li>■ Improved community hygiene practices</li> <li>■ Improved community WASH management</li> </ul> |

In addition, hygiene and sanitation awareness sessions were conducted, and community level water management and maintenance committees were established to support sustainable operation of the systems. These interventions continue to provide safe and sustainable drinking water to flood affected communities while strengthening local resilience and recovery.

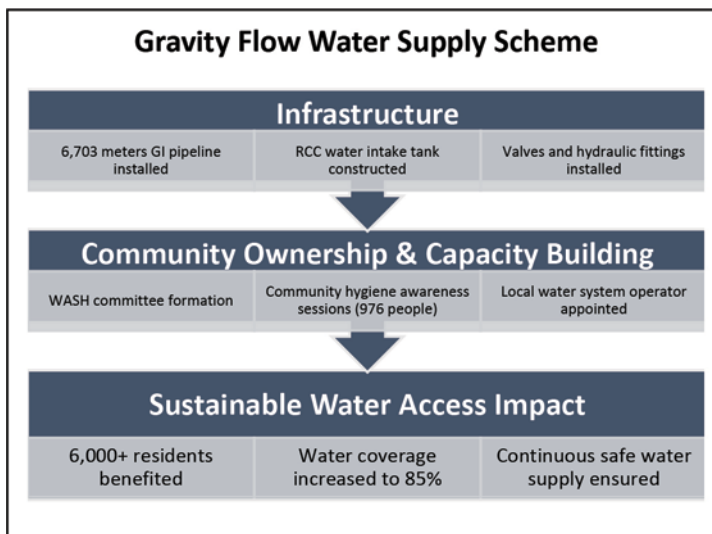


## 3.2 Progress in 2025

### 1. Water Supply System – Village Bakki, Mansehra

In 2025, FWA successfully completed the Installation of Water Supply System Project in Village Bakki, District Mansehra, funded by the Government of Japan under the Grant Assistance for Grassroots Human Security Projects (GGP).

The project established a gravity flow water supply system to provide sustainable access to safe drinking water for more than 6,000 residents. Before the intervention, safe water was accessible to only 15% of the population. Following project completion, coverage increased to approximately 85%, significantly improving household water security and public health conditions.



#### Infrastructure Development of water supply system

The project included:

- Installation of 6,703 meters of GI pipeline across mountainous terrain
- Construction of a reinforced cement concrete (RCC) intake water tank at Manrki
- Installation of gate valves, air pressure valves, and related hydraulic fittings

All construction work was completed according to engineering quality and safety standards.

#### Community Ownership and Sustainability

Community participation played a central role in project success. Key sustainability measures included:

- Formation of a local WASH management committee
- Hygiene awareness sessions reaching 976 community members, primarily women
- Training community members on system operation and maintenance



- Appointment of a trained local water system operator
- Establishment of community contribution mechanisms to support operational costs

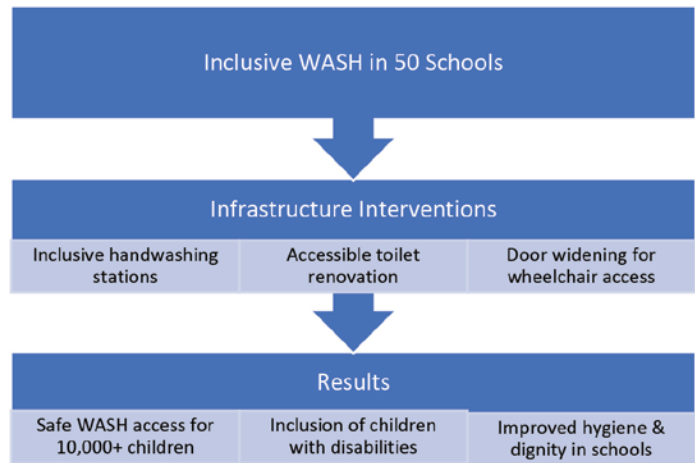
The system is fully functional and continuously supplying safe drinking water to beneficiary households. This project demonstrates FWA’s ability to implement complex water infrastructure in difficult geographical terrains while maintaining strong community ownership.



## 2. Inclusive WASH in Schools – ILMPact Program

In 2025, Friends Welfare Association (FWA) initiated an inclusive WASH component under the ILMPact Program to strengthen accessibility, safety, and disability inclusion within school WASH infrastructure across District Mansehra and Battagram.

The program is designed to promote equitable access to water and sanitation services for all children, particularly children with disabilities, by transforming existing school WASH facilities into accessible and inclusive infrastructure. Through this initiative, FWA aims to reach 50 public schools, directly benefiting more than 15,000 children, including children with disabilities.



During the initial phase, FWA conducted technical and financial feasibility assessments, accessibility audits, and detailed engineering design work to ensure compliance with inclusive infrastructure and universal accessibility standards.

The planned infrastructure interventions include:

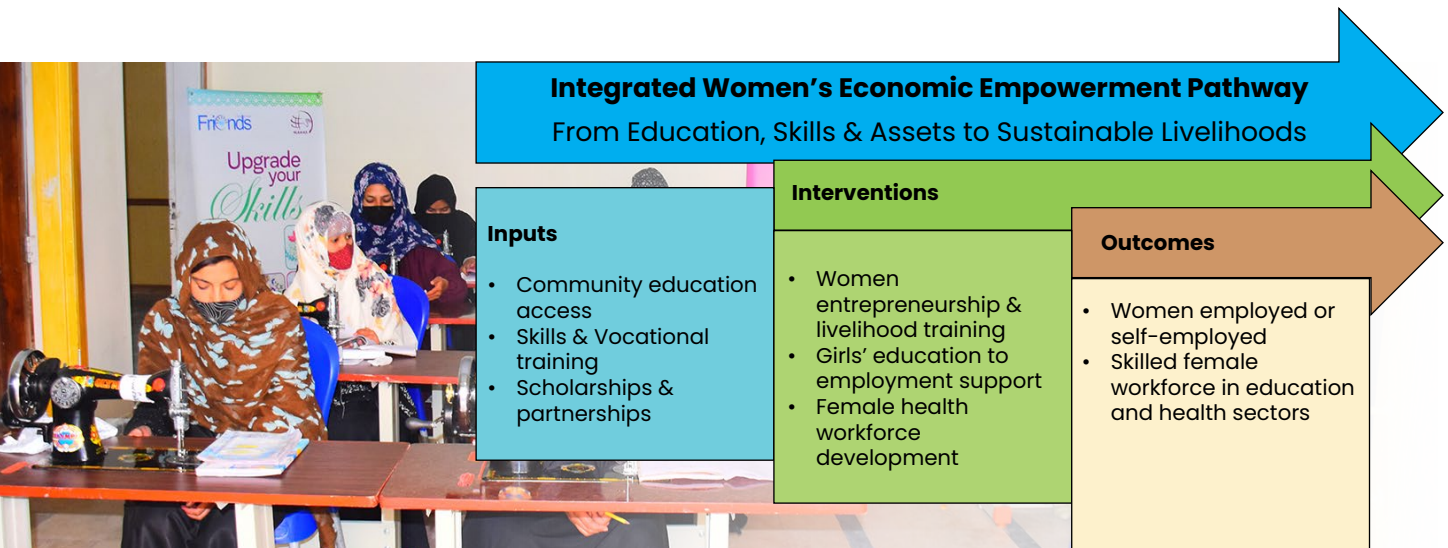
- Construction of disability inclusive handwashing stations
- Renovation of school toilet blocks to ensure full accessibility for children with disabilities
- Widening of toilet doors to enable wheelchair access
- Installation of low height drinking water taps and accessible water points
- Installation of grab bars and accessible commodes to support safe use by children with mobility challenges



# 4 | Socio Economic Development

FWA's Socio-Economic Development Program is a key pillar of its integrated development approach, aimed at strengthening livelihoods, promoting economic resilience, and expanding income opportunities for vulnerable communities in District Mansehra and Torghar.

The program focuses on practical pathways to economic participation, including vocational skills training, asset-based livelihood support, and education that leads to employment. Particular emphasis is placed on empowering women and marginalized groups to overcome barriers to income generation.



Through these interventions, FWA supports households in moving from economic vulnerability toward greater stability, self-reliance, and long-term community resilience.

## 4.1 Key Project & Achievements

### Vocational and Skills Development

FWA has delivered structured vocational training to over 1,000 young women and girls, equipping them with demand driven technical skills in sewing, tailoring, and embroidery.

The intervention was designed to enhance employability, expand income generation opportunities, and promote women's participation in local markets. Beneficiaries have leveraged these competencies to establish home based enterprises, diversify household income streams, and improve financial autonomy.



This initiative contributes to long term economic inclusion by strengthening productive capacities at the community level.

### **Carpet Weaving and Capacity Building Project**

In partnership with the Government supported initiative “Aik Hunar Aik Nagar (AHAN)”, FWA trained 60 families in advanced weaving techniques and facilitated direct market linkages to revive the traditional carpet weaving industry in Khyber Pakhtunkhwa.



The project strengthened household incomes while preserving valuable cultural craftsmanship, reinforcing the economic and cultural sustainability of participating communities.

**60** Families benefitted



### **Livestock Distribution Project**

With funding support from the Orskov Foundation, FWA distributed livestock to 87 rural families in Jabber Devli, providing a sustainable asset base for income generation. The intervention enhanced economic resilience by diversifying livelihoods and reducing dependence on irregular wage labor.



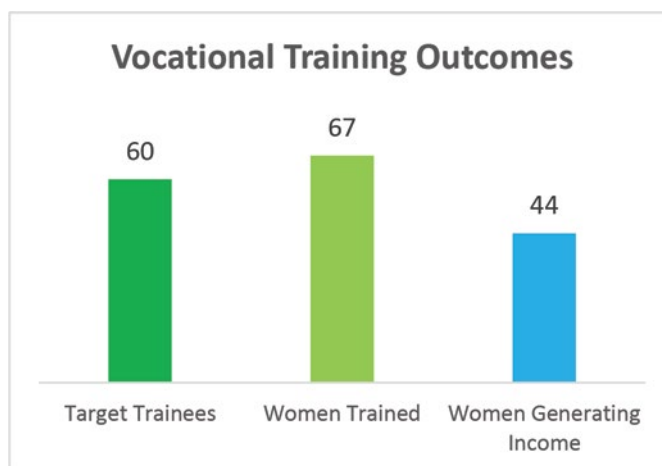
**87** Families benefitted

## **4.2 Key Initiatives and Results in 2025**

### **1. Empowering Women Through Vocational Skills for Livelihoods**

Friends Welfare Association (FWA), with support from YAYASAN TAQWA through MAHAR, implemented a Vocational Training Program to improve livelihood opportunities for young women in District Mansehra who had dropped out of formal education.

The program provided a six month structured training course in sewing and tailoring at the Vocational Training Institute in Ghazikot, Mansehra. The training focused on practical skills such as fabric cutting, stitching techniques, garment design, and production of shirts, trousers, and traditional dresses. Assessments were conducted under the supervision of the Skill Development Council (SDC) Peshawar, and successful trainees received nationally recognized certificates.



Through market-relevant skills and enterprise support, the program enables women to start home-based tailoring work, generate income, and contribute to their household economy.

## Key Results

- 67 young women successfully completed the training, exceeding the target of 60 participants.
- Graduates developed professional tailoring skills for self-employment and income generation.
- Linkages with Akhuwat microfinance created opportunities for small tailoring businesses.
- A Women Enterprise Development Committee (WEDC) was formed to provide business guidance and organize product exhibitions.
- 44 graduates secured tailoring orders for local events and community clients, generating their own income.

By equipping women with practical skills and linking them to market opportunities, the program strengthens women’s economic participation, household income, and local livelihood opportunities in rural communities

## 2. Developing Local Female Health Worker Resource

In the remote outreach communities of District Mansehra, the lack of female healthcare providers is not only a health crisis but a missed opportunity for female economic participation. To bridge this gap, Friends Welfare Association (FWA), supported by the Maria Helena Foundation (MHF), launched the Fazal Noor Bostan Khan Scholarship Program.



The program supports rural girls to pursue professional diplomas in Lady Health Visitor (LHV), Community Midwifery (CMW), and Certified Nursing Assistant (CNA). To date, 20 deserving students have received full scholarship support covering tuition, examinations, and clinical training, enabling them to complete their studies without financial interruption.

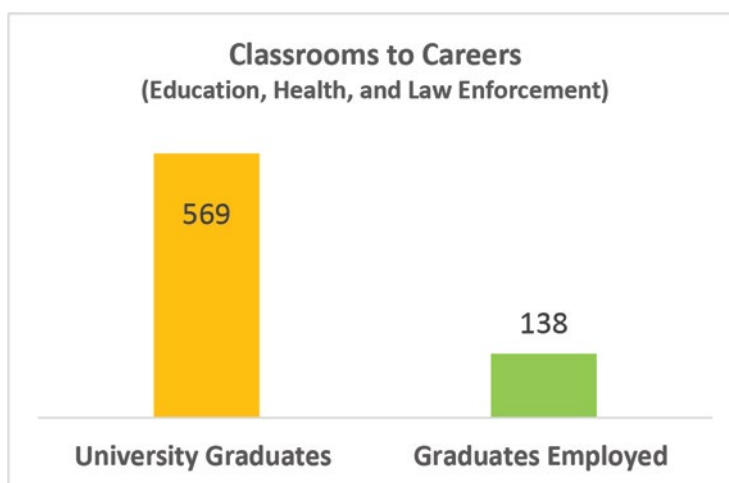


In 2025, the first batch of ten students successfully graduated, with seven already securing employment in hospitals and healthcare facilities in Mansehra. The remaining graduates are actively seeking placements.

Beyond improving access to maternal and primary healthcare, the program contributes directly to livelihood security by creating dignified, skilled employment opportunities for rural women.

## 3. Girls’ Education as a Pathway to Employment

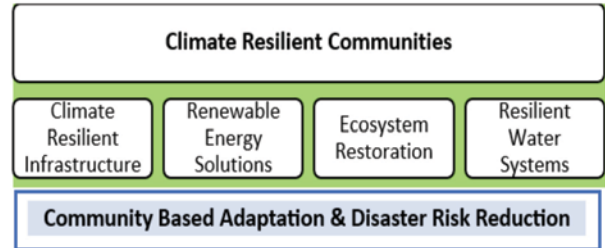
Since 2008, Friends Welfare Association (FWA) has expanded access to secondary and higher secondary education for girls in remote areas of District Mansehra and Torghar, where no post primary schools previously existed. The program has enabled girls to complete school and continue to university. So far, 569 girls have completed university level education, making them eligible for formal employment. Out of these, 138 graduates have secured jobs, mainly in the teaching sector, while others are serving in health services and police departments.



This initiative has moved beyond education access and is now contributing directly to local job creation. By enabling girls to reach higher education and enter the workforce, the program strengthens household incomes, increases women’s economic participation, and builds a qualified female workforce within rural communities

# 5 | Climate Action and Environmental Sustainability

Friends Welfare Association (FWA) continues its long term commitment to climate action and environmental sustainability by establishing climate resilient infrastructure, renewable energy solutions, ecosystem restoration, climate resilient water systems, and community based adaptation in climate sensitive regions of Khyber Pakhtunkhwa and AJK.



Through sustained engagement with communities, government stakeholders, youth, and civil society, FWA contributes to strengthening environmental resilience, improving access to clean energy and safe water, and promoting disaster preparedness among vulnerable populations.



## 5.1 Climate Resilient Infrastructure Development

FWA has supported the construction of climate responsive educational infrastructure in mountainous and disaster-prone areas. Over One hundred schools' buildings have been designed to withstand earthquakes, extreme weather, landslides, and flooding while providing safe learning environments for children. These green design features include energy efficient construction, natural ventilation systems, solar energy installations, rainwater harvesting, and environmentally safe waste management practices. Together, they ensure that the supported facilities are not only resilient to climate challenges but also sustainable and environmentally responsible.



## 5.2 Renewable Energy and Clean Energy Access

FWA promotes renewable energy solutions to improve energy access and reduce environmental impact in remote communities. Through its solarization program, 31 schools have been equipped with solar energy systems, improving energy reliability, reducing operational costs, and lowering dependence on fossil fuels.



## 5.3 Community Based Climate Adaptation and Disaster Risk Reduction

FWA supports community based disaster risk management and climate adaptation initiatives in flood, landslide, and earthquake prone districts. The organization works closely with School Management Committees, community organizations, women's groups, and youth volunteers to strengthen local preparedness and response capacity.

Capacity development initiatives focus on:

- Climate and disaster risk assessment
- Gender responsive local adaptation planning
- Nature based solutions for risk reduction
- Early warning and emergency preparedness systems
- Community evacuation and safety planning
- Strengthening local coordination and governance mechanisms

Through training sessions, awareness activities, and school based preparedness exercises, FWA promotes a culture of safety and resilience among children and communities.



## 5.4 Ecosystem Restoration and Environmental Conservation

Environmental restoration remains an important component of FWA's climate program. Through sustained plantation campaigns and community engagement, over 71,530 trees have been planted across Mansehra, Battagram, Torghar, and Abbottabad districts.

The plantation program promotes indigenous and fruit bearing species, engages schools and youth groups, and encourages community participation in environmental conservation. These efforts contribute to biodiversity protection, slope stabilization, and carbon sequestration in fragile mountain ecosystems.

In 2025, an additional 7,325 trees were planted, with active participation from students, women's groups, and community volunteers, further strengthening local environmental stewardship and community ownership of environmental protection initiatives



## 5.5 Climate Resilient Water, Sanitation and Hygiene (WASH)

FWA integrates climate resilient WASH solutions to address water scarcity and improve public health in vulnerable communities. Interventions include bore wells, dug wells, water filtration systems, and gravity flow water supply schemes designed for mountainous terrain.

In 2025, FWA completed a 9,337-meter gravity-flow water supply scheme in Union Council Bhogarmang, benefiting approximately 6,000 people. The system provides sustainable water access to remote households along with proving water for the sanitation facilities using natural gravity flow.



# 6 | Major Events of Year









# 7 | Financial Overview

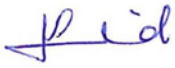
## FRIENDS WELFARE ASSOCIATION STATEMENT OF FINANCIAL POSITION AS AT DECEMBER 31, 2025

| ASSETS                                   | Note | 2025<br>Rupees    | 2024<br>Rupees    |
|--|------|-------------------|-------------------|
| <b>NON-CURRENT ASSETS</b>                |      |                   |                   |
| Operating fixed assets                   | 4    | 4,782,861         | 3,065,073         |
|  |      | 4,782,861         | 3,065,073         |
| <b>CURRENT ASSETS</b>                    |      |                   |                   |
| Advances, deposits and other receivables | 5    | 2,526,353         | 5,979,000         |
| Short term loan to employees             | 6    | 1,730,000         | 1,490,000         |
| Refundable Income Tax                    | 7    | 446,416           | 79,870            |
| Cash and bank balances                   | 8    | 25,326,749        | 15,919,581        |
|  |      | 30,029,518        | 23,468,451        |
| <b>TOTAL ASSETS</b>                      |      | <b>34,812,379</b> | <b>26,533,524</b> |
| <b>FUNDS AND LIABILITIES</b>             |      |                   |                   |
| <b>FUND</b>                              |      |                   |                   |
| General fund                             | SOCF | 8,392,099         | 3,845,434         |
|  |      | 8,392,099         | 3,845,434         |
| <b>NON-CURRENT LIABILITIES</b>           |      |                   |                   |
| Deffered grants                          | 9    | 16,863,808        | 7,301,402         |
|  |      | 16,863,808        | 7,301,402         |
| <b>CURRENT LIABILITIES</b>               |      |                   |                   |
| Accrued and other liabilities            | 10   | 9,556,472         | 15,386,688        |
|  |      | 9,556,472         | 15,386,688        |
| <b>TOTAL FUNDS AND LIABILITIES</b>       |      | <b>34,812,379</b> | <b>26,533,524</b> |
| <b>Contingencies &amp; Commitments</b>   | 11   | -                 | -                 |

The annexed notes (1) to (24) form an integral part of these financial statements.

  
EXECUTIVE DIRECTOR

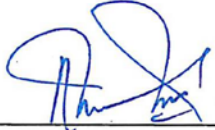


  
DIRECTOR

**FRIENDS WELFARE ASSOCIATION**  
**STATEMENT OF INCOME AND EXPENDITURE**  
**FOR THE YEAR ENDED DECEMBER 31, 2025**

| PARTICULARS                        | Note | 2025<br>Rupees | 2024<br>Rupees |
|------------------------------------|------|----------------|----------------|
| <b>INCOME</b>                      |      |                |                |
| Amortization of deffered grants    | 9    | 85,315,983     | 57,680,927     |
| Donations                          | 12   | 761,866        | 300,000        |
| Other income                       | 13   | 4,203,498      | 2,056,994      |
|                                    |      | 90,281,347     | 60,037,921     |
| <b>EXPENDITURE</b>                 |      |                |                |
| Direct programme cost              | 14   | (75,449,223)   | (47,158,828)   |
| Programme support cost             | 15   | (5,016,534)    | (1,867,261)    |
| Indirect programme cost            | 16   | (4,850,227)    | (8,632,710)    |
| Depreciation                       | 4    | (785,150)      | (795,240)      |
| Receivables from donor written off |      | -              | (679,630)      |
|                                    |      | (86,101,133)   | (59,133,669)   |
| <b>SURPLUS BEFORE TAXATION</b>     |      | 4,180,214      | 904,252        |
| Taxation - current                 | 17   | 366,450        | (25,713)       |
| <b>SURPLUS FOR THE YEAR</b>        |      | 4,546,664      | 878,539        |

The annexed notes (1) to (24) form an integral part of these financial statements. 9/50



**EXECUTIVE DIRECTOR**




**DIRECTOR**



## Friends Welfare Association Pakistan

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