



AIMING
CHANGE FOR
TOMORROW



ANNUAL REPORT 2021

AIMING CHANGE
FOR TOMORROW



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ABOUT THIS REPORT: Our annual report provides an overview of the work of Act-International from January 2021 December 2021. Financial figures are also a part of the report.

ABOUT ACT



Vision

A Tomorrow where everyone has opportunities to prosper



Mission

The mission of ACT is to empower communities to progress and be diversely resilient through promotion of people's engagement, capacity building and partnership focusing on children, youth and women.



Values

- ✓ Rights Based Approach
- ✓ Empowerment
- ✓ Non Discrimination
- ✓ Innovations
- ✓ Collaboration & Partnerships
- ✓ Gender Sensitivity
- ✓ Transparency

ACRONYMS

| | |
|-------|--|
| ACT | Aiming Change for Tomorrow |
| AJK | Azad Jammu & Kashmir |
| BISP | Benazir Income Support Program |
| CERP | Comprehensive Emergency & Relief Program |
| CWG | Child Wellness Grant |
| DPRR | Disaster Preparedness, Response & Recovery |
| GBV | Gender Based Violence |
| GDP | Gross Domestic Product |
| ICT | Islamabad Capital Territory |
| INGO | International Non-Governmental Organization |
| KPK | Khyber Pakhtunkhwa |
| KPTD | Khyber Pakhtunkhwa Tribal District |
| LHW | Lady Health Worker |
| LHV | Lady Health Visitor |
| LSBE | Life Skills Based Education |
| NADRA | National Database and Registration Authority |
| NCC | National Curriculum Council |
| NGO | Non-Governmental Organization |
| OSS | One Stop Shop |
| RHR | Reproductive Health & Rights |
| RKM | Research & Knowledge Management |
| SAP | Social Action Projects |
| SDG | Sustainable Development Goals |
| SOP | Standard Operating Procedure |
| TDP | Temporarily Displaced Persons |
| TOT | Training of Trainers |
| UNFPA | United Nations Population Fund |
| WET | Waseela-e-Taleem |
| WFP | World Food Program |
| WHO | World Health Organization |

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CHAIRPERSON MESSAGE

For much of humanity, the time since novel corona virus (COVID-19) erupted, the afterward years including 2021 was a year unlike any other. As COVID-19 has affected the world overall and people from every walk of life, impacting schools, corporations and all sort of businesses. For Human, being social animal, COVID-19 effected the element of togetherness, and even introduced new ways of living and work by keeping social distance. Although, in the year 2021, much has been done to overcome the effects of COVID-19 by vaccinating people and saving human lives, but shadows of this deadly virus are still haunting human by flaring up the new waves. And every time we wonder how the COVID-19 crisis will end, we think about the ACT's team, working in such difficult times to serve the humanity across the country. So, we hope this Annual Report conveys the courage, leadership and impact of our staff and volunteers on the front line. As our youth got effected multifaceted during this whole COVID-19 time, so ACT focused on restoring the well being of our young population in terms of equipping them with Life Skills Based Education (LSBE). ACT developed National Guidelines on LSBE, conducted trainings and dissemination workshops parallel to Pilot rollout of LSBE modules for Teachers, Children, Parents, and Community in far flung areas of Nowshehra and Mardan, KPK.



The hardships of current times remind me the time ACT has experienced in the past and the way it sailed through, coped up with the challenges and surfaced as nationwide organization of repute is commendable. ACT has worked drastically to change its thematic areas over the period of time to respond the need of the hour accordingly and broaden the scope to serve the humanity without any discrimination of cost, creed or religious divide. It has worked to reshape the lives of females, transgender and other marginalized communities of the society. ACT has worked on the empowerment of women by inclusion and empowerment of women across the country.

Furthermore, ACT's work in terms of creating awareness against Gender Based Violence (GBV) by educating men, women and youth is worth impacting. Youth has remained one of the prime focus in terms of its interventions to equip them with modern trends of education and living a prosperous life. Concluding the note for Annual Report 2021, I extend my special thanks to the Board members, all stakeholders, including our institutional donors, both public and private sector partners, their affiliated departments, relevant forums and above all our communities for their ownership and cooperation at all levels to shape our organizational vision of Aiming Change for Tomorrow.

CEO MESSAGE

“The success of this year evident what an independent ACT can do” There is no denying the challenge of COVID-19 we have faced over the past year and a half as individuals and communities, as an organization and workplace, and as a global society at large. At ACT, with most of our team working from home, we proved to be resilient. Our colleagues continued to serve the marginalized communities of Pakistan with excellence. we remained focused on innovation, and we continued to do whatever it took to keep the programs running. After COVID-19 pandemic, many of the old ways of doing things will not be the future ways. With ACT's national outreach, network, bespoke program development, broad based array of value-added services, the adaptation of technology, and relentless focus on program implementation, we are confident about the future of ACT.



During the year 2021, we have been directly engaged with federal and provincial education departments to develop a Single National Curriculum (SNC) by completing a quality education cycle; Curriculum, textbooks, teacher training, and assessment. As a result, we have incorporated age-appropriate and gender-sensitive Reproductive Health Rights(RHR) and Life Skills Based Education(LSBE) content in a complete quality education cycle, particularly in curriculum and textbooks for grade I-V. Furthermore, we implemented the idea of digital consultations during the development of SNC for the incorporation of RH and LSBE related content in the curriculum and provided support to federal and provincial ministries to establish video conferencing mechanisms with financial assistance of UNFPA. In addition, we developed and approved a technical guidebook on reproductive health through an evidence-informed approach, as well as; we also developed and published the LSBE teacher's training module and trained 350 public sector primary school teachers on LSBE in Punjab, KPK and ICT. Another ACT's prominent intervention during the year 2021 was the LSBE pilot rollout in two districts of KPK, in which 3200 participants (teachers, children, parents and community) through 128 sessions, were oriented on life skills-based education and its importance regarding child pedagogy and socialization.

During 2021, we have also developed Pakistan first ever LSBE supplementary material for in and out of school children with a topic “We are safe”, and guidelines for parents as well. Despite the disruptions and challenges in 2021, we have demonstrated our ability to deliver on our short-term commitments while executing our long term strategy as an independent, stable, and focused civil society organization. Let us all commit to work hard to bring change in the lives of the masses to give them a better tomorrow. I am looking at the rising sun of the new year, intending to plan, organize, and implement our programs for a better tomorrow of our generations.

ABOUT US

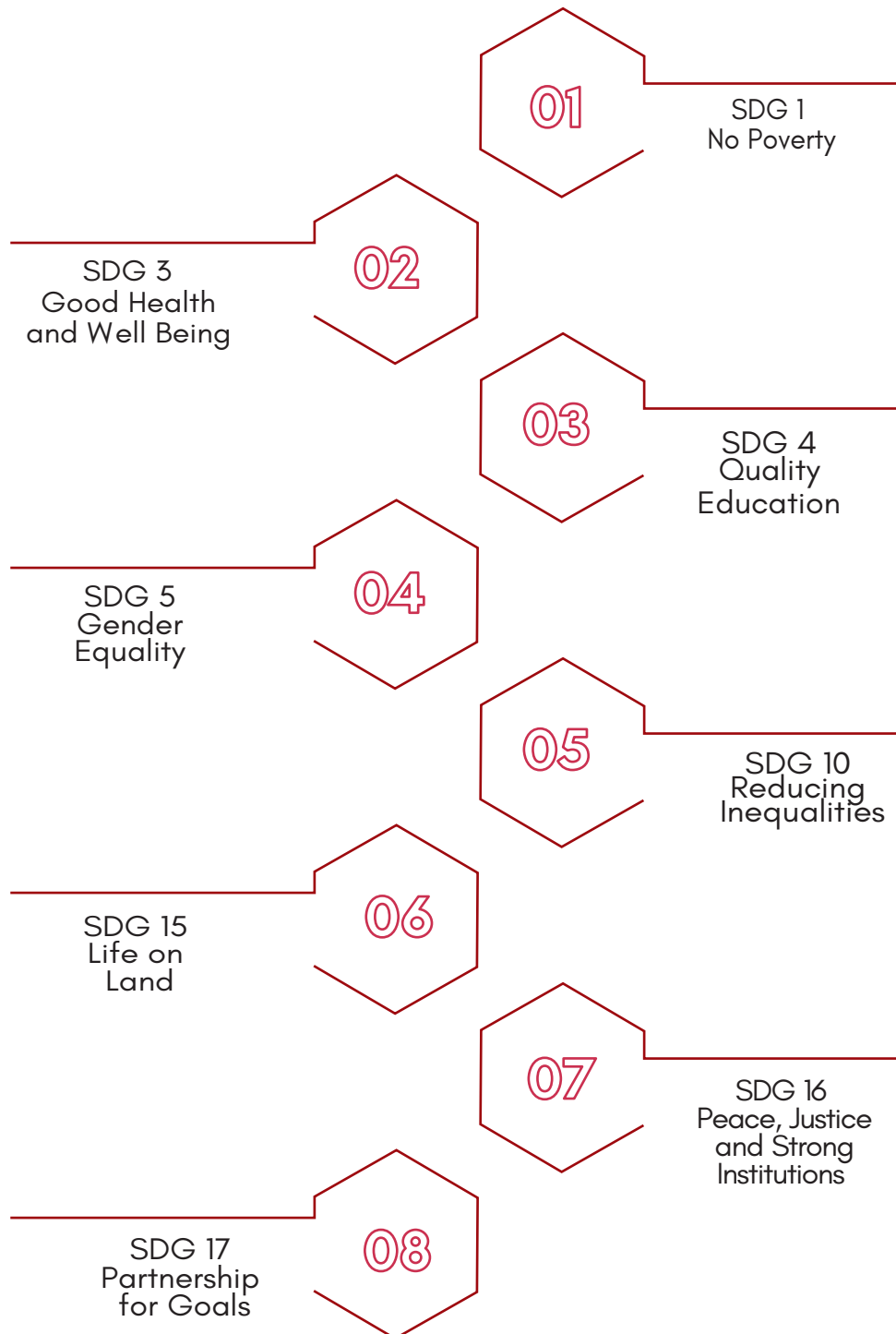
ACT International established on 8th March 2012 as a registered non-profit entity under the Societies Registration Act 1860. It is certified from PCP, member of CHS, SUN Alliance, Better Cotton Initiative (BCI), Men Engagement, and CRM having its areas of operation in all Provinces and Regions (AJ&K, GB) of Pakistan. The Organization is working on diverse thematic areas including; Social Protection , Youth Development and Gender Mainstreaming with a special focus on Education, Health and Nutrition, Democratic Governance & Empowerment (DGE), Disaster Preparedness, Response and Recovery (DPRR), and Research & Knowledge Management (RKM). The organization has focused on workable methods and approaches in the local context and devised such practices which could be useful in the national, regional or local context. ACT International primarily empowers down trodden communities of proactive citizens engaged in self-development with the support of and working together with, government institutions and the rest of civil society. Our Board of Directors is a diverse group united by a desire to identify and mobilize resources that help marginalized families to get empowered. With a focus on community capacity building, we volunteer countless hours and leverage our group's collective power to support initiatives that empower people. We have contributed to the lives of thousands of women, children and other marginalized segments of the society through various interventions, activities and projects. The organization has contributed to several thematic areas and has ensured sustainable and community owned development.

OUR APPROACH

The ACT has always strived to pioneer the development approaches while applying them in various outreach areas and gaining hands-on experience of the methodology to ascertain their correctness and applicability. It structured the organization's thematic areas and functional approach from the inception stage. The initial thematic areas focused on Social Protection, Education, Health and Nutrition, Environment, Livelihood, and Disaster Preparedness, Response & Recovery (DPRR) and Research & Knowledge Management (RKM). The ACT has always taken youth and gender as cross-cutting themes in all activities. The critical working approach involved the social mobilization of communities across the country. With the learning in field, ACT strategically changed the thematic field through restoring its efforts for ensuring sustainable development. As a result, the thematic areas were revised and currently comprised of the following



FOCUSED SDGs



KEY SUCCESSES IN CREDIT

Education

1.3 Million

OOSS Child enrollment

01

Women Empowerment

16814

sessions on women empowerment

02

Health & Nutrition

Trained health officials in **04 provinces**

03

Research & Knowledge Management

Comprehensive surveys of

10 Districts

of KPK

04

Early Recovery

TDPs provided livelihood grants

05

Youth Development

Annual National Youth Summit

06

Social Protection

Established Helpline For Gbv

Trained **600** Police Officials on GBV

07

Democratic Governance & Empowerment

Formed **36,000** women headed beneficiaries committees

Trained **900,000** BISP beneficiaries

08

Resilience & Community Empowerment

Mobilized **3 million** beneficiaries

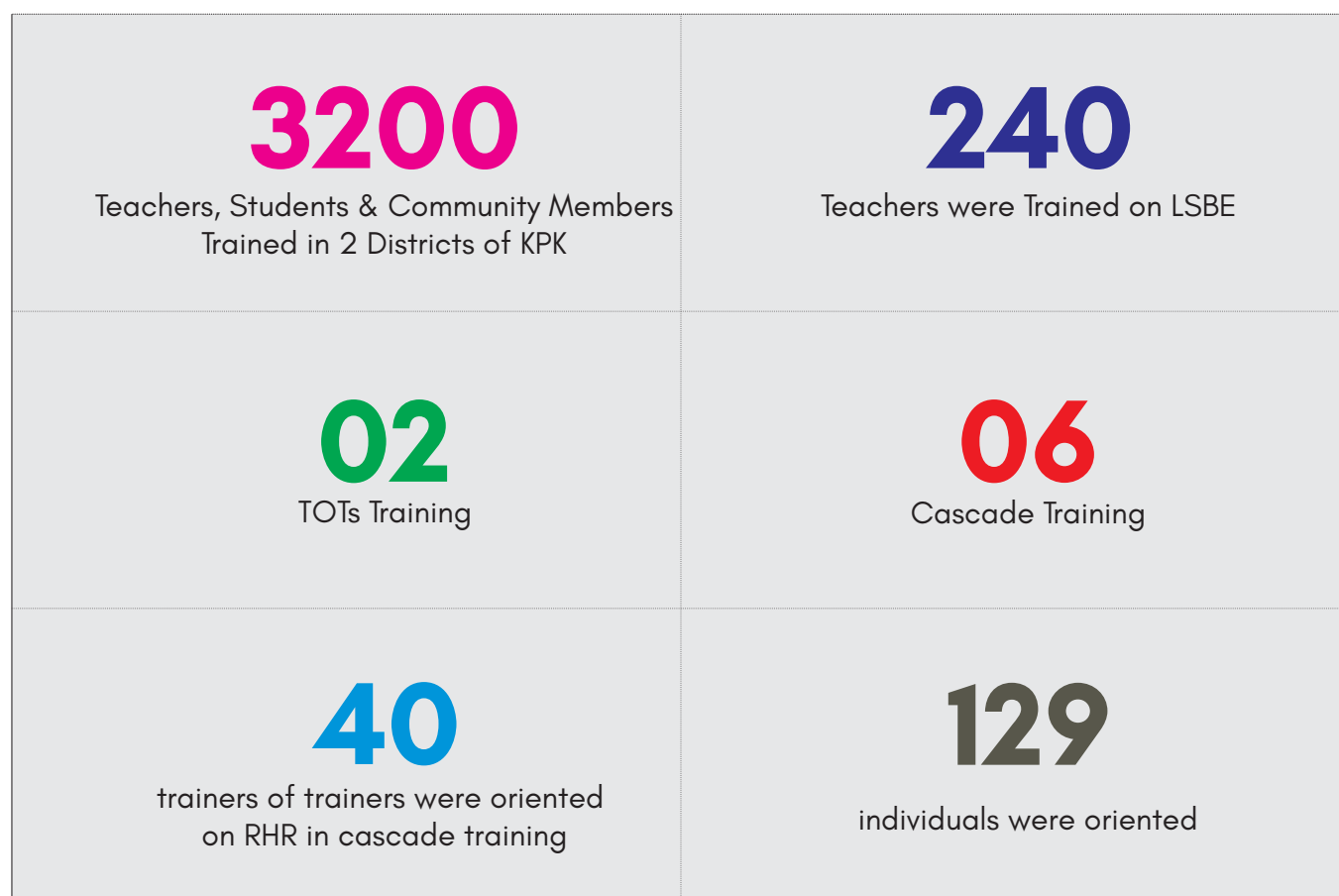
09

BRIEF UPDATES OF THE YEAR 2021

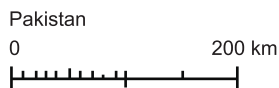
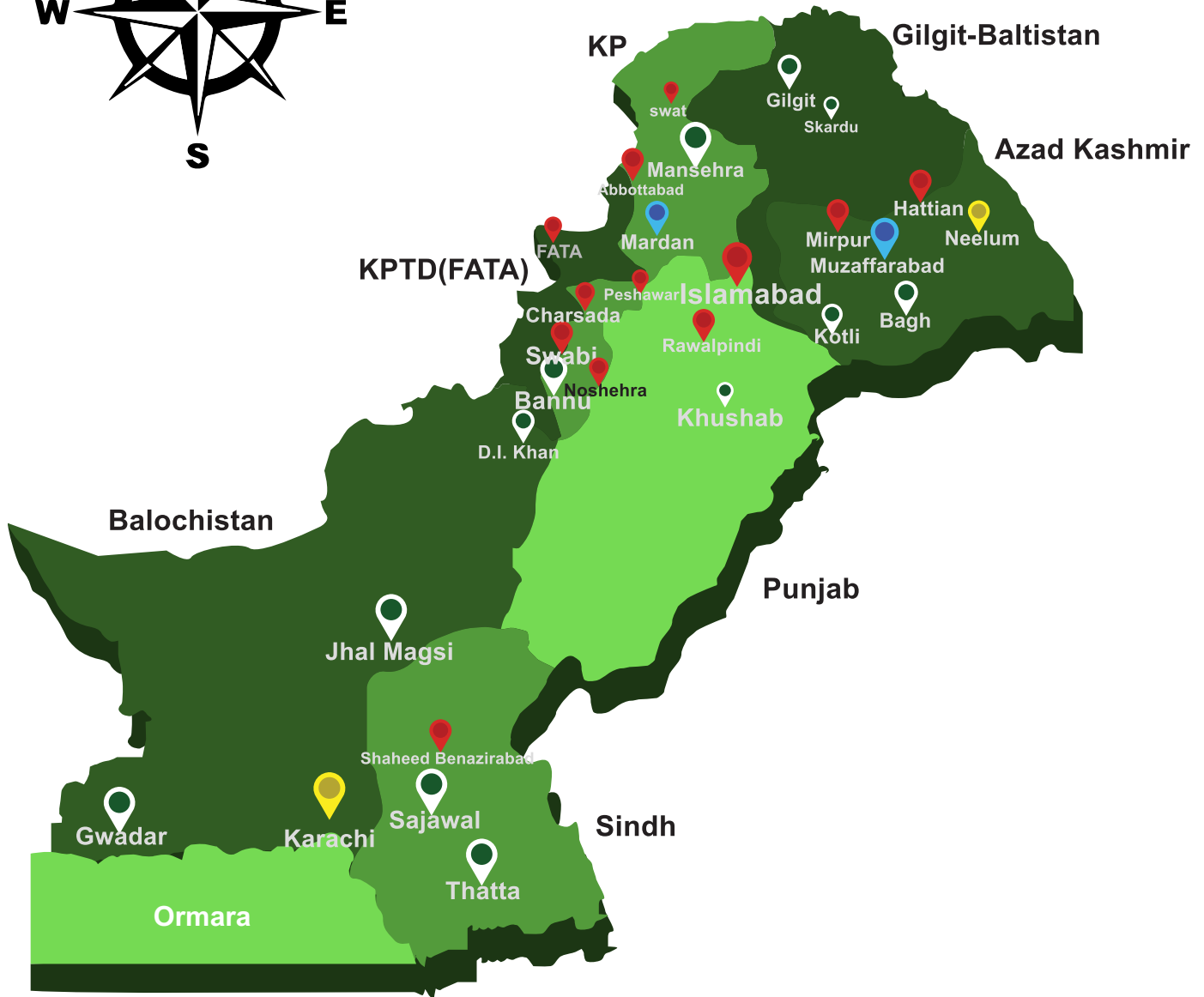
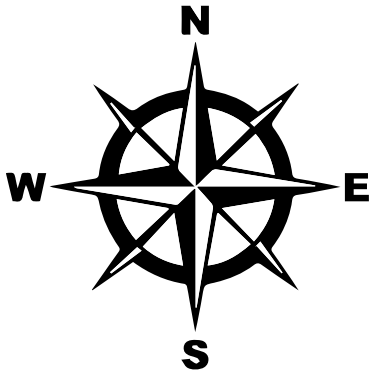
Though the year 2021, passed through suffering of backlashes of COVID-19 eruption, despite that we, Aiming Change for Tomorrow (ACT), put our utmost efforts to serve humanity at above the par.

We conducted Life Skills Based Education (LSBE) dissemination workshops across the country including AJK and GB. ACT successfully conducted Pilot roll out of LSBE in KPK and oriented 3200 individuals comprised of Students, Teachers, Community and Parents. Furthermore, teacher trainings were conducted across the country and 240 teachers were trained on LSBE content.

The focus area of 2021 was trainings on Reproductive Health & Rights (RHR) which contained 2 ToTs followed by 6 cascade trainings which were conducted for the masses of four provinces, AJK and GB. As a sum, 40 trainers of trainers were oriented on RHR and in cascade trainings 129 individuals were oriented about the content.



GEOGRAPHICAL OUTREACH



- Existing Operational Presence(1)
- Outreach Working Exposure (26)
- Proposed Future Strategic (6)
Outreach (2020-21)

Risk Communication & Engagement Programme-EPI-AJ&K

The Pandemic COVID-19 has effected all of us and raised an unprecedented health challenge as well. With the help of our volunteers and staff, we decided to to create awareness among masses to help them fight against it. With the support of Risk Communication & Engagement Programme EPI-AJ&K, ACT reached out more than 1,000 people in AJ&K, shared live-saving COVID-19 prevention tips and raised awareness.

As of April 2021, the impact of third wave of COVID-19 hit all across AJK, however high prevalence of active cases existed in district Muzaffarabad, Jehlum Valley, Poonch, Mirpur, Kotli and Sudhnoti. The threat of spread of pandemic was expected to be escalated during Ramadan and needs immediate attention and certain measures need to be taken to overcome and control the situation well in time.

The focus of the activity was on engaging and mobilizing families and homes, people in business centers and social environments, and religious gatherings to follow COVID-19 SOPs and educate them on benefits of COVID-19 vaccination. The project focused on 6 districts of AJK including; Muzaffarabad, Jehlum Valley, Poonch, Sudhnoti, Kotli and Mirpur. These six districts were divided into 02 Zones (North and South comprising 03 districts each). So the total of 16 tehsils of 06 districts were selected for target intervention.

During the activity, 1046 face to face meetings were held with Imam masjid/khateeb and masjid committee in 06 districts of AJK followed by signing of Letters of Understanding(LOU), banners were displayed at Masjid and 1046 IEC baskets were distributed. Some of the meetings were also held with Trade unions and elderly community members in selected districts to discuss/highlight prevention strategies. As a result, 53 Letters of Commitments (LOC) with trade unions and community were signed respectively. Furthermore, information material contained of 2500 stickers and 1000 banners were distributed/ fixed in main public gathering and entry points of main markets while 2031 microphone announcements in 1046 mosques of AJK were made along with radio spots to follow COVID-19 SOPs and educate them on benefits of COVID-19 vaccination.



Life Skills Based Education(LSBE)

The government of Pakistan has signed relevant international treaties such as the Convention on the Rights of Children(CRC) , which focuses on Life Skills Based Education (LSBE) for school children and adolescents. Accordingly, the LSBE was officially made part of some national policies such as Pakistan's Youth Policy and National Education Policy. To further strengthen the government of Pakistan's relevant institutions and build the capacity of policymakers on the inclusion of LSBE in Single National Curriculum(SNC), UNFPA and ACT International partnered for joint interventions. Accordingly, during the year 2020, the UNFPA, in partnership with ACT & National Curriculum Council (NCC) initiated the program interventions.

A multipronged program was initiated by UNFPA and ACT International to engage the National Curriculum Council (NCC) and Ministry of Federal Education and Professional Training (MoFE-PT) for inclusion of the LSBE in SNC. The program involved capacity-building support to NCC and national & provincial educationists and policymakers of provincial education departments on LSBE, its importance, and inclusion in the mainstream education system through NCC. The accomplishments made so far are

- ✔ Established and notified National Task Force for the inclusion of LSBE in SNC
- ✔ Teachers were trained from ICT, AJK, and GB through a series of training events for teaching LSBE in schools in keeping with the LSBE-aligned SNC
- ✔ Developed National Guidelines on LSBE
- ✔ LSBE Dissemination Workshops
- ✔ Developed Training Manual for Teachers on LSBE
- ✔ Pilot Rollout of LSBE guidelines

Pilot rollout

After developing guidelines and training modules for Children, Teachers, Parents and Community, the content was pilot tested in the two districts of KPK i.e Nowshera and Mardan in 2021. In close coordination with education department, the activity was performed by having 130 sessions to enlighten 3254 participants in total comprised of Children, Teachers, Parents & Parents having an inclusive approach for male, female, transgender, people with disabilities and Out Of School Children(OOSC).

LSBE and children

The prime focus of imparting LSBE was the Children of age in between 9-10 years and enrolled in 4th and 5th grade so the module was prepared to orient them about life skills. During the pilot-roll out, trainers focused on important LSBE components i.e; creative thinking, decision making, communication skills, problem solving, and coping with different pressures. Sessions were activity based and had inclusive approach to facilitate children with both genders and PWDs.

A total of 32 sessions were conducted to impart LSBE to 820 Children.

LSBE and parents/community

The parents, family, peers, and community play an instrumental role in children's physical and emotional development. A parent is their child's first teacher and should remain their best teacher throughout life. So it was important to include them to teach about LSBE so during the pilot roll-out, 24 sessions were conducted for parents and community and the number of participants were 600 each respectively. In the roll-out sessions, parents and community were educated about; their role in child development, knowledge & importance of LSBE and how to enhance these skills. Furthermore, the sessions were activity based and handouts of the content was also provided to the participants.

Parents specifically were taught about how; they are role model for their kids, to prepare kids for future challenges, to provide safe and conducive learning environment to children, to encourage social interactions, and to avoid punishment .It was also focused to teach parents to how to monitor the social media and internet activities of children and to protect them from potential harm.



LSBE and teachers

Teachers are the most important stakeholder among the others and have a critical role in child education and development so during the roll-out, the number was kept greater i.e; 800 to be oriented about LSBE. During the session, Teachers were oriented about current situation of education sector in Pakistan, difference between child-centered & teacher-centered teaching method, and characteristics of effective teachers including positive attitude, high expectations from students, creative thinking and helping students to resolve the problems. The sessions were activity based parallel to the lectures provided by the trainers. The relation of LSBE with SNC and its incorporation in the curriculum was also oriented to the participants.

CASE STUDIES

During the Pilot Rollout of LSBE for Teachers in Bikat Ganj Mardan, a teacher Anila mentioned a case of a girl in her school who was very active and energetic but suddenly lost her zeal and charm. When I started noticing her in down state of mood so called her and given an activity to make her feel better. I inquired about the reason for being down and quite so she said that on the way back to her home from school, a boy harasses her every day, but she can't share it with her family as they will suspect her for being accomplice. I went to her home, meet her mother and explained the situation with an advice to maintain a friendly relation with her kids and conducive environment at home so that children should not be afraid to share their concerns and issues. Mother of victim realized the situation, resolved he concerns, and now she visits the school regularly to inquire about her daughter. Further she said that such sessions should be held to keep people aware of the situation and kids specially girls should be protected from any potential abuse and harm.



Reproductive Health & Rights (RHR)

Each one of us have a right of wellbeing in this world which is the basic premise of human rights across the globe. Human rights are the basic protections and entitlements due to every human being which includes right to; food and shelter; education; health; civic participation and expression; and treatment with respect & dignity. Universal Declaration of Human Rights (UDHR) has 30 articles which also includes Reproductive Health & Rights(RHR) including matters related to body, fertility and reproduction. RHR were first articulated in 1994 at the International Conference on Productive Development (ICPD) in Cairo, Egypt and defined as a state of complete physical, mental and social well-being.

In Pakistan, we are now 5 folds of population since 1947 and population is still increasing 2.1% each year. Pakistan is having; high fertility rate in the region with an average of 3.6 births per women; highly gender inequality; domestic violence; sexual violence and harmful practices.

Young people clearly lacks resources to access information and skills that will promote healthy choices and behaviors in life. Keeping in mind the above scenario, Aiming Change for Tomorrow (ACT) with support of UNFPA initiated the project to create awareness among youth so training of trainers for young leaders was conducted who worked as master trainers to conduct cascade training of youth from their areas.

For this purpose, an RHR handbook as a reference document was developed, translated into Urdu for easy understanding of all participants. In 2021, 2 ToTs followed by 6 cascade trainings were conducted by ACT across the Pakistan. In total, 40 Trainers of Trainer were oriented about RHR having a good gender ratio of 18:18:4 comprising female, male and transgender. While the cascades were held in Islamabad, Lahore, Karachi and Quetta which enlightened 129 people from different age groups and race of life having gender ratio of 69:58:2 comprised of female, male and transgender. It was also kept in consideration to include people from different caste, creed and religions so there were participants from religious minorities, including Christians and Hindus. Many of the participants worked for some organizations as head of youth organizations or deputy team lead, but senior fellows were there during the cascade. The purpose of this whole practice was to create awareness on sexual reproductive health and rights, builds capacities of the youth-led organizations, and enables youth on the community level to make informed decisions regarding their reproductive health and life. The details of each event are mentioned below.

TOT 2

The Training of Trainers (ToT) was held at Regional Training Institute (RTI), Family Planning Association of Pakistan (FPAP) Lahore in the mid-week of February 2021. Total 22 participants attended the training 6 from AJK, 10 from Punjab and 6 from GB. There were total 9 male and 10 females' participants. A transgender and two disable females also participated from Lahore. There was representation from Punjab (46%) AJK (27%)and GB (27%).

CASCADE

A series of cascade training (total 3 events) on RHR was held at Islamabad and RTI of Rehumna, FPAP Lahore in February and March 2021. Total 63 participants attended the training including 10 from AJK, 23 from GB, and from 30 Punjab. Ratio of female, male and transgender is 47:24:2. There were 2 participants from religious minorities i.e. Christians. The professions were diversified for example medical doctors, lawyers, lecturers, artists, sales and marketing staff, finance managers and field workers from different NGOs.



ToT 3

The Training of Trainers (ToT) was held at Ramada Plaza, Karachi in the mid of June 2021. Total 18 participants attended the training 10 from Baluchistan and 8 from Sindh. There were total 10 male, 6 females and 2 transgender also participated from Sindh and Baluchistan.

Cascade

A series of cascade training (total 3 events) on RHR were held at Karachi 2 events and Quetta (1 event) Total 66 participants attended the training including 45 from Sindh, and from 21 Baluchistan. Ratio of male and female is 34:32. There were 12 participants from religious minorities i.e. Christians, and Hindus.

CASE STUDIES

I Hafsa Noor, core member at Youth Advocacy Network was selected for 10 days Residential Training of Trainers on Reproductive Health & Rights,(RHR) organized by UNFPA Pakistan and ACT International. I already had the knowledge on RHR but did not know how training is conducted. I learned about training methodology in detail. Other than the trainers, manual and module provided by ACT and UNFPA was a great help as it provided us basic skills to replicate the training at community level as well. Trainers and facilitators made the environment very youth friendly and safe for all of us as RHR is a very sensitive topic. Terminologies and language used by trainers (also in module and manual) was understandable. I would like to specially mention the Urdu translation of training manual as it helped me in understanding the local terms for RHR related topics as knowledge of local language and terms is important for a good trainer. At the end of ToT I got selected as Master Trainer for Cascade 3. Training methods and techniques we acquired from ToT were great help in agenda setting and providing the training to participants. Manual, Modula and Trainer (Ms Riffat Shams) helped in agenda, content and activities for Cascade 3. I worked with an amazing team and everything went smoothly. Trainers and the team provided by ACT were friendly and supportive. Participants not only connected but learned from each other in ToT and Cascades. My experience of being trained and then training other participants has gone wonderful and full of new learning. I am thankful to trainers, facilitators and team who put the effort to make TOT and Cascade happen.



AIMING CHANGE FOR TOMORROW (ACT) INTERNATIONAL
STATEMENT OF FINANCIAL POSITION
AS AT JUNE 30, 2021

| ASSETS | NOTE | 2021 <u>RUPEES</u> | 2020 <u>RUPEES</u> |
|--|------|-----------------------|-----------------------|
| NON-CURRENT ASSETS | | | |
| Property, plant & equipment | 4 | 863,020 | 1,003,765 |
| Intangible assets | 5 | 200,000 | 280,000 |
| Security deposits | 6 | 140,000 | 384,583 |
| | | 1,203,020 | 1,668,348 |
| CURRENT ASSETS | | | |
| Advances, prepayments & receivables | 7 | 321,792 | 1,907,084 |
| Cash & cash equivalents | 8 | 13,264,137 | 4,345,868 |
| | | 13,585,929 | 6,252,952 |
| TOTAL ASSETS | | 14,788,949 | 7,921,300 |
| FUNDS & LIABILITIES | | | |
| FUNDS | | | |
| Accumulated (deficit) | 9 | (7,592,043) | (18,349,255) |
| Restricted funds | 10 | 17,232,604 | 20,795,921 |
| | | 9,640,560 | 2,446,666 |
| NON-CURRENT LIABILITIES | | | |
| Deferred income | 11 | 171,512 | 263,531 |
| CURRENT LIABILITIES | | | |
| Accrued & other payables | 12 | 4,976,877 | 5,211,103 |
| CONTINGENCIES & COMMITMENTS | | | |
| | 13 | - | - |
| TOTAL FUNDS & LIABILITIES | | 14,788,949 | 7,921,300 |

The annexed notes from 1 to 20 form an integral part of these financial statements.

**AIMING CHANGE FOR TOMORROW (ACT) INTERNATIONAL
INCOME & EXPENDITURE ACCOUNT
FOR THE YEAR ENDED JUNE 30, 2021**

| PARTICULARS | NOTE | 2021 <u>RUPEES</u> | 2020 <u>RUPEES</u> |
|---------------------------------------|------|---------------------------|---------------------------|
| INCOME | | | |
| Grants received | 14 | 48,215,295 | 49,649,488 |
| Less: Spent from own sources | 10.1 | (1,243,288) | - |
| Less: Transferred to restricted funds | 10.1 | (12,585,152) | (1,917,291) |
| Grant income | | 34,386,855 | 47,732,197 |
| EXPENDITURE | | | |
| Project expenditure | 15 | 35,630,143 | 47,732,197 |
| Administrative expenses | 16 | 5,491,878 | 7,791,171 |
| | | 41,122,021 | 55,523,368 |
| (Deficit) for the year | | <u>(6,735,166)</u> | <u>(7,791,171)</u> |
| Other income | 17 | 92,019 | 92,019 |
| NET (DEFICIT) FOR THE YEAR | | <u><u>(6,643,146)</u></u> | <u><u>(7,699,152)</u></u> |

The annexed notes from 1 to 20 form an integral part of these financial statements.

AIMING CHANGE FOR TOMORROW (ACT) INTERNATIONAL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2021

| PARTICULARS | NOTE | 2021 <u>RUPEES</u> | 2020 <u>RUPEES</u> |
|---|------|-----------------------|-----------------------|
| CASH FLOW FROM OPERATING ACTIVITIES | | | |
| Net (deficit) for the year | I&E | (6,643,146) | (7,699,152) |
| Adjustment of non-cash items: | | | |
| Depreciation on operating fixed assets | 4 | 305,735 | 363,927 |
| Amortization of intangible assets | 5 | 80,000 | 80,000 |
| Prior year adjustments | SCF | 17,400,358 | 458,000 |
| Deferred income | 11 | (92,019) | (92,019) |
| Operating cash flow before working capital changes | | 11,050,927 | (6,889,244) |
| Changes in working capital: | | | |
| (Increase) / Decrease in current assets: | | | |
| Advances, prepayments & receivables | | 1,585,292 | 12,379,678 |
| Increase / (Decrease) in current liabilities: | | | |
| Accrued & other payables | | (234,226) | (3,817,017) |
| Net changes in working capital | | 1,351,066 | 8,562,661 |
| NET CASH FLOW FROM OPERATING ACTIVITIES | | 12,401,994 | 1,673,417 |
| CASH FLOW FROM INVESTING ACTIVITIES | | | |
| Purchase of property, plant & equipment | 4 | (164,990) | (244,075) |
| Receipt / (Payment) of security deposits | | 244,583 | (38,583) |
| NET CASH FLOW FROM INVESTING ACTIVITIES | | 79,593 | (282,658) |
| CASH FLOW FROM FINANCING ACTIVITIES | | | |
| Restricted fund - net | 10 | (3,563,318) | 1,917,291 |
| NET CASH FLOW FROM FINANCING ACTIVITIES | | (3,563,318) | 1,917,291 |
| NET CHANGES IN CASH & CASH EQUIVALENTS | | 8,918,269 | 3,308,050 |
| Cash & cash equivalents at the beginning of the year | | 4,345,868 | 1,037,818 |
| CASH & CASH EQUIVALENTS AT END OF YEAR | | 13,264,137 | 4,345,868 |

The annexed notes from 1 to 20 form an integral part of these financial statements.

**AIMING CHANGE FOR TOMORROW (ACT) INTERNATIONAL
STATEMENT OF CHANGES IN FUNDS
FOR THE YEAR ENDED JUNE 30, 2021**

| PARTICULARS | NOTE | Restricted Funds | Accumulated Surplus / (Deficit) | Total |
|------------------------------------|------|---------------------|---------------------------------------|------------------|
| | | RUPEES | RUPEES | RUPEES |
| Balance as at July 01, 2019 | | 18,878,630 | (11,108,103) | 7,770,527 |
| Transferred during the year | 10.1 | 1,917,291 | - | 1,917,291 |
| (Deficit) for the year | | - | (7,699,152) | (7,699,152) |
| Prior year adjustment | | - | 458,000 | 458,000 |
| Balance as at June 30, 2020 | | 20,795,921 | (18,349,255) | 2,446,666 |
| Transferred during the year | 10.1 | 12,585,152 | - | 12,585,152 |
| (Deficit) for the year | | - | (6,643,146) | (6,643,146) |
| Funds spent from own sources | 10.1 | 1,243,288 | - | 1,243,288 |
| Prior year adjustment - Others | | - | 8,600 | 8,600 |
| Prior year adjustment | 10.1 | (17,391,758) | 17,391,758 | - |
| BALANCE AS AT JUNE 30, 2021 | | 17,232,604 | (7,592,043) | 9,640,560 |

The annexed notes from 1 to 20 form an integral part of these financial statements.

INSTITUTIONAL CAPACITY

Aiming Change for Tomorrow (ACT) is a registered Pakistani not for profit Organization under the Societies Registration Act 1860. ACT is also accredited by Pakistan Centre of Philanthropy(PCP) and have a valid MoU with Economic Affairs Division(EAD). Organization is the member of international and national alliances, networks, and consortiums, such as Scaling Up Nutrition(SUN) Alliance and Core Humanitarian Standards Network(CHSN), Better Cotton Initiative (BCI), Men Engagement, and Child Rights Movement Pakistan. ACT has footprint of work spread over 40 district of all provinces and regions of Pakistan including far flung and challenging districts of Merged Areas, Chitral, AJK, and Gilgit Baltistan. ACT has well developed policies, procedures, Standard operating procedures, and controls in place to mitigate fiduciary risks. We have policies for HR & Admin, Procurement and Assets Management, Gender & Child Protection, and Conflict of Interest and Anti-fraud and Theft procedures in place. The organizations possess strong human and institutional capacity mainly around social mobilization and public information campaigning, capacity building, innovative program formulation in consultation with public and private sector. We have a successful track record of partnerships with a variety of government departments and ministries in KP, AJ&K, Baluchistan, Sindh, Punjab, GB and with the Federal Government.

ACT has Pilot tested Waseela-e-Taleem program (WeT) as a part of Benazir Income Support Programme(BISP) funded by DFID. As conditional cash transfers to enroll 1.3 million children mainly girl students- out of school children (OOSC) into government schools in partnership with Ministry of Education and Education departments and private education service providers initially in 05 districts and re-tested in 24 districts of Pakistan from all provinces and regions. WeT became a flagship project of the BISP and is now operational in over 100 districts of the country. Major stakeholders of WeT were children, women, school teachers, and education managers. The major outcome of pilot test included development of a comprehensive program strategy, its institutional framework, requisite SOPs and operational and training modules. Based on findings and recommendations of the pilot program in five districts WeT was scaled up in 24 districts.

ACT has designed and implemented the Pilot Early Recovery Program for the return, resettlement, and registration of families in merged districts. This project was being implemented with the support of EAD, FDMA, NADRA, National Bank and with the financing of World Bank Group to engage women. Children, and families of 05 newly merged districts of KP (FATA agencies) by formulating social mobilization strategy, public information campaigning protocols, first ever media habit survey, communication strategy and SOPs for operations of the program. As a result, ACT reached 4,07,360 Women TDPs/Non TDPs who received child wellness and livelihood support grants.

ACT in partnership with Social Welfare and Women Development Department KP, has worked on the pilot project on the Gender Based Violence (GBV) response mechanism by formulating a framework of service provision both at demand and supply side. A comprehensive program package was developed and institutionalized upon two years' learnings of pilot test. Resultantly, provincial level helpline was institutionalized and all its relevant structures and operations were sustained in the local Annual Development Plan.

ACT in partnership with National Curriculum Council (NCC) developed a strategic road map for the meaningful engagement of public and private sector education service providers for developing the Single National Curriculum (SNC) and produced national guidelines on Life Skills Based Education (LSBE). Resultantly, national guidelines on LSBE are approved by federal and provincial governments and capacity building initiatives has been rolled out in 2 districts of KPK i.e Nowshera and Mardan oriented 3200 stakeholders including 800 Teachers, 600 Children, 400 Parents and 400 Community members including PWDs and Transgender. With the technical and financial support of UNFPA, ACT is looking forward to spread the span of LSBE Pilot rollout across the country including two regions through comprehensive teacher training program.

BOARD OF DIRECTORS



Mr. Saeed ul Hassan
Chairman Board of Directors

Mr. Saeed ul Hassan holds a master's degree in English Literature from the University of Punjab, Lahore and He is a seasoned leader in the social development sector and is the former Executive Director of (HDF), Mr. Saeed has worked with Oxfam Great Britain and was one of the key contributors in developing strategic alliances, partnerships, expanding organizational funding portfolio, and has been actively engaged in rethinking redefining the organization's core strategic priorities in Pakistan. Representing a leading national level in the past, the first South Asian winner of Common wealth Education Good Practice "Special Nomination" Award and Govt. of Malaysia CEGPA and was the Chair of the first ever Children Parliament 5-16 age group of Pakistan.



Mr. Mubashir Nabi
Founder President

Mr. Mubashir Nabi holds two master's degrees in Rural Development as well as in Economics. He specializes in community mobilization with a particular perspective of forming institutions, linking them up with donor organizations, and facilitating the BODs of these institutions to envision from the standpoint of institutional development in their local perspective. Being an associate of MDF Holland, he contributed widely to strengthening national & regional level institutions through capacity-building initiatives linked with microfinance and infrastructure. He was also amongst the pioneer professionals who initiated the NRSP and contributed to its growth and expansion. He was also part of the formation of the Human Resource Development Network, which sets a milestone in the history of capacity-building endeavors in Pakistan.



Dr. SHEHZAD ALI KHAN

Dr. Shahzad Ali Khan is a medical graduate of King Edward Medical College Lahore and he also holds MBA with Majors in Finance and MS in Public Health from Quaid e Azam University. He is one of the few medical doctors with a Ph.D. in Management Sciences in Pakistan. His professional expertise varies from health systems analysis, health management, policy planning, strategic planning, governance, health economics and financing, health reforms, civil society organizations, project management, and human resource development. He has worked for several international & national organizations and secured grants from World Bank, WHO, USAID, UNICEF, UNFPA, GiZ, TRF, GFATM. He is currently "Dean" and "Vice-Chancellor" of Health Services Academy, Islamabad, Pakistan.



Dr. Farkhanda Aurenzeb

Dr. Farkhana Aurngzeb is a known figure in the education sector of Pakistan. She has served as Associate professor of English at the Balochistan University Quetta and visiting faculty at law college. She has been involved in efforts of gender sensitization throughout her career however, her first intervention on women's development was in 1988 when she presented a paper on "Obstacles in the development of Women" in an International Seminar held in Islamabad through an organization. She also worked with the Human Rights ministry as a grade 20 officer and UN Women on Election Project. Her advocacy efforts were not limited to the national level, but she also presented her narrative on women's empowerment internationally.



Younis Badhani

Mohammad Younus Bandhani holds a master's degree in English and a professional diploma B.Ed. He has been affiliated with AKU-ID, SDPI, Church World Service, GrameenBank Bangladesh, BRAC Bangladesh, PRIA India-Monitoring Evaluation reporting and documentation UNICEF-Nepal Governance oversight practices, Human Rights Thailand, South Korea Environment Climate Change, Project Planning, and management SPDC. His most distinguished achievement is to head Karachi-based NGO Baanhn Beli for the last 25 years. The areas of expertise are health, education, multi-sectoral development themes, including women empowerment, poverty alleviation and Advocacy, gender issues, and women in the development sector Throughout his career as a development practitioner, he has the story of meaningful and productive linkages with the European Union.



Ms. Fauzia Tariq

Ms. Fauzia Tariq holds LL.B., and a master's in Political Science from Government College University (GCU) Lahore. She is a senior gender advisor at The International Foundation for Electoral Systems and has diverse experience managing and leading governance, women empowerment, gender rights-based ventures, and youth development programs. She works with marginalized communities in rural and urban masses of Punjab, Sindh, and Balochistan. She has a special knack for high-level policy, research and program management, organizational change, strategic planning, and results-based monitoring and evaluation processes. She has also contributed to gender-based training materials, research papers, and publications with national and foreign academia.



Ms. Farzana Yaqoob

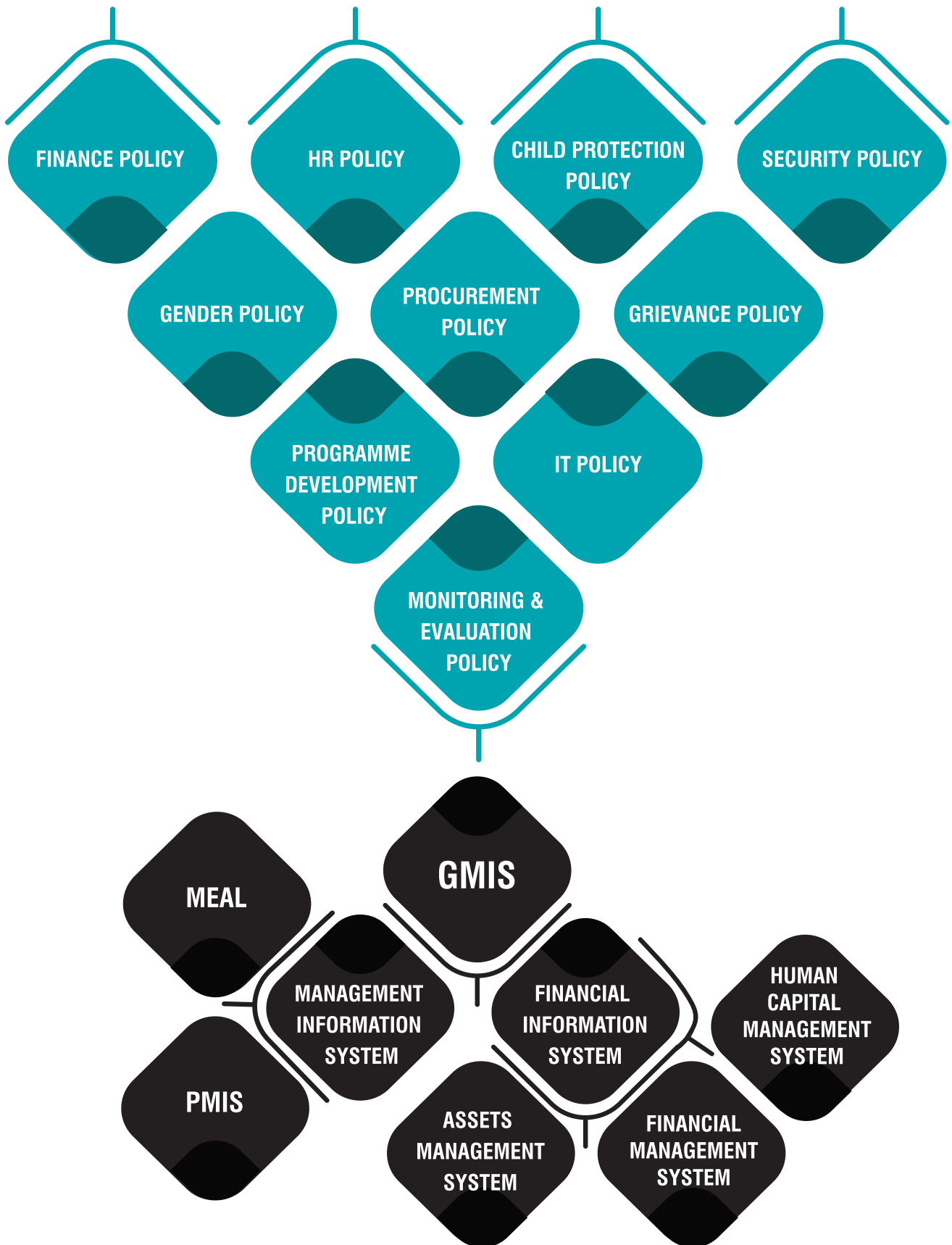
Ms. Farzana Yaqoob is alumni of the National Defense University of Pakistan, Allama Iqbal Open University, University of Oxford, Princeton University, and Harvard Kennedy School. Her areas of expertise are conflict and gender empowerment. She is a former minister for Social Welfare and Women Development, Azad Jammu and Kashmir, and associate and Secretary-General of Kashmir working group, of Institute of Policy Studies, Islamabad, Pakistan. She is the founding member of MANTAQ and member of the Civil Advisory Group UN Women Pakistan. She also advises to Center for Strategic and Contemporary Research, Pakistan. She is considered one of the most thought-provoking leaders in the region on conflict, women empowerment, and social security networks.



Raja Muhammad Younis

Raja Muhammad Younas is a very well-known figure of the forestry department in Pakistan. He has served 10 years in the Government sector in the forestry department. During his tenure, he successfully implemented human rights advocacy projects, especially on the thematic areas on democratic literacy for village women, women participation in the political and electoral process, governance monitoring. In addition, he introduced innovative interventions for educating illiterate women and reproductive health by airing interactive radio programs.

POLICIES & SYSTEMS



PARTNER OF ACT



Expanded Program on Immunization
Government of Pakistan

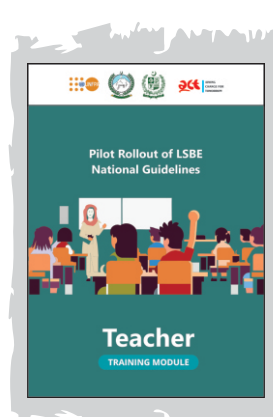
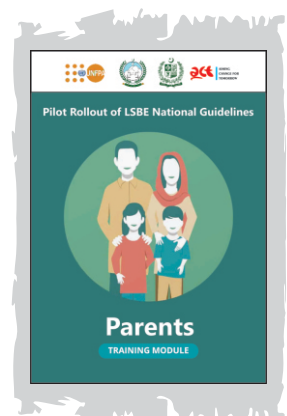
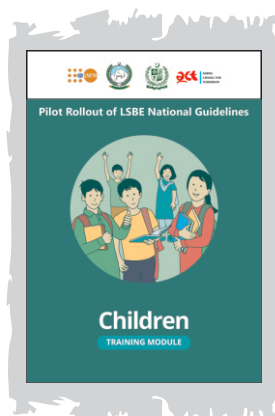
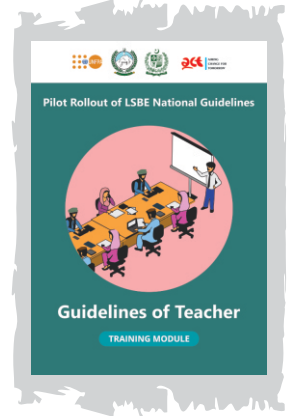
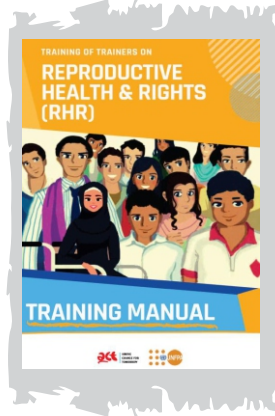
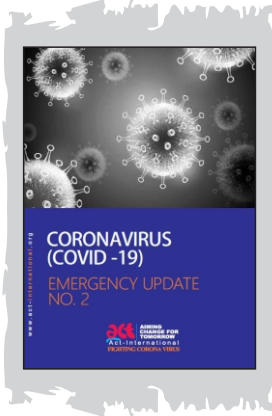
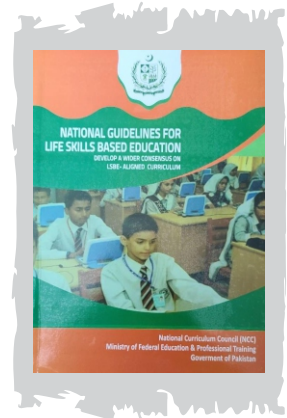
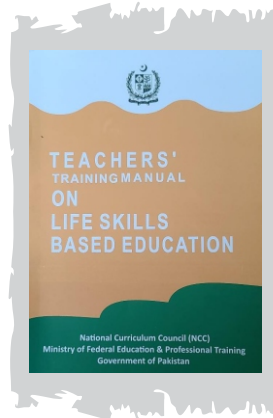
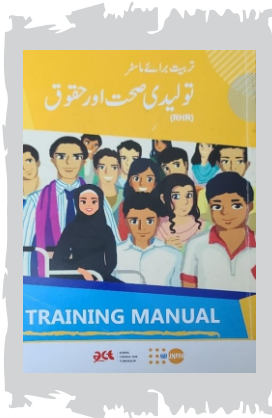


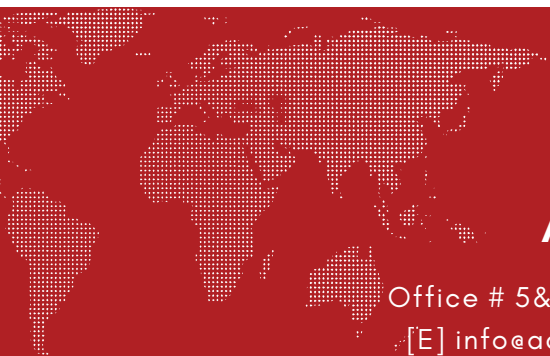
Higher Education Commission
Pakistan

REGISTRATION OF ACT



PUBLICATION





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