



TAKMIL FOUNDATION

2020 ANNUAL REPORT

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NOTE FROM THE TEAM

This year marks three years journey of TAKMIL (Teach a Kid Make Individual Life). It is a moment of pride to reflect on this journey of passion, dedication, support, and hard work. In 2017, 45 out of school children of Mardan was the stepping stone for 1500 out of school children all across Pakistan who are provided access



to basic, primary, and higher literacy. The success stories of change and empowerment are now emerging from villages where education could have only be dreamed of. In this journey, TAKMIL has been joined by dedicated supporters across the borders who are passionate about supporting education for out of school children of our country. This support has enabled children to view life through the lens of knowledge and literacy. TAKMIL Family expresses its gratitude to every person who believes in this noble cause and supports it. We look forward to taking this mission for every child who is deprived of basic education, as knowledge is a powerful tool to empower our future generations.

TEAM TAKMIL





ABOUT OUR FOUNDATION

TAKMIL Out of School Children supports Pakistan Vision 2025 to increase net enrollment of OOSC by 2025. According to UNICEF 2017 report, 22.8 million Pakistani children aged 5-16 are out of school which is second highest in the world. The TAKMIL Foundation is a nonprofit organization with a mission to provide basic education and develop literacy among out of school children from low-income families and communities with no schools or limited access toward education with a high-quality education, enabling them to maximize their potential and transform their lives.



Basic Education
to **1700+** OOSC



40 Community-based
Facilitators



36 Non-formal
Community Schools



36 Communities
Impacted

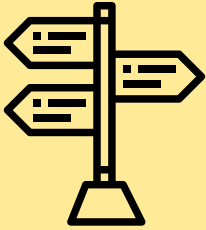
For over 3 years, TAKMIL has educated out of school children from low-income communities across Pakistan – first time in country through solar panel and custom designed digital application, since 2017. Today, we are one of the growing rural networks of non-formal schools of its kind in Pakistan. Looking ahead, we seek to expand our network of schools, share our effective practices and advocate for quality school access for each child across Pakistan.



TAKMIL

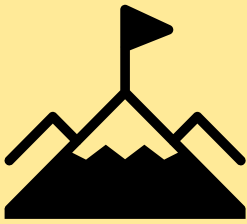
TEACH A KID, MAKE INDIVIDUAL LIFE

VISION



Changing lives, one child at a time. We want a world with equal opportunities for all. Our vision is to make education a reality for every child deprived of this right. Education can help change the lives of these children and pull them out of child labor, and social ignorance.

MISSION



Our mission is to educate Out of School Children (OOSC) through a unique education intervention to develop literacy skills efficiently, locally, and innovatively. This innovation will bring free and quality education for every educationally deprived child in their communities through ICT integrated curriculum, 21st-century pedagogical techniques, and in-depth performance evaluation systems.

VALUES



- Empathy
- Trust
- Strengthening Communities
- Teamwork
- Inclusivity
- Continuous Learning



TAKMIL Attains PCP Certification





Pakistan Centre for Philanthropy
(The first NPO Certification Agency, authorized by The Government of Pakistan vide notification No.1116 (I)/2003)

Pakistan Centre for Philanthropy hereby certifies that
according to the records of the organization

TAKMIL Foundation

is certified as per NPO evaluation standards notified by FBR.


Executive Director

PCP-2020/760

Certification No.

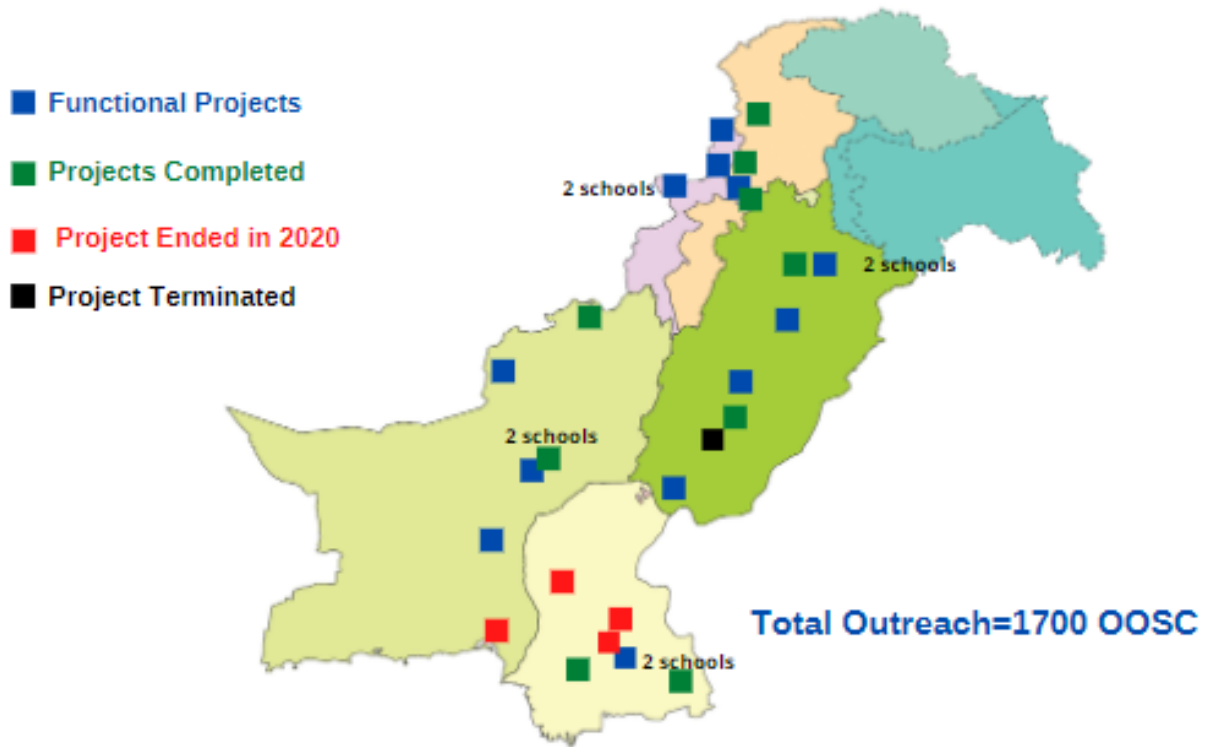


24-08-2020	24-08-2021	Islamabad
_____ Issued on	_____ Valid up to	_____ Place of issue

TAKMIL FOOTPRINT 2020



TAKMIL Project locations for the year 2020 spread across all of Pakistan with projects that span across FATA and Balochistan as well, making quality education accessible to areas that need it the most.



Schools on Kolibri
08



Schools on ICT Program
12

YEAR IN REVIEW

NEW PROJECTS

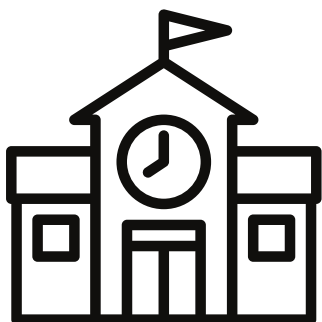


In the first half of 2020, TAKMIL has managed to grow its family, by starting six new projects and furthering its aim of provision of education for out of school children. From Barkhan to Nankahan Sahab, we extended our focus on reaching new communities and to have more students on board with us. Moreover, we were also concerned with the gender ratio in our school enrollments and are proud of the fact that out of our new enrollments, around 37% of them have been girls, who had restrictive access to education previously. The following are the details of our new projects:

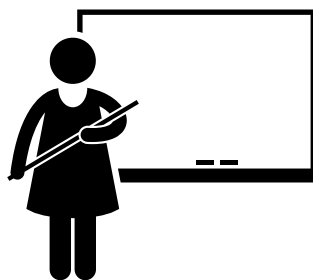
Project Name	Location	Student Strength
Shaheed Fahid Hussain School	Jaffarabad	41
Shaheed Ziaullah School	Mirpurkhas	25
SHAheed Gulsher School	Mirpurkhas	32
Shaheed Arham Khan School	Mor Khaunda	45
Shaheed Bilal Arshad	Muzaffargarh	28

We take immense pride in our collaboration with Shaheed Farooqiya Madrassa in Faisalabad. Since mainstream schools and madrassas are considered and dealt with as two separate paradigms of education, collaborating with a madrassa made it possible to bridge the gap between these two streams.

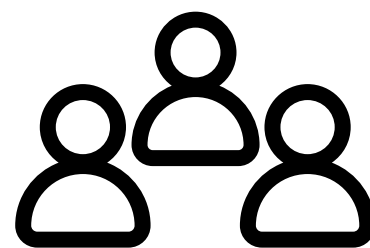
TAKMIL IMPACT



19 Schools

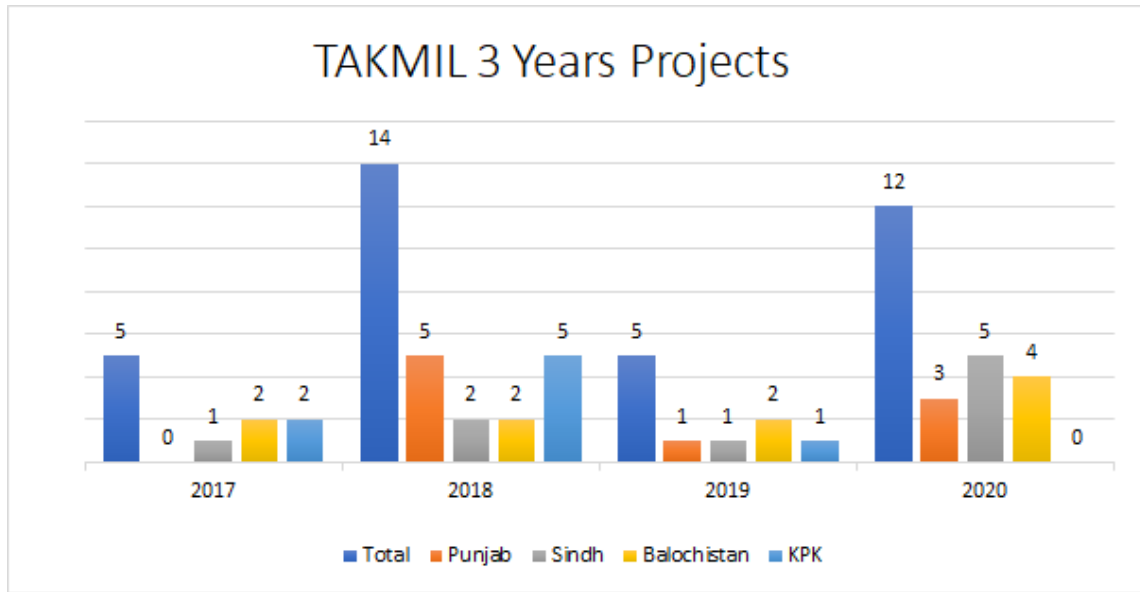


34 Facilitators

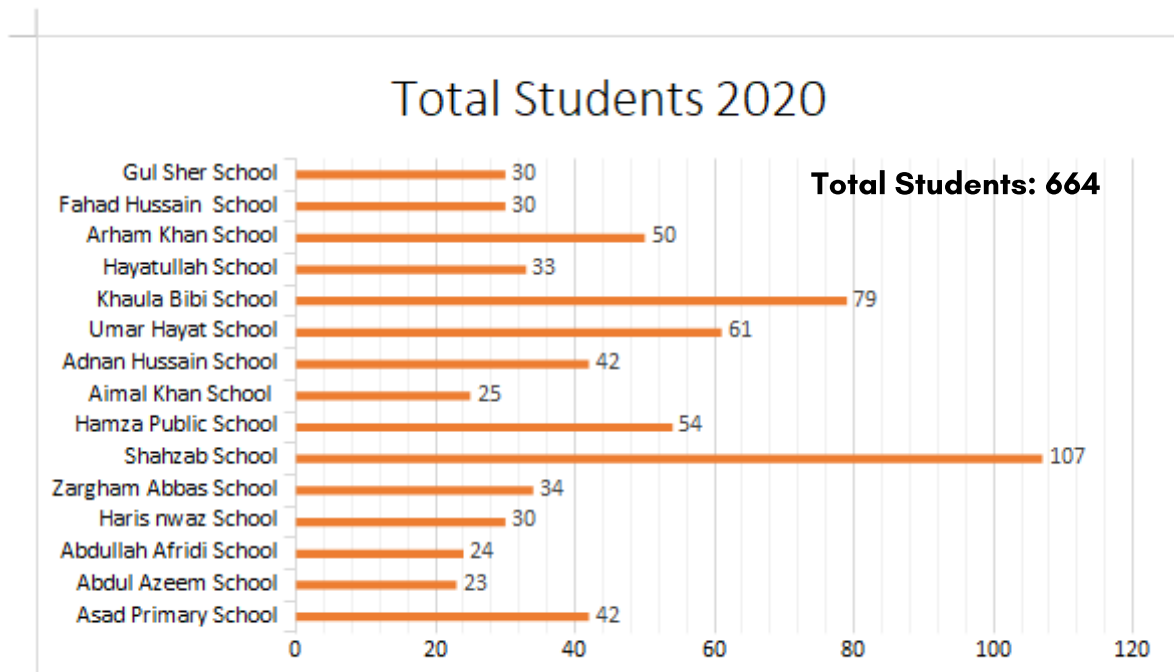


22 Communities

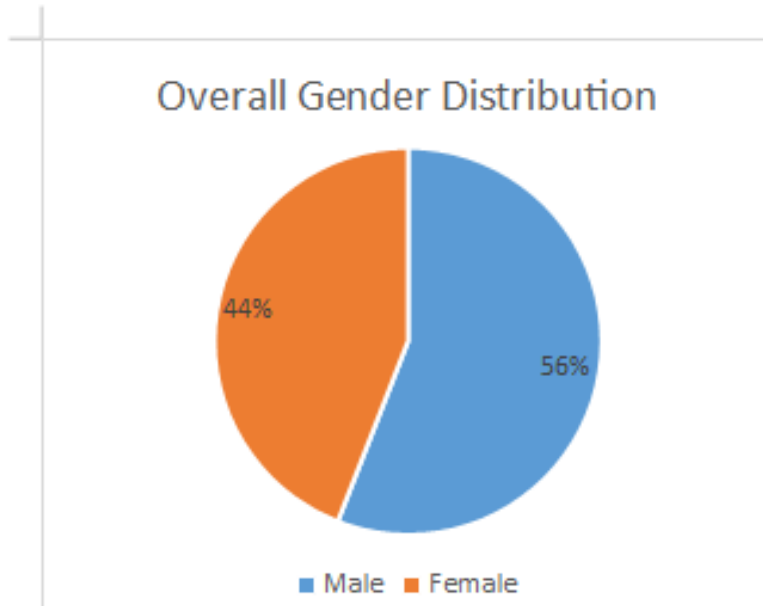
TAKMIL Comparative Analysis



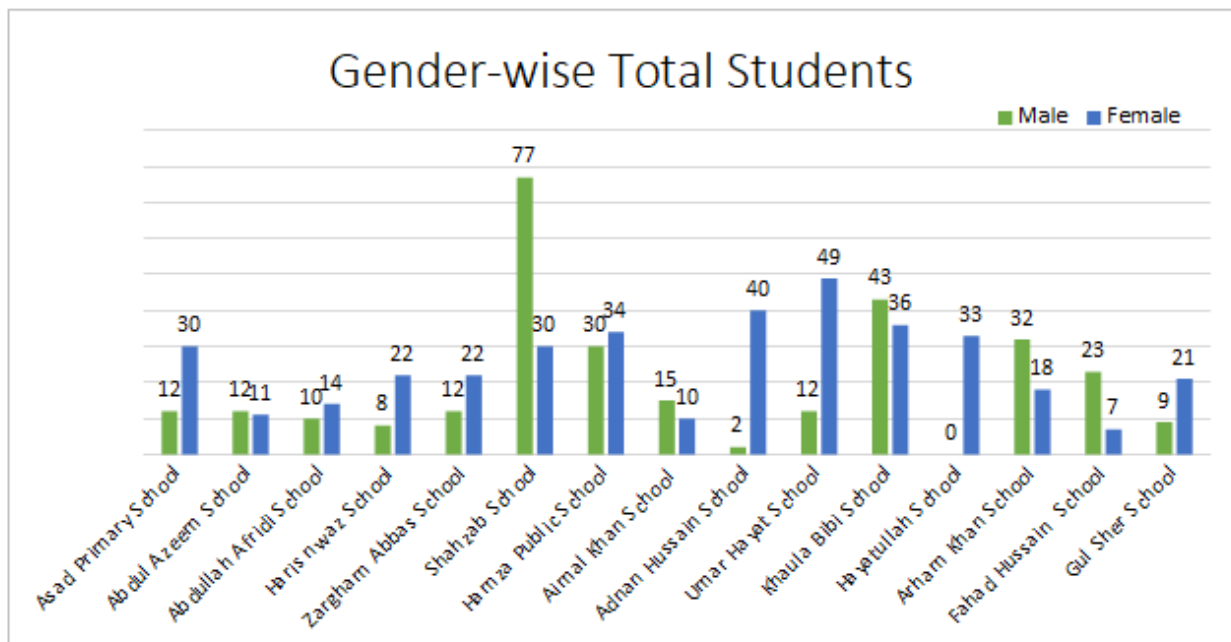
TAKMIL has had started a total of 36 projects across Pakistan since 2017. In 2020, we started three projects in Punjab, four in Balochistan, and five in Sindh.



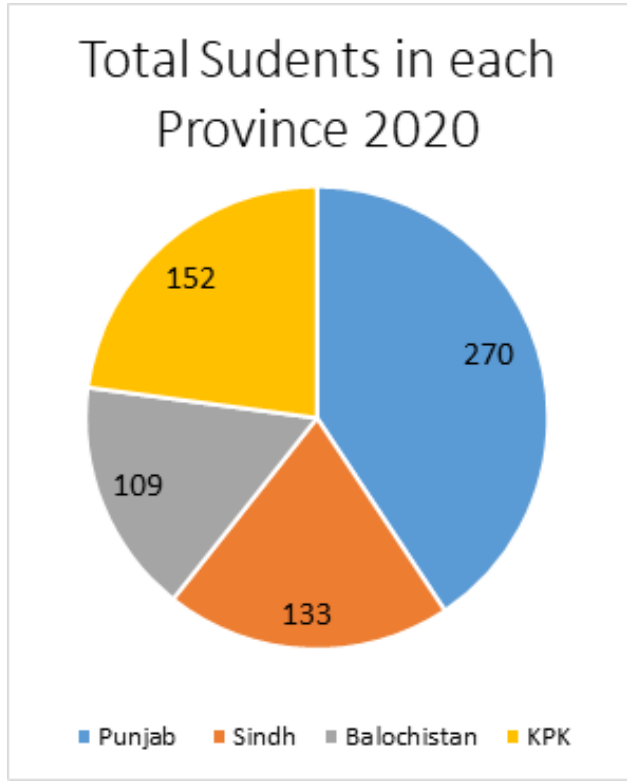
Shaheed Shahzab School located in Sadiqabad, Punjab has had the maximum number of students whereas Shaheed Abdul Azeem school located in Jamrud, Khyber Pakhtunkhwa has had the minimum number of students in 2020.



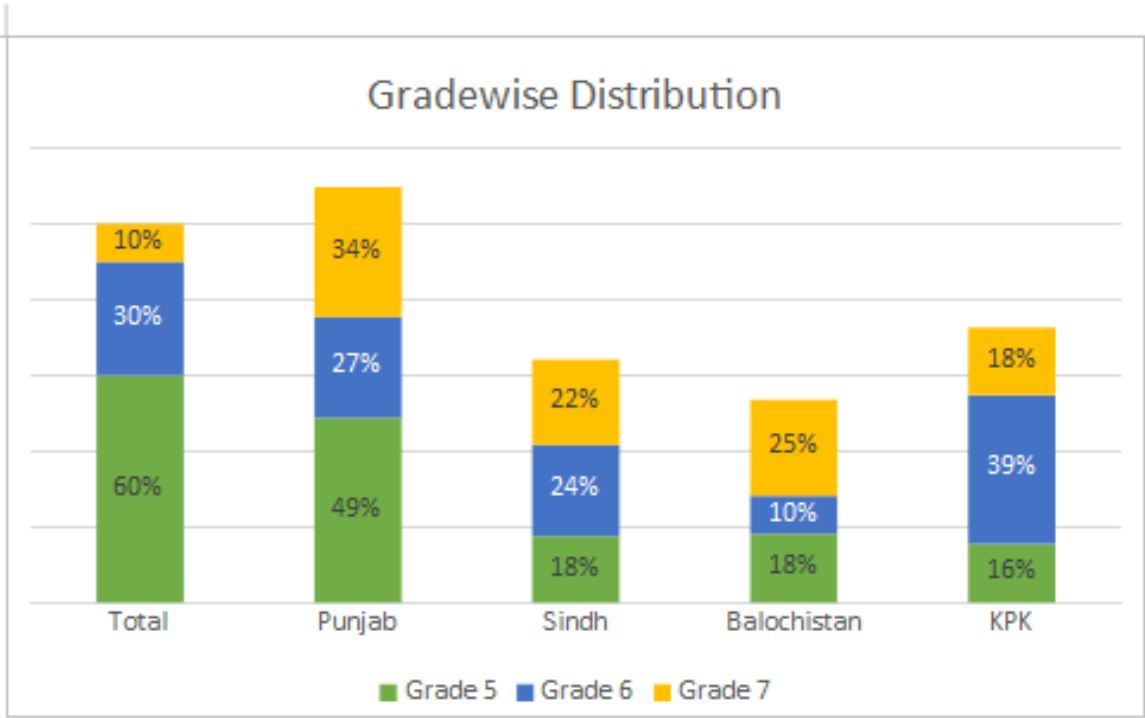
Inclusivity is highly looked forward to in TAKMIL. Therefore, we always make sure to admit female students as much as we can. Overall gender comparison between boys and girls in TAKMIL schools is very proportionate with a difference of 6% considering the fact that these are remote areas.



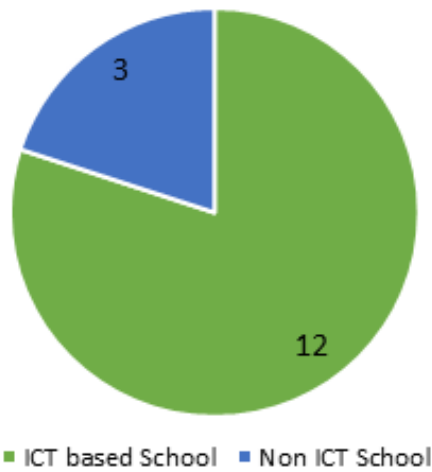
In 2020, nine of TAKMIL schools had female students in the majority whereas 6 schools had male students in the majority.



Province-wise statistics show that in 2020 Punjab catered to the maximum number of students. After that, Sindh ranks at the second position, Balochistan at third, and Khyber Pakhtunkhwa at last in the number of students that each province had.

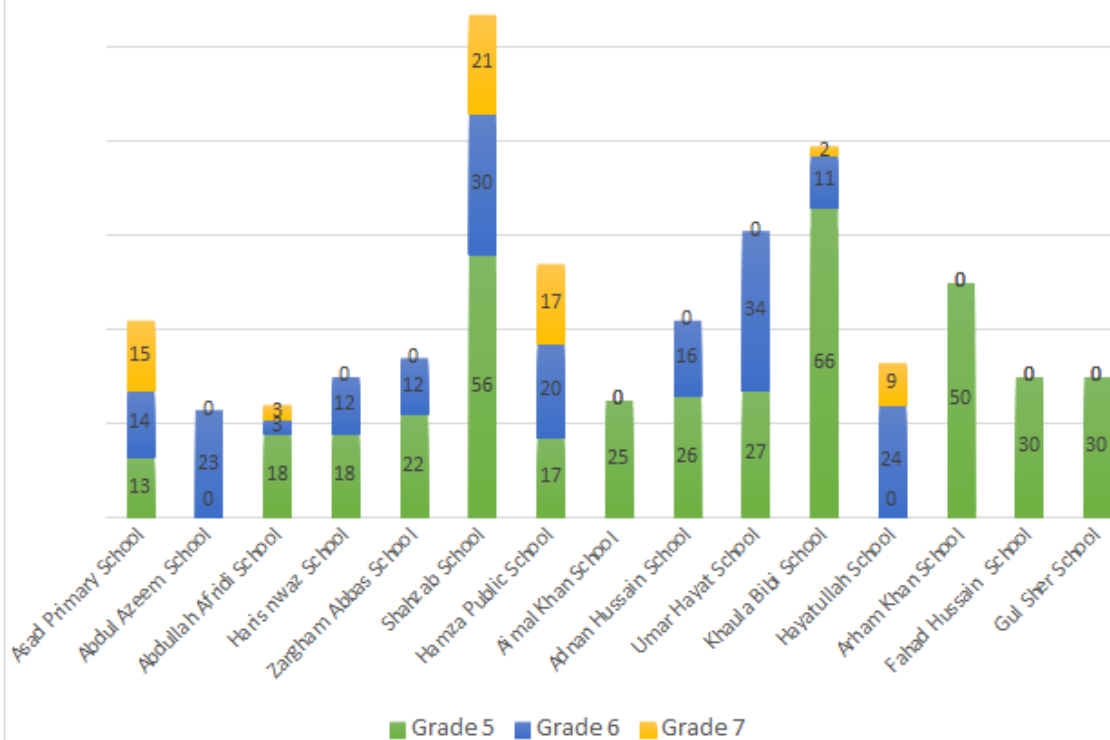


ICT Schools 2020

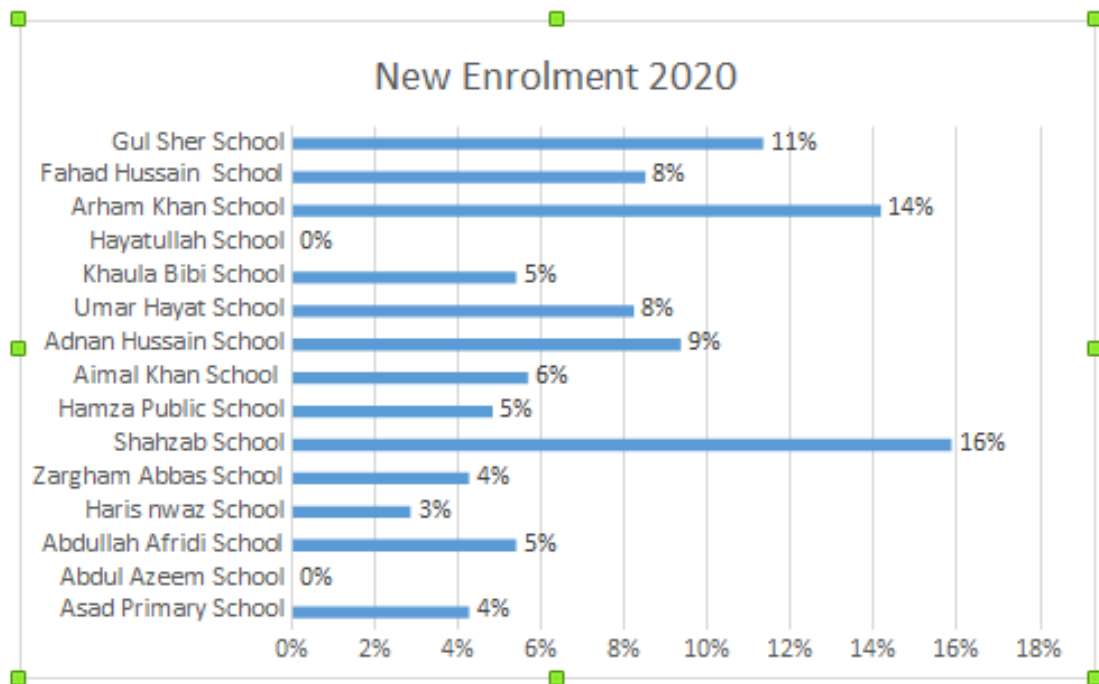


Out of 15 functional schools at the end of 2020, 12 schools are ICT based and only three schools are non ICT.

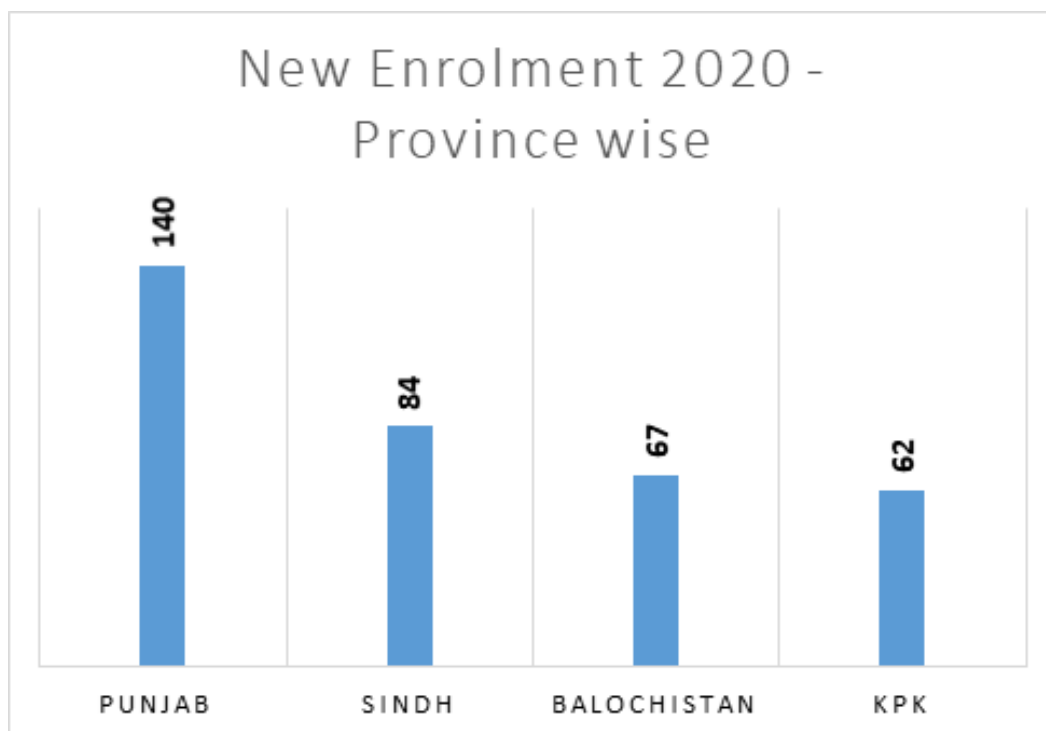
Grade-wise Students in each School-2020



Five of the TAKMIL schools i.e, Shaheed Asad School, Abdullah Afridi School, Shaheed Shahzab School, Shaheed Hamza School, and Shaheed Khula Bibi School have students of all Grades 5, 6 and 7.



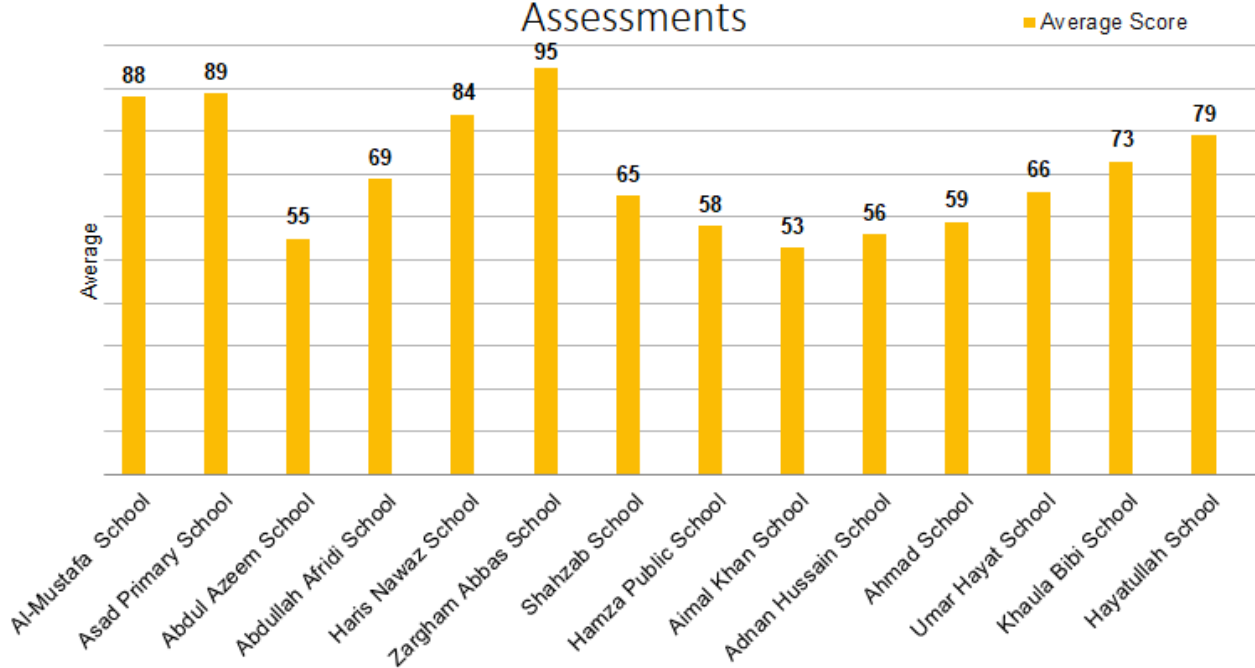
In 2020, Shaheed Shahzab School has had maximum enrolment of out of school children followed by Shaheed Arham School where 50 new out of school children were enrolled. Only Shaheed Hayatullah School and Shaheed Abdul Azeem School had no new enrolments in 2020.



Province-wise, Punjab is again on the top in the category of new enrolments in 2020, and Khyber Pakhtunkhwa had lowest i.e. 62, new enrolments.

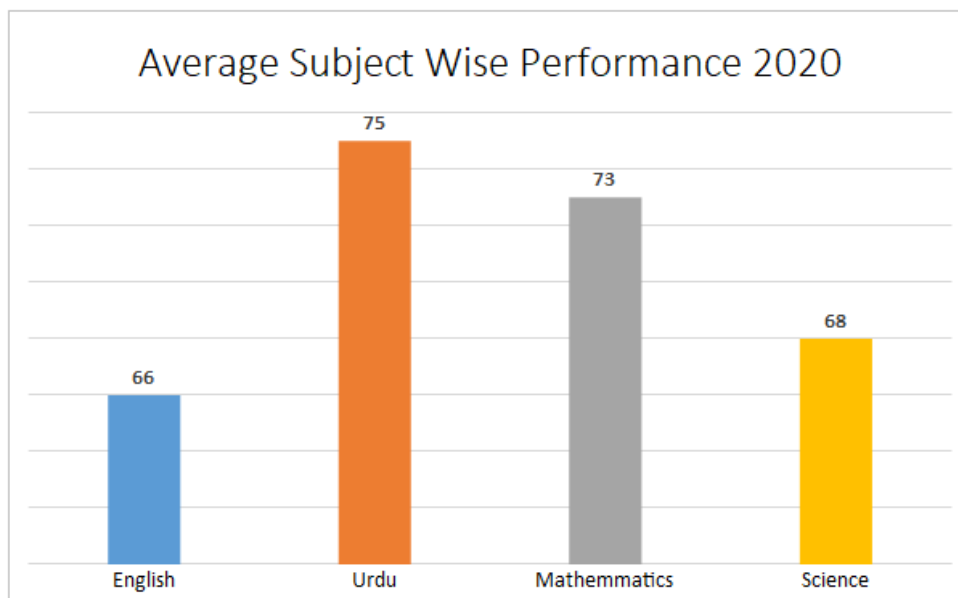
Performance Based Comparative Analysis of Schools

Average Score of each School based on Grade 5 Assessments



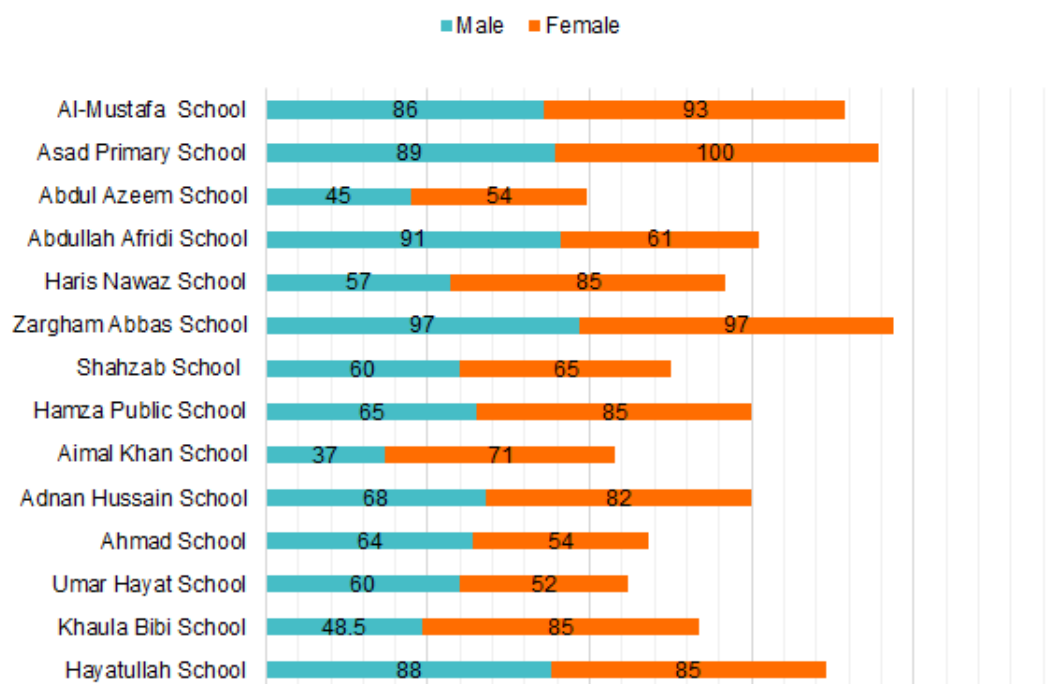
The above graph shows the overall average score achieved by each school during Grade 5 final assessments for 4 basic subjects: English, Science, Urdu, and Mathematics.

In Grade 5 assessments, the performances of Shaheed Zargham Abbas, Shaheed Al-Asad School, and Shaheed Mustafa School were among the top three.

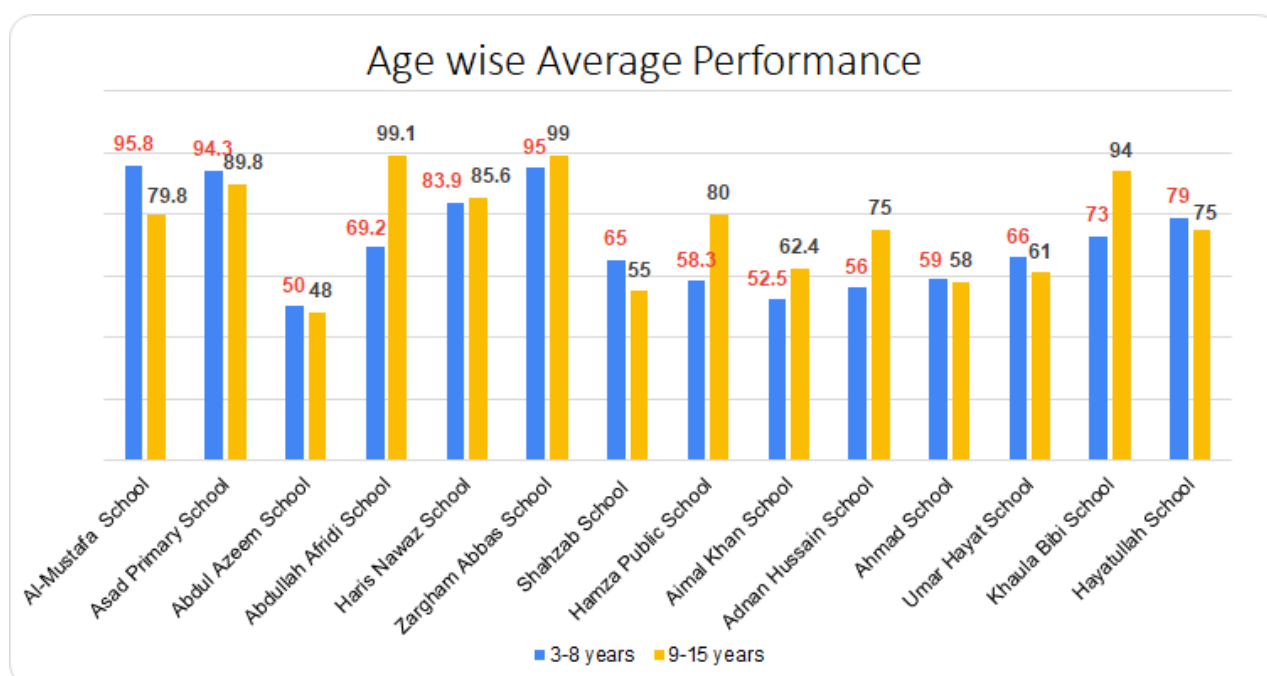


On average Urdu was the subject that had the highest percentage being the national language. Mathematics stood at number two in terms of scores and understanding by the students.

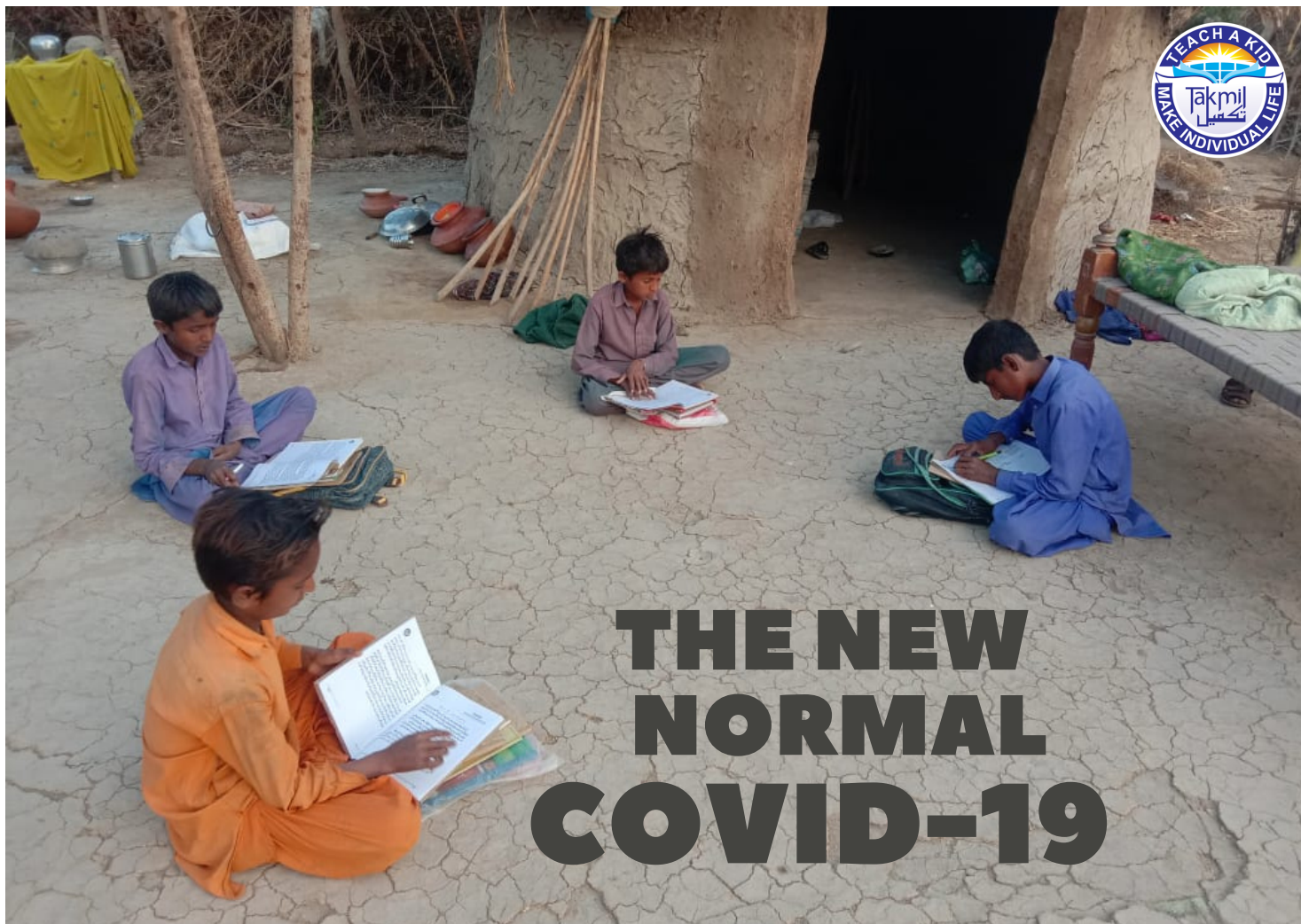
Gender Wise Performnace 2020



Gender-wise, the performance of female students in Shaheed Al-Asad School was best in contrast to male students. On average, the female students performed better than male students in 9 schools and in the rest of the 6 schools, the average performance of male students was better.



Age-wise, the performance of the students of age group 3-8 years was better in 5 schools whereas in the remaining schools the performance of the students of age group 9-15 years was better.



THE NEW NORMAL COVID-19

Social distancing being observed while school is in session during the initial outbreak in March 2020 at one of our school in Mirpurkhas

We all know what Covid-19 can do and has done to us. Now imagine the havoc it must have created for the remote communities that Takmil reaches out to. As much as we look forward to being in the classroom again with our students, we had to socially distance ourselves to save lives, like the rest of the world. But that doesn't mean the process of learning should stop too!!! Despite the fact that we serve communities whose living conditions are unique, we faced the challenge of engaging everyone on board from the students, facilitators and communities alike.

COVID SOPs and TAKMIL

As soon as the lockdown was imposed, new Standard Operating Procedures had to be implemented and students were also made aware of them. All students were instructed to follow a handwashing routine along with maintaining a safe social distance to combat the spread of the virus in their respective areas. Masks and sanitizers were also distributed among the students as part of the awareness campaign. Students sitting in close proximity to each other were also discouraged.



Our students following strict SOPs at our school in Sadiqabad



SCHOOL & COMMUNITY ACTIVITIES DURING LOCK DOWN



Our students following strict SOPs at our school in Sadiqabad

At TAKMIL, we believe in empowering and informing our communities. Since the beginning of the pandemic in Pakistan our effort has been;

- To translate as much material as we can in national and regional languages like Urdu, Sindhi and Pashto. We recently translated a very insightful video about the importance of wearing face masks, be it homemade masks to curb the spread of the virus. Facilitators have also been working as community service members and as a strong link to share updated accurate information.

Facilitator Development

In this time of uncertainty, It is crucial to keep our Facilitators engaged. During this crisis, we are making sure not to leave anyone behind and utilizing this time to get our potential teachers familiar with the program and improve the curriculum.

We are making sure to improvise and as the world changes to remote learning and training, we had an edge of knowing the crucial aspects of engaging groups remotely. Whatsapp is no longer just a messaging app, for our facilitators at TAKMIL we are utilizing this tool for training our facilitators about topics that include professional and personal development through discussion at set time slots during a week just like any regular training.

Community Well-being

We believe every effort matters, every effort counts and can SAVE LIVES!!





Stories of Impact

Students who completed their levels with us with flying colors and were admitted to government schools successfully.

Dewan is a 9 year, old partially disabled boy from the village of Mirpurkhas, Sindh. He was a toddler when diagnosed with polio. It was already difficult for his father, a farmer, to provide education to his other children due to extreme poverty ends that polio seemed to make education impossible for him. Both the parents and Dewan did not imagine to go to any school and study. Poverty, Disability, and lack of school in the village made him think that he has no right to education. It was not until 2018 that Dewan felt for the first time that he has as much right to education as any other child. TAKMIL's school Shaheed Umer Hayat, named after Army Public School martyr, ignited hope in him, allowing him to dream for a better future.



Dewan

After joining Shaheed Umer Hayat School, he gained primary level education in a short span of time. His experience at TAKMIL taught him much especially that his disability cannot stop him from getting an education. So, he got himself enrolled in grade 6 at a public school. Though the distance to the public school is large but not larger than his passion for education. He says that other than learning new things, education has taught him the difference between right and wrong. Now he can contemplate the consequences of his actions before doing anything and can make better decisions. Continuing his education journey at both TAKMIL and public school, Dewan dreams of becoming an engineer one day.



Amoolakh

Amoolakh is an 11-year-old boy living in the village of Mirpurkhas in a mud house. His father is a farmer and he has 4 sisters and 2 brothers. Amoolakh is the youngest of all and has recently joined grade 6 in a government high school after completing primary education from TAKMIL in just two years. Before starting TAKMIL School, he was unaware of the importance of education and used to look after the cattle half of the time and play at other times. Since none of his siblings ever went to school, the situation was the same for him also until he was found by the facilitator of TAKMIL who convinced his parents to send him to school as he was a naturally confident and bright child. Initially, Amoolakh did not show much interest in studies.

However, as time went by and he began learning new things each day that he started enjoying studying at TAKMIL. In a short span of time, he became fluent in Urdu and it became his favorite subject. Upon asking him about what he learnt at TAKMIL, he replied, "I learnt the importance of cleanliness and learnt moral values including respecting elders and teachers. I realized education is of paramount importance if anybody wants to be successful in life."

Amoolakh now aims to be a teacher so that he can also play a role in making education possible for those who are deprived of this right.

Veeram is the son of a rickshaw driver. He has 2 eldest sisters who are married and a brother who is a tailor. Veeram is in 4th position among his siblings and has a younger brother Nitesh. This 10-year-old boy from Hayat Shah Village of Mirpurkhas had no school in his vicinity. Like his siblings, he never imagined going to school and receiving his basic right. He used to spend his time roaming around, playing, or looking after cattle. Then one day, he was approached by the facilitator of TAKMIL, Fateh who persuaded Veeram’s parents to send him to school. Veeram then started coming to TAKMIL schools and began learning new things.



Veeram

He started seeing a new horizon and possibilities through education. By learning each day and working hard, he acquired primary level literacy skills in two years. The boy who could not speak, write or understand Urdu properly became affluent in it to the extent that it became his favourite subject.

Apart from being regular at school, Veeram also learnt sewing skills from his brother. Being a quick learner he is able to stitch a young child’s plain dress at the age of only 10!

Aspiring to be a doctor one day, he wants to continue his education. This dream has led him to start grade 6 at a Government High School. He goes to public school in the morning and comes to TAKMIL School in the evening. Though the public school is far and he has to travel more than 15 km each day, his passion for education is pushing him to cover this distance.



Wishan Dass is a 10 year-old boy from the village of Mirpurkhas, Sindh. He has five sisters and one brother. One of his younger sisters also studies with him in TAKMIL School. He had no school in his area and used to spend time wandering or at his brother’s motorbike repairing and puncture shop. While helping his brother at the shop, he developed an interest in motorbikes and aimed to open a bike shop of his own. But, he needs to study first and gain at least the basic knowledge required to start his own shop.

Wishan Dass

2 years ago in 2018, Wishan joined TAKMIL School Shaheed Umer Hayat School to get basic education. His hard work and dedication led him to gain primary level literacy and numeracy within a year. Wishan wants to study till metric before starting his own shop. He has recently joined grade 6 at a public school to get formal education. The school is far from his house and he has to travel a great deal but he is passionate and does not mind the distance in his way of learning. He does not want to miss this opportunity that is given to him.



Raichand is a 12-year-old boy from a village of Mirpurkhas, Sindh who lives in a mud house with his 5 elder brothers, 3 elder sisters, and parents. His father and 3 elder brothers are farmers. He belongs to a very poor household who do not consider education important mainly due to lack of resources and educational facilities in their area. Hence they believed that Raichand will also not go to any school like his siblings and will be unable to get an education. However, when TAKMIL started its community school near their village then Raichand's parents sent him to school where he had to study for 3 hours each day at a flexible time. They were delighted that he would be able to receive at least basic education like other children who have this opportunity.



RAICHAND

In two years, Raichand studies English, Urdu, Maths, and Science and completed primary level education. He worked hard and showed keen interest in his studies. A boy who spoke and understood only Sindhi learned two new languages quiet well in under 2 years only. He, who previously didn't dream of becoming anything, now aspire to become a lawyer one day. For this dream, he is ready to work hard to continue his education process.

Recently, he has been enrolled in grade 6 at a public school which he is attending regularly. Moreover, apart from attending that school, he has continued the learning at TAKMIL in the afternoons.



NIAZ HUSSAIN

Niaz Hussain is a 10 year old boy who lives in Darga Haji Pir, a village in Mirpurkhas, Sindh. He has four sisters and 2 brothers. He belongs to a poverty-stricken household that struggles to meet end on daily basis and a community with no school. Lack of educational facilities and resources never gave him the opportunity to get his basic right. He used to spend his time wandering around or grazing cattle. A chance to go to school and learn like the children of his age do was an idea that crossed his mind many times but he never expected it to become true for himself. Then two years ago, when TAKMIL established a community school in Mirpurkhas that he was given the opportunity to study and learn. Since Niaz Hussain lived near the facilitator's house, his commute to school was no issue. Fateh (facilitator) used to take him to the school with him and bring him back daily.

At school, Niaz became fond of studying and showed interest in learning new things daily. Though he found English, Maths and Science slightly hard to understand, he continued working hard with dedication that he completed primary education in much less time than a normal formal student takes.

Now, he has started grade 6 at a public school where he will receive formal education. Moreover, he has continued coming to the TAKMIL often with the facilitator because he enjoyed studying at TAKMIL immensely. He aim to become a doctor one day so that he can help people in saving lives.

"We believe education is a fundamental right for all children, that is why all our efforts point towards one common goal of education"



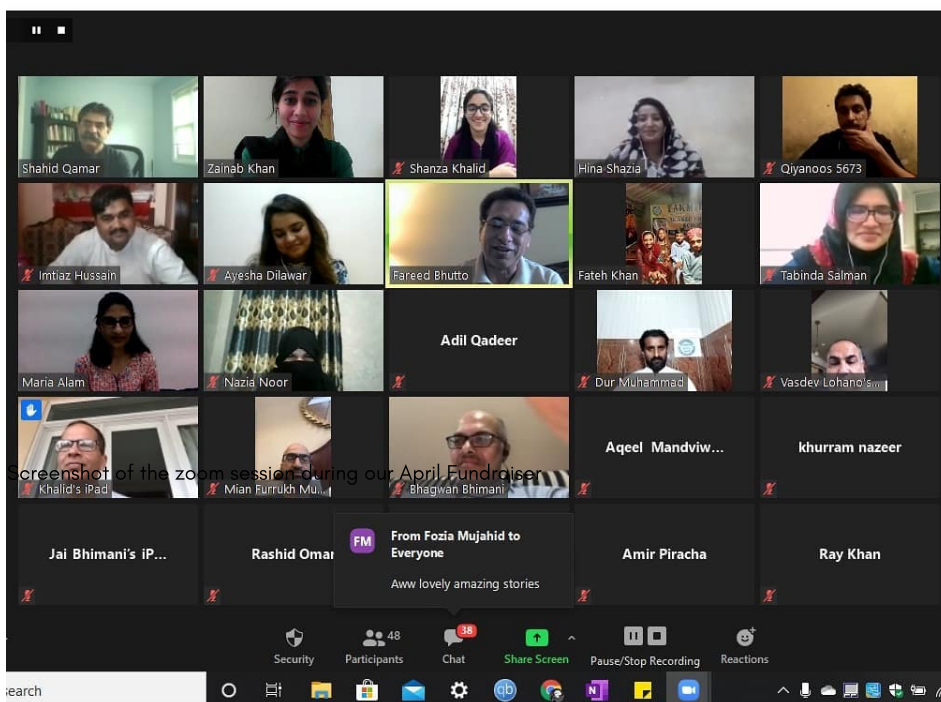
Memorable Moments

From January till June, most of our events had to go virtual. From our annual fundraiser that takes place in Louisville, Kentucky to our regular team meet ups and teacher training sessions. But we adapted and soon adjusted ourselves to the idea of handling everything remotely. Thanks to the very supportive team, the change was very swift and smooth.



This yer due to Covid-19 our annual fundraiser took place virtually in April. to our surprise around 84 supporters along with their families showed up for the event. The event started with a brief team introduction and included core team, a facilitator from each province of Pakistan and some students along with them.

Each facilitator in their own words explained their motivation behind joining TAKMIL's mission. It was also the first time that our supporters got to experience first hand what TAKMIL's impact has been so far. A few members also conversed with the students and it's safe to say the emotional bond between our students and those who support us was one of a kind. Overall the event was a huge success and the scenes of looking at our students from Sindh and FATA confidently conversing with adults are etched in our memories forever.



TAKMIL Virtual Conference

2.8 Million Forgotten Souls; Illiteracy Replaced by E-Literacy

2An insightful and inclusive initiation by TAKMIL. The Conference aimed to shed a light on the issues of education inequality and what can we do collectively to make education inclusive for all. Concentrating on the Sustainable Development Goal No.4 of Quality Education for All, TAKMIL brought relevant and experienced Educationists, International Community, and Other Ed-Tech Startups to discuss and find solutions for these issues.

The conference was divided into four sub-themes.

Session I: A Look back into 2 decades of the education crisis

Session II- Ed-Tech Solutions- Applicability

Session III- Impact Evaluation

Session IV: Future Road Map



22.8 MILLION FORGOTTEN SOULS; Illiteracy Replaced by E-literacy

Join hands to Uplift Pakistan's 22.8 million out of school children with digital solutions to ensure that the post-Covid world is inclusive and equal for all children.



Zoom Virtual Conference

Date: 15/08/20

Pakistan Standard Time 6PM-9PM
Mountain Daylight Time 7AM-10AM
Eastern Daylight Time 9AM-12PM

Register Now for Webinar

✉ info@takmil.org



Mosharraf Zaidi

Senior Fellow at Tabad Lab, CEO Aif Ailaan, Speaker, Journalist and Column Writer



Dr. Amjad Saqib

Founder & Executive Director Akhuwat. Development practitioner, social entrepreneur, writer and former civil servant.



Yusaf Hussain

Tech Entrepreneur and investor, with international experience. Former CEO IGCITE and present CEO Jump Curve



Lauren Lichtman

International Educational Development Professional, Partnerships Lead Learning Equality



Wanda Bedard

Founder 60 million girls. The organization is completely volunteer run and raises funds for education projects for girls in the developing world.



Bilal Musharraf

VP Expansion at Noon Academy, Dean of transitions at Khan Academy. He also works with organizations across the globe to improve access to quality educational resources.



Minjster Muhammad Saleem Ranjha

Founding Director of Akhuwat, Board Member of Taleem Foundation providing English Medium Co-Education, E-Health, E-Learning and E-Skills to more than five thousands boys and girls in tribal Balochistan



Dr. Naweed Syed

Hotchkiss Brain Institute (HBI), Neuro-Scientist, Inventor of Bionic Chip, Recipient of numerous accolades including Tamgha-e-Imtiaz and Canada -150 Medal

SPEAKERS

TAKMIL Wins Big at Innovation Challenges Community

Education is a right, not a privilege. TAKMIL's approach towards making education accessible to all gains recognition from the top innovators of the world. We are super proud to achieve this milestone. TAKMIL emerged as Ecosystem Best Practice Challenge Winner in ITU Innovation Challenges, 2020. Submissions from 26 countries for this Challenge were made. TAKMIL made 20 winners and then pitched among 7 selected submissions in front of the Jury. The idea of TAKMIL to provide every child access to education through technology with no electricity, no Internet, no brick and mortar school can revolutionize the problem of 258 million out of school children across the globe!



Zainab Khan participating at one of the live sessions from TAKMIL

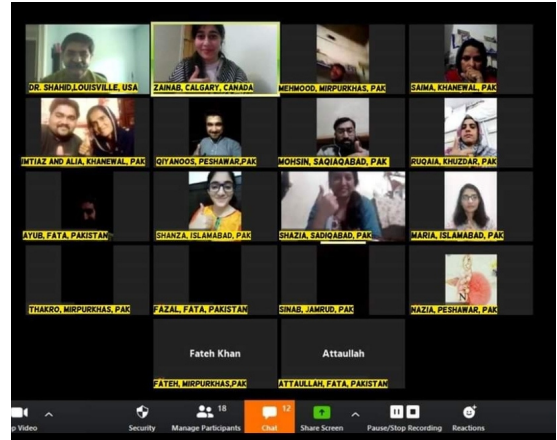
VIRTUAL CONNECTION



During the duration of the lock down Management had regular staff meetings to convey important messages and to work through important tasks that needed support from the management.

Staff Meetings

Since the start of March 2020 Management Team has been making sure to stay connected with all our Facilitators and Coordinators. Overall we have had 9 complete staff meetings, once every month.



One of the zoom sessions in progress with facilitators

Kolibri Phase#2 Training

TAKMIL is in the process of implementing its hardware grant through Learning Equality for second year. 8 more schools will be equipped with digital technology for 2020. Following are the schools currently using the system and empowering students through the latest updates.

- Shaheed Al-Mustafa School, Khanewal
- Shaheed Asad Primary School, Mirpurkhas
- Shaheed Abdullah Afridi School,
- Shaheed Haris Nawaz School, Peshawar
- Shaheed Zargham Abbas School
- Shahzab Shaheed School School, Sadiqabad
- Shaheed Hamza Public School



Our students using Kolibri in Mirpurkhas, Sindh



Our students using Kolibri in a school in Jamrod, FATA



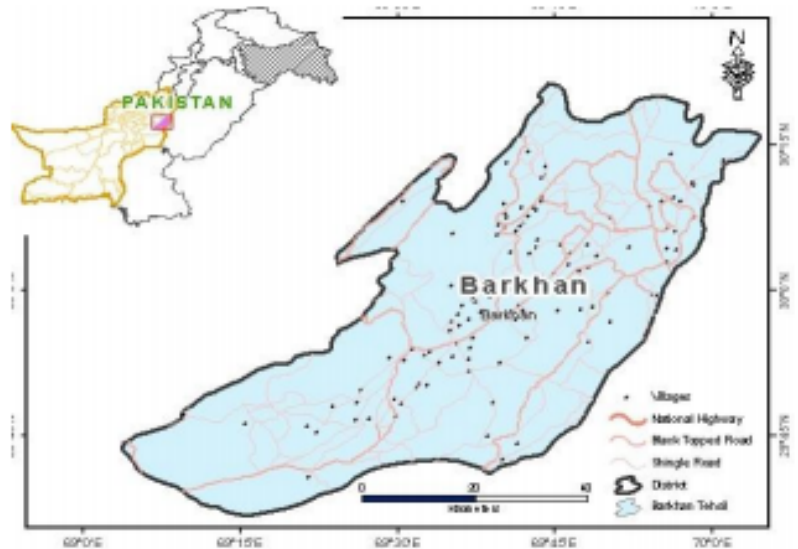
Our students using Kolibri at our school in Peshawar, KPK

Collaboration in Balochistan

TAKMIL recently signed an MOU with another nonprofit organization- **Sustainability Insight Pakistan, working for Out of School Children in district Barkhan, Balochistan.** Through this collaboration, TAKMIL is implementing its curriculum and monitoring strategies in 2 new projects. Barkhan is a rural district situated in the heart of Balochistan. Due to militancy and lack of utilities, there are about 57% of children who do not attend school. A collaboration between the two organizations is a step in the right direction for improvement in the illiteracy rate in the largest province of Pakistan.



Student Strength: 200



Projects for 2021

Location	Muzzaffargarh, Punjab	Barkhan, Baluchistan	Mirpurkhas, Sindh
Student Strength	40	240	20
Initial Evaluation Completed			

Student Spotlight

My name is Sumaira Khan Afridi and I am ten years old. Including me, we are two sisters and four brothers. My father was in the Frontier Corps (FC) and earned a good salary. We were living very happily in Quetta. Then, one day in 2017, my father accidentally crossed the Afghanistan border and got arrested. It has been three years now since my father is in jail and our whole life turned upside down. My father was the sole earner of the family, and since he is in jail we are receiving only half of his salary. Under such circumstances, life in Quetta was getting hard, day by day. Therefore, my mother decided to move back to Peshawar to our relatives and start anew. Our prevailing financial constraints could not allow my mother to bear our school expenses and so she did not enroll my siblings and I in any school. One fine day, I got to know about TAKMIL from a friend and learned that they are offering free education. I visited Shaheed Abdul Azeem School and enrolled myself immediately. Now, I am studying in sixth grade. I have learnt a great deal from our teacher, Mr Mansoor Khan. He has inspired me to become a teacher. After completing my education, I want to open a girl school in my area; this would be a school for girls, who due to poverty and cultural restrictions, are not able to attend even the free classes.





Prem Kumar

Prem Kumar belongs to an economic stratum which remains busy in fulfilling the basic needs throughout their lives. Prem's father named Shankar is involved in the cattle business. He is only 10 years old but forced to work alongside his father and earn money to feed his two other brothers and four sisters. Due to the financial crisis, he cannot afford to study in any private school. As far as government schools are concerned, they do not provide any assistance to the students who are working and cannot follow the school timings and schedules completely. Therefore, when Prem Kumar heard about TAKMIL and learned about the easy timings he immediately got himself enrolled in the school. This seventh-grade student further shared that no one has ever encouraged him to join the school and get an education. He is only pursuing education by his interest. It is challenging both physically and mentally but an only way out. Prem kumar; the true source of inspiration . Such children have inspired us to take this initiative in the first place.

Shaheed Al Asad School, founded by TAKMIL, as it has been founded with the conviction of curtailing the ground-level issues. In our belief, illiteracy is the mother of all problems and without replacing it with education no society can become better. Therefore, as a team, we used all our resources and founded a small school facility, which continued to be open for everyone without any discrimination. Currently, the school is hosting different grades and providing education to 47 students. Mr Fateh Khan and Mehboob Ali are operating the facility.

TAKMIL EVENTS



Launch Good Campaign

During Ramadan, for the third time we launched an extensive Crowd Fundraising Campaign to collect funds from Muslims around the world. The campaign took off with an extensive campaign write up and video specifically targeted for Muslim audience.



Eid with TAKMIL

Just like every year TAKMIL distributed Eidi among it's students. A tradition we follow since the initial year. Every facilitator receives some amount to distribute for these students as a token of love and joy for Eid.

Live Sessions

TAKMIL initiated a series of live events that revolve around Pakistan's education system ,in general.

The first guest speaker we had was **Ms. Shazia Hussain** (an educationist from the UK)who talked about Unlocking Your child's potential during lock down.

For our second session we had the honor of speaking to **Dr. Naweed Syed** (inventor bio-chip) from Canada who talked about the challenges for education system in pakistan and our overall economy.



Shazia Hussain



Dr. Naweed Syed

Enlightened by Aisha Gray Henry!

Your Real True Shining Heart gets dust on it whenever you act or speak beneath your dignity, like when you are selfish or don't share. What can you do to stop dust from getting on your heart? TAKMIL Hosted a wonderful live session with the incredible Aisha Gray Henry. She is the Founder and Director of the charitable foundation and publishing company Fons Vitae, which is currently engaged in translating numerous books by Imam Ghazali to English and other commonly spoken languages



Ms. Aisha Grey Henry of the Ghazali Institute

Taking our ***Polishing Your Heart*** ♥♥ Activity further after our live session with Ms. Aisha Grey Henry, we conducted full-on interactive and practical sessions with different TAKMIL schools all over Pakistan. We especially want to thank our Volunteers who participated: Asiya Khan, Shanza Khalid, Maryam Saadi Along with our Program Team Members who connected with these students to know their perception about a good and bad heart that lies within. We have immense gratitude for all those who come together for these students to talk about life lessons that are important to thrive in this world.



Student from Shaheed Hayatullah School, Bajor, KPK



Group photo from Polishing your heart activity

Student Spotlight

My name is Alia, and I am eight years old. My father is an army person and serves an army as Hawaldar. I have four sisters and five brothers. It was not a long time ago when my siblings and I studied in a government school. We were happy to study there but given the fees and expenses, we were not getting a quality education. Then, one day, my paternal uncle told my father about TAKMIL and suggested that he visit the school facility. My father was happy to hear about the school and went to see the school facility. My father met Sir Snab Gul and Niaz Muhammad and learned about the standard of education provided at Shaheed Abdullah Afridi School. My father can afford the government schools and enrolled all of us in schools, but not satisfied with the quality of education we were getting. Therefore, I left the government school and got admission to TAKMIL. Now I am happily earning an education at TAKMIL. Because here, I am not only getting basic education but given a tablet to get familiar with the technology and modern means. I have also learned a lot about English, Urdu, and mathematics, and am looking forward to earning a higher education. Thank you TAKMIL, for fulfilling my dreams and giving me hope!



Alia from Sheed Abdullah Afridi School, Bajour, KPK

Student Spotlight



Anjali from Mirpurkhas, Student of Shaheed Gulsher School

My name is Anjali, and I am eight years old. My father's name is Asan Das, and he is a farmer by profession. I have three brothers. I belong to a small village of Mirpurkhas and was the domestic servant. Due to financial instability, I never went to school. Eight months ago, I got to know about Shaheed Gulsher TAKMIL school. This news made me so happy. I told my father about it but he refused my plea. Given the financial situation of our family, he was afraid that studies would bound me and made me unable to work. However, I kept pleading, and he finally accepted my request and took me to the TAKMIL school. After my admission, I talked to my teacher Mr Tara Chand and discussed my problems in detail. He assured me that my education would not restrict me from working but help me to progress further. Hearing this, I immediately started the journey of my education. It has been Eight months now, I cannot only read and write but am familiar with the calculation methods as well. I am studying in grade 1 and do not miss a day of school. I love studies, and do my homework on time. I cannot express how happy I am that TAKMIL opened its school in my area. Thank you, TAKMIL.

Independence Day Celebrations at TAKMIL Schools



We might be separated by distance but these students and their smiles are the reason we never give up and keep going strong to achieve our mission to uplift these children of our country. Consistency and Compassion Conquer all. Pakistan Zindabad!!

TAKMIL TRIBUTE to TEACHERS

Teachers' day this year was celebrated at all TAKMIL Schools with great enthusiasm and joy. Indeed these are our beloved teachers who stayed connected with their students even when the times were tough. These are our teachers who visited students to make sure learning continues for the children who need us the most. Slow and steady but they made sure not to leave these kids behind and have their back. As we get back on track with studies and revision work, it is our teachers who give us the courage to continue come what may. We thank all the facilitators at TAKMIL for their countless efforts and courage. You all are our pride!!




Empowering Youth!

TAKMIL is very pleased to announce that for the first time since it was founded we have taken on board 4 very talented and brilliant interns. The response we received was very overwhelming and after going through a tough recruitment process these four interns started our internship program. During their three months with us, these new minds will develop the skills necessary to progress in the real world and make a mark in the development sector in Pakistan.



(Our interns for session 2020)

Four stylized hands in different colors (yellow, teal, pink, and light blue) are shown in the bottom left corner of the page, each with a long wrist extending downwards.

**"We cannot always
build our future, for our
youth, but we can
build our youth for the
future"**



TAKMIL offered a free Coding program to kids between grades 4-6 and 7-8. It's Free and highly competitive. Only had a few slots available. The instructor, Ayyan Jabbar, is a bright student in the US and the medium of language is English. So far we have students from 24 students from all around the world taking advantage of this awesome initiation by TAKMIL for our young impressionable children.



GO Fund Me Campaign

Every summer Pakistan faces a heavy monsoon season that comes with a precarious potential of flooding rural areas. This year, several parts of the country, faced a 90 year record-breaking rainfall that has affected numerous underprivileged areas in different villages. Heavy and persistent rains have filled places with polluted water, shattered people’s homes made of dried straws, swept away all their belongings, and brought them to open and vulnerable roads. Every summer Pakistan faces a heavy monsoon season that comes with a precarious potential of flooding rural areas. This year, several parts of the country, faced a 90-year record-breaking rainfall that has affected numerous underprivileged areas in different villages. Heavy and persistent rains have filled places with polluted water, shattered people’s homes made of dried straws, swept away all their belongings, and brought them to open and vulnerable roads. build back disaster-resilient schools and financially help children and their families cope up in these trying times. Right now, we are collecting money for 4 of our schools, 3 of which are located in Sindh, and 1 of them is in Khyber Pakhtunkhwa. We need \$1000 for each of these schools and therefore our goal for this campaign is \$4000.

Please DONATE whatever amount you can to help us in putting these children back into the education system.

Amount Raised:



SCHOOLS REOPEN

After going through a very hard time collectively, schools have reopened. During this time it's imperative that we make sure to make our students feel included and not left out. Sharing some of our tips received from our facilitators for a smooth transition to the rest of the school year.

“

Back to School Tips by TAKMIL Facilitators

TIP 2

All teachers should make sure to let the students feel included. There are always 3 types of learners in a class. Pair the outstanding student with a mediocre and a fairly struggling student to enhance and reap benefit from maximum peer engagement and a balanced group of students. This encourages pupils who struggle to not be shy and learn from their class fellows at a good pace.

— NAZIA NOOR

TAKMIL Facilitator, Peshawar, KPK



“

Back to School Tips by TAKMIL Facilitators

TIP 3

Give students who want to participate to practice their skills on the white board or in front of the laptop/tablet. Revising lesson with their peers and in front of the teacher can have a positive enhancement effect on everyone in the class. It also encourages them to speak up and be confident in front of the whole class and take pride in helping the other students.

— MEHBOOB ALI

TAKMIL Facilitator, Mirpurkhas, Sindh



“

Back to School Tips by TAKMIL Facilitators

TIP 1

Students from marginalized communities have returned to a normal day of school after 7 months of staying at home or working with their families and facing immense financial constraints. In this scenario, to make sure that they feel welcomed put less pressure on kids to perform and accommodate mental well being and settling in process.

— SHAZIA SARWAR

TAKMIL Facilitator, Sadiqabad, Punjab



4.2% increase in the percentage of Out of School Children in Pakistan due to Covid-19

Source: World Bank Covid Report-2020

S P O R T S D A Y



Sports Day across all TAKMIL Schools On October 17th, TAKMIL (Teach A Kid, Make Individual Life) organized a sports day in all of its sixteen schools. The event has been organized for the first time. The Program Officer Miss Ayesha Dilawar and the TAKMIL coordinators Miss Shazia Sarwar, Miss Nazia Noor, and Miss Ruqaiya Meer took the lead; planned and managed the whole event in TAKMIL schools. The idea behind organizing a sports event was to highlight the importance of physical health among students. Facilitators organized the games of their students' interest and held many different plays. Races for long distances, tug of war, high and long jumps, and musical chairs were the highlight of the event. At the end of the day, the teachers distributed prizes among the winners. The winners were photographed with medals and given chocolates. After the distribution of prizes, children were served with the meal boxes. At the closing of the event, facilitators read the note of thanks, congratulated the winners and motivated all the kids to study hard for a better future.



Toronto 360 TV, Canada Visited TAKMIL School Mirpurkhas

Team Toronto 360 TV, Canada graced TAKMIL School Mirpurkhas with their esteemed presence and recorded a short program projecting TAKMIL's efforts to promote education in remote areas of Pakistan. Mr. Mehboob Ali Shaikh, who is famous for his TV program "Face to Face with Mehboob Shaikh" especially visited our school in interior Sindh and had a detailed conversation with students, teachers, local villagers, and TAKMIL Karachi team (who accompanied them from Karachi to Mirpurkhas). The media team was extremely delighted to see the confidence level of students and their quest for knowledge. Students answered almost every question whether asked about science, religion, or mathematics. TAKMIL Mirpurkhas teachers (Fateh, Mehboob, Thakro) indeed have done an amazing job in polishing the skills and interest of those kids and their morale was high after meeting all the guests from Canada and Karachi. Ms. Tabinda Salman & Mr. Abdul Majeed Tanwari joined this visit from the TAKMIL-KHI group along with Toronto 360 TV media team and emphasized the importance of quality education in marginalized and vulnerable communities of Pakistan.



Mr. Mehboob, with TAKMIL students in Mirpurkhas



Mr. Mehboob, with TAKMIL students in Mirpurkhas

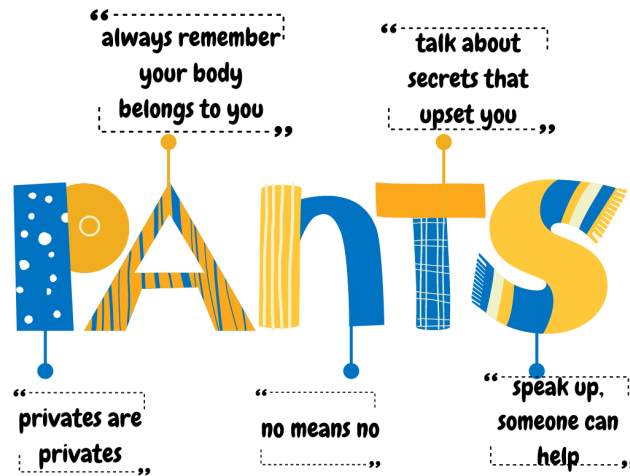
Child Abuse Awareness Session



TAKMIL

A Virtual Session on Child Abuse Awareness

on November 7th, 2020



From November we are regularly conducting an informative session on the issue of Child Abuse. This topic from a child's perspective can be a very tricky one to understand but Sayon Gill from Protection of Child Abuse (nonprofit) conducted such a wonderful and engaging session with the students of TAKMIL from Shaheed Al-Asad School Mirpurkhas, Sindh. In a very informative session of one hour, he taught kids a simple word: PANTS- explained in the poster to use and remember whenever the kids face something like abuse or harassment. The sessions are now being conducted in every TAKMIL schools for the next few weeks



Students attending the session with Mr. Sayoon from the nonprofit Protection from Child Abuse



TAKMIL Celebrates Day of Girl Child

TAKMIL Celebrates Day of the Girl Child. Women and Girls make around 49% of Pakistan's total population. The only way to go forward and progress can only be achieved if we stand with our girls and women.

A profound shock to our societies and economies, the COVID-19 pandemic underscores society's reliance on women both on the front line and at home, while simultaneously exposing structural inequalities across every sphere, from health to the economy, security to social protection.

On this Day of the Girl Child we shared and celebrated a full week of stories of resilience, change, and the importance of education for girls.



Students from Shaheed Al-Asad School, Mirpurkhas

Rabi-ul-Awal

To fully celebrate Rabi-ul-Awal and the birth of our beloved Prophet(SAW) with all the enthusiasm TAKMIL organized a Seerat un Nabi Quiz Competition throughout all its schools in Pakistan. A total of 16 schools participated in each team guided by a facilitator. Throughout the rounds and phases, one team turned out to be true winners: Shahzaib Shaheed School from Sadiqabad, Punjab, and their facilitator Mr. Mohsin. The aim was to teach the students in a greater deal about the personality of our beloved Prophet(SAW) and how he advocated for humanity above everything else.



Winning Team: Shaheed Shahzaib School, Sadiqabad

Student Spotlight

My name is Zeenat Hashim, and I am eight years old. My father works at a brick kiln, whereas my mother does the tailoring at home. Both my parents work for the whole day but earn hardly enough that can fulfil our basic needs. Before TAKMIL, I never went to school and remained at home to help my mother. Due to financial constraints, my parents were not able to enroll me in any school. However, when I heard about TAKMIL school, I went to take a visit immediately. I asked Miss Saima Majeed about the fee structure and got to know that education is for free. Therefore, I wasted no more time and took admission immediately. I must admit the day I entered TAKMIL my whole life changed. Shaheed Zargham Abbas School offered me free entry, books, and stationery items. And I must say, the quality of education is equivalent to private school's standard. Miss Saima Majeed is a well-learned person and teaches us diligently. Besides the books, our teacher gives us a tablet and lets us know about recent technology. I cannot thank TAKMIL enough for all its efforts and concern it has shown for us.



Zeenat from Shaheed Zargham Abbas School, Mor Khunda

Student Spotlight



Gul Muhammad from Shaheed Shahzaib School, Sadiqabad

My name is Gul Muhammad, and I am twelve years old. My father is a small farmer and has some cattle, and these are the sole source of our family income. Including me, we are six siblings. From a very early age, I started working with my father and took care of the cattle. However, due to increasing expenses, I started working at a hotel. Being the eldest sibling, I had so many responsibilities, therefore, I exerted all my energy into work and earning money. But, deep down, whenever I saw kids going to school, I got sad and depressed. Why me? Why do I have to lead such a difficult life? Why am I not like them and can earn an education? I saw kids with their books in hand, while I was holding soap and utensils to clean. Then one fine day, one kid in my area told me about TAKMIL's Shaheed Shahzeib school. He further shared that the school is offering education for free and helping kids, who have to work, by giving them flexible timings. After hearing this, I became very happy and believe that finally all my prayers have been answered. This was my chance to live the life of kids, I used to look up to and aspired to. Therefore, I wasted no more minutes and took admission instantly. Thank you, TAKMIL!

Societies Act Certification

IN THE OFFICE OF REGISTRAR, JOINT STOCK COMPANIES, FAISALABAD.

In the matter of "TAKMIL FOUNDATION, OFFICE NO.1,
1ST. FLOOR P-5, MAIN MARKET, SATIANA ROAD, FAISALABAD",

I hereby certify that the under noted document(s)
has/have this day been duly filed, pursuant to the
provisions of the Societies Registration Act, 1860.

List of office bearers for the year 2020.

Memo of fees Rs. 25/-



Despatch No. RJSC/FSD/1945/18/7/2

Dated: 3/11/2020.

Forwarded to the Chairman, Takmil Foundation,

1st Floor, P-5, Main Market, Satiana Road, Faisalabad.


DISTRICT OFFICER, (IPW & M)
For Registrar Joint Stock Companies,
Faisalabad

TAKMIL Financials

AUDIT Report 2020



Parker Randall-A.J.S.

CHARTERED ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT

TO THE EXECUTIVE COMMITTEE

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of "TAKMIL FOUNDATION", which comprise the statement of financial position as at **JUNE 30, 2020**, and statement of income and expenditure, statement of changes in funds and statement of cash flows for the year then ended and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of "TAKMIL FOUNDATION" as at **JUNE 30, 2020**, and its financial performance and its cash flows for the year ended in accordance with approved accounting and reporting standards as applicable in Pakistan for non - government organization (NGOs) / non - profit organization (NPOs) issued by the Institute of Chartered Accountants of Pakistan (ICAP) and Accounting and Financial Reporting Standards for Small Sized Entities (Revised AFRS for SSEs) issued by the Institute of Chartered Accountants of Pakistan (ICAP) in 2015.

Basis for Opinion

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

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

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the approved accounting and reporting standards as applicable in Pakistan for non - government organization (NGOs) / non - profit organization (NPOs) issued by the Institute of Chartered Accountants of Pakistan (ICAP) and Accounting and Financial Reporting Standards for Small Sized Entities (Revised AFRS for SSEs) issued by the Institute of Chartered Accountants of Pakistan (ICAP) in 2015 and, for such internal control as the management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.



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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

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



- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

The engagement partner on the audit resulting in this independent auditors' report is **Mr. Junaid Subhani – FCA.**

Parker Randall A.J.S.
CHARTERED ACCOUNTANTS
FAISALABAD
September 24, 2020

**TAKMIL FOUNDATION
STATEMENT OF FINANCIAL POSITION
AS AT JUNE 30, 2020**

	NOTE	2020 RUPEES	2019 RUPEES
NON CURRENT ASSETS			
Operating fixed assets	4	221,985	-
Intangible asset	5	25,412	-
		247,397	-
CURRENT ASSETS			
Cash and bank balance	6	251,207	69,320
TOTAL ASSETS		<u>498,604</u>	<u>69,320</u>
FUNDS AND RESERVES			
General funds		(796,396)	(150,680)
CURRENT LIABILITIES			
Short term borrowings	7	1,220,000	220,000
Trade and other payables	8	75,000	-
		1,295,000	220,000
CONTINGENCIES AND COMMITMENTS	9	-	-
TOTAL EQUITY AND LIABILITIES		<u>498,604</u>	<u>69,320</u>

The annexed notes from 1 to 17 form an integral part of these financial statements.


CHAIRMAN


FINANCE SECRETARY


GENERAL SECRETARY

**TAKMIL FOUNDATION
STATEMENT OF INCOME OR EXPENDITURE
FOR THE YEAR ENDED JUNE 30, 2020**

	NOTE	2020 RUPEES	For the period from March 25th, 2019 to June 30, 2019 RUPEES
INCOME			
Donations	10	10,179,005	3,098,616
EXPENDITURE			
Project expenses	11	9,966,211	3,080,906
Administrative expenses	12	856,041	157,810
Finance cost	13	2,469	10,580
		10,824,721	3,249,296
Deficit for the year		(645,716)	(150,680)

The annexed notes from 1 to 17 form an integral part of these financial statements.


CHAIRMAN


FINANCE SECRETARY


GENERAL SECRETARY

TAKMIL FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020

1 General Information

1.1 Status and nature of activities

Takmil foundation was founded as a non-governmental, non-partisan, and non-political organization registered under the Societies Registration Act, XXI of 1860 on September 6th, 2018. The organization aims to provide basic literacy, primary and middle education to the out of school children (OOSC) using digital technology. Currently the foundation is providing education to out of school children (OOSC) in FATA, Peshawar, Khuzdar, Zhob, Jaffarabad, Quetta, Mirpurkhas, Khaniwal and Sadiqabad. The foundation has geographical outreach all over Pakistan in underprivileged and remote areas in four provinces (Punjab, Baluchistan, KPK and Sindh).

2 Basis of preparation

2.1 Statement of compliance

These financial statements have been prepared in accordance with approved accounting standards as applicable in Pakistan. Approved accounting standards comprise of Approved Accounting and Reporting Standards as applicable in Pakistan for non-government organization (NGOs) / non-profit organization (NPOs) issued by the Institute of Chartered Accountants of Pakistan (ICAP) and Revised Accounting and Financial Reporting Standard for Small-Sized Entities (Revised AFRS for SSEs) issued by the Institute of Chartered Accountants of Pakistan.

2.2 Measurement and Basis of preparation of financial statements

These financial statements have been prepared under "historical cost convention" on accrual basis of accounting, except for cash flows information and donations which are stated at receipt basis.

2.3 Functional and presentation currency

These financial statements have been presented in Pakistani Rupee, which is the Foundation's functional and reporting currency.

3 Summary of significant accounting policies

The accounting policies set out below have been applied consistently to all periods in these financial statements.

3.1 Operating fixed assets

Operating fixed assets are stated at cost less accumulated depreciation and identified impairment losses, if any. Cost includes expenditure that is directly attributable to the / acquisition of the assets. Subsequent cost are included in the asset's carrying amount or recognized as a separate assets, as appropriate, only when it is probable that future economic benefits associated with the asset will flow to the entity and the cost of the item can be measured reliably. All other maintenance charges are charged to the statement of income and expenditure as and when incurred.

Depreciation on all operating fixed assets is charged to income on the reducing balance method so as to write off the cost / depreciable amount of the assets over their estimated useful lives at the rates given in operating fixed asset's Note. The assets' residual values, if significant, and their useful lives are reviewed and adjusted, if appropriate and if impact on depreciation is significant, at each statement of financial position date. Depreciation on additions is charged from the month when the assets is available for use up to the month preceding the month of disposal.

Gain or loss on disposal of operating fixed assets are determined by comparing proceeds with the carrying amount. These are included in the statement of income or expenditure in the period in which they arise.

3.2 Intangibles assets

An intangible asset is recognized as an asset if it is probable that the economic benefits attributable to the assets will flow to the Foundation and cost of the asset can be measured reliably. This is stated at cost less impairment, if any. The carrying amount is reviewed at each balance date to assess whether it is in excess of its recoverable amount. Where the carrying amount exceeds estimated recoverable amount, it is written down to its estimated recoverable amount.

3.3 Cash and cash equivalents

Cash and cash equivalents for the purpose of statement of cash flows comprise cash in hand and at bank balances. Cash and

**TAKMIL FOUNDATION
NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2020**

1 General Information

1.1 Status and nature of activities

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The accounting policies set out below have been applied consistently to all periods in these financial statements.

3.1 Operating fixed assets

Operating fixed assets are stated at cost less accumulated depreciation and identified impairment losses, if any. Cost includes expenditure that is directly attributable to the / acquisition of the assets. Subsequent cost are included in the asset's carrying amount or recognized as a separate assets, as appropriate, only when it is probable that future economic benefits associated with the asset will flow to the entity and the cost of the item can be measured reliably. All other maintenance charges are charged to the statement of income and expenditure as and when incurred.

Depreciation on all operating fixed assets is charged to income on the reducing balance method so as to write off the cost / depreciable amount of the assets over their estimated useful lives at the rates given in operating fixed asset's Note. The assets' residual values, if significant, and their useful lives are reviewed and adjusted, if appropriate and if impact on depreciation is significant, at each statement of financial position date. Depreciation on additions is charged from the month when the assets is available for use up to the month preceding the month of disposal.

Gain or loss on disposal of operating fixed assets are determined by comparing proceeds with the carrying amount. These are included in the statement of income or expenditure in the period in which they arise.

3.2 Intangibles assets

An intangible asset is recognized as an asset if it is probable that the economic benefits attributable to the assets will flow to the Foundation and cost of the asset can be measured reliably. This is stated at cost less impairment, if any. The carrying amount is reviewed at each balance date to assess whether it is in excess of its recoverable amount. Where the carrying amount exceeds estimated recoverable amount, it is written down to its estimated recoverable amount.

3.3 Cash and cash equivalents

Cash and cash equivalents for the purpose of statement of cash flows comprise cash in hand and at bank balances. Cash and

cash equivalents are carried in the statement of financial position at cost.

3.4 Trade and other payables

Trade and other payables are recognized at cost which is the fair value of consideration to be paid in future by the entity.

3.5 Incomes

Income from funds, foreign / local donations and other sources are recognized on receipt basis.

3.6 Expenses

All the expenses are recognized in the statement of income and expenditure on accrual basis.

3.7 Provisions

Provisions are recognized when the Foundation has a legal or constructive obligation as a result of past event and it is probable that an outflow of resources embodying economic benefits will be required to settle the obligation and a reliable estimate can be made of the amount of obligation.

3.8 Restricted and unrestricted funds

Unrestricted funds are funds that are not subject to donor - imposed restriction whereas restricted funds are those which are subject to donor - impose restrictions. Restricted and unrestricted funds are recognized on receipts basis directly in the statement of income or expenditure. All funds received from donors are unrestricted.

3.9 Foreign currency translation

Translation denominated in foreign currencies are translated to Pak Rupees at the foreign exchange rate prevailing at the date of transaction. Exchange difference are taken to the statement of income or expenditure.

3.10 Impairment

An assessment is made at each statement of financial position date to determine whether there is an indication for impairment of any asset or group of assets. If any such indication exists, the recoverable amount of that asset is estimated and impairment losses are recognized in the statement of income and expenditure.

3.11 Financial assets

Financial assets are initially recognized at nominal value of consideration given for it. Subsequent to initial recognition, financial assets are recognized at fair value except financial assets whose fair value cannot be measured reliably. Any gain or loss is included in current year income or expense.

3.12 Financial liabilities

Financial liabilities are initially recognized at nominal value of consideration received. Subsequent to initial recognition, financial liabilities are recognized at fair value, amortized cost or the cost as the case may be. Any gain or loss is included in current year income or expense.

3.13 Transactions with related parties

All transactions involving related parties arising in the normal course of business are conducted at arm's length at normal commercial rates on the same terms and conditions as third party transactions.

3.14 Off setting of financial assets and liabilities

A financial asset and a financial liability are set-off and the net amount is reported in the statement of financial position if the Foundation has a legally enforceable right to set-off the recognized amounts and intends either to settle on a net basis or to realize the assets and settle the liabilities simultaneously.

4 Operating fixed assets

PARTICULARS	C O S T			D E P R E C I A T I O N			WDV AS AT JUNE 30, 2020	RATE %
	TOTAL AS AT 01-07-2019	ADDITIONS	TOTAL AS AT 30-06-2020	TOTAL AS AT 01-07-2019	FOR THE YEAR	TOTAL AS AT 30-06-2020		
Freehold								
Office equipment/Computer accessories	-	277,683	277,683	-	55,698	55,698	221,985	30
RUPEES	-	277,683	277,683	-	55,698	55,698	221,985	-
RUPEES 2019	-	-	-	-	-	-	-	-

5 Intangible asset

PARTICULARS	C O S T			AMMORTIZATION			WDV AS AT JUNE 30, 2020	RATE %
	TOTAL AS AT 01-07-2019	ADDITIONS	TOTAL AS AT 30-06-2020	TOTAL AS AT 01-07-2019	FOR THE YEAR	TOTAL AS AT 30-06-2020		
	Website	-	32,790	32,790	-	7,378		
RUPEES	-	32,790	32,790	-	7,378	7,378	25,412	-
RUPEES 2019	-	-	-	-	-	-	-	-

	2020 RUPEES	2019 RUPEES
6 Cash and bank balance		
Cash in hand	1,845	62,033
Cash with bank		
- In current account	<u>249,362</u>	<u>7,287</u>
	<u>251,207</u>	<u>69,320</u>
7 Short term borrowings		
Unsecured- interest free		
From related party (16)	<u>1,220,000</u>	<u>220,000</u>
7.1 These borrowings have been taken for urgent tasks of routine nature at Takmil foundation.		
8 Trade and other payables		
Auditor's remuneration	<u>75,000</u>	-
9 Contingencies and commitments		
There are no material contingencies and commitments existing at the end of the financial year (2019: Nil).		
10 Donations		
Local	5,480,708	1,688,527
Foreign	<u>4,698,297</u>	<u>1,410,089</u>
	<u>10,179,005</u>	<u>3,098,616</u>
11 Project expenses		
Staff salaries and benefits	7,039,062	1,922,900
Learning equality	530,370	899,967
Training for teachers	390,835	-
Office rent	45,000	20,000
Printing and stationery	1,960,944	234,039
Miscellaneous	<u>-</u>	<u>4,000</u>
	<u>9,966,211</u>	<u>3,080,906</u>
12 Administrative expenses		
Travelling and conveyance	601,650	43,857
Depreciation (4)	55,698	-
Amortization (5)	7,378	-
Advertisement	9,415	3,800
Auditor's remuneration	75,000	30,000
Legal and professional charges	<u>106,900</u>	<u>80,153</u>
	<u>856,041</u>	<u>157,810</u>
13 Finance cost		
Bank charges	<u>2,469</u>	<u>10,580</u>

14 Financial Instruments

Particulars	Non interest / Mark-up bearing		TOTAL	
	Maturity upto one year	Maturity after one year	2020	2019
Financial assets				
Cash and bank balances	251,207	-	251,207	69,320
Total	251,207	-	251,207	69,320
Financial liabilities				
Short term borrowings	1,220,000	-	1,220,000	220,000
Trade and other payables	75,000	-	75,000	-
Total	1,295,000	-	1,295,000	220,000

15 The number of employees of the organisation are as follows:

Number of employees at the year end

2020
NUMBER

2019
NUMBER

38

34

Average employees during the year

36

33

16 Date of authorization

These financial statements were authorized for issue on September 24, 2020 by the Executive Committee of the Foundation.


17 General

Corresponding figures have been re-arranged and reclassified for better presentation.

Figures have been rounded off to the nearest rupee.


CHAIRMAN


FINANCE SECRETARY


GENERAL SECRETARY



TAKMIL FAMILY

Community Facilitators

Ruqia Mir Ahmed

Asif Mehboob

Sadia Gul

Fateh Khan

Mehboob Ali

Fateh Khan

Thakro

Saima Majeed

Mehmood Raza

Rabia Nawaz

Rabia Bibi

Shazia Sarwar

Mohsin Ali Sarwar

Nazia Noor

Muhammad Adnan

Sharif Zada

Saddam Hussain

Muhammad Ayub

Fazal Akbar

Niaz Muhammad

Sinab Gul

Sana Ullah

Mansoor Khan

Tara Chand

Sajida Bibi



TAKMIL FAMILY

Board of Directors

Mr. Amir Zahoor
Dr. Ihtzaz Qamar
Dr Syed Wilayat Hussain
Dr. Anjum Tauquir
Dr. Uzma Shaukat
Ms. Tahira Abbas
Ms. Ghazala Abid
Mr. Zafar Bolach

General Body Members

Dr. Tabinda Salman
Ms. Ridah Zafar
Mr. Haider Miraj
Mr. Abdul Majeed
Ms. Sadia Khalil
Mr. Suhail Yusaf
Dr. Idrees
Ms. Samina Tahir

Management Team

Zainab Khan: Co-Founder
Shanza Khalid: R and D Coordinator
Maria Alam: Program Coordinator
Ayesha Dilawar: Project Officer



Be a Beacon of Light for Underprivileged Children



Educate a child

Monthly: \$5

Yearly: \$60



Educate a child till Primary: \$60

Educate a child till Middle: \$200



Sponsor a Classroom of 25 students: \$2500



Sponsor tech support for a school: \$1000

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@takmilfoundation



@takmil08

Email: info@takmil.org