



**Developments in Literacy**  
Educating Children • Empowering Communities



**ANNUAL REPORT**

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**2016**

17320 Red Hill Ave. Suite 120 Irvine, CA 92614



# DIL LEADERSHIP

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Fiza Shah

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Dr. Nafis Sadik

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Dear friends,

This year, we have much to celebrate--from our 10th-grade students' outstanding exam results to the amazing success of our E-libraries tablet project. These accomplishments are the result of the strong foundations laid in previous years by DIL's robust and contextual curriculum, teacher training, libraries and IT programs.

The outcomes of our efforts and approach are evident in improved student enrollment, retention, and attainment. We aim to enhance our student's 21-century skills through computer enabled project-based learning (PBL) by providing our students authentic opportunities to collaborate on designing solutions to community issues. We encourage our students to become critical thinkers, problem solvers, and lifelong learners as we prepare them to survive in today's world.

In most of our programmatic areas, we have already expanded beyond DIL students' population to benefit students from surrounding communities by engaging them in PBL, providing training to their teachers and principals and by opening our libraries to families.

We continue to innovate to incite positive change – and our latest initiative, Technology Enabled Accelerated Learning (TEAL), uses Android tablets to bring videos and assessments directly to students to support core subject instruction in the classroom. Combined with our rigorous program of analysis and evaluation, TEAL will ensure that every child in the classroom is progressing.

Our essential, life-changing work could not be possible without the generous support of our donors and volunteers, for which we remain forever grateful.

Warm regards,

Fiza Shah  
DIL Founder & CEO

## ➔ Mission



To educate and empower underprivileged students, especially girls, by operating student-centered model schools;

and provide high-quality professional development to teachers and principals across Pakistan.

## ➔ Vision



No child in Pakistan, no matter how poor or underprivileged, should be denied access to quality

education. All children should have equal opportunity to reach their full potential and contribute toward the socio-economic betterment of their communities

## ➔ Model



DIL operates schools in under-served areas, with a special emphasis on girls. Our model is a three

pronged approach which addresses the complex needs of the communities we serve.



## ABOUT DIL

Developments in Literacy (DIL) provides quality education to underprivileged children in Pakistan, especially girls, and invests in the professional development of teachers. The organization operates 124 school campuses, enrolling more than 24,000 children across Pakistan. DIL's Teacher Education and Management (TEaM) College trained 2,283 teachers and principals in content knowledge, pedagogy, and school management in 2015 alone. This benefited some 65,000 children enrolled within and outside the DIL system.

DIL teams develop effective learning systems tailored to the needs of rural girls and women. A DIL education is activity-based, builds confidence and other 21st century skills. Our interventions are high quality and cost-effective through the integration of technology. As a result, our students are excelling academically, reading English and mastering math far ahead of their peers.

The organization supports alumni with life skills training, scholarships, internships and micro-enterprise funding to provide opportunities beyond school. Additionally, we invest in the professional development of teachers and principals, who are agents of change in their classrooms and communities. We engage with communities to foster supportive home environments for children to succeed.

Developing  
Teachers &  
Principals

Delivering  
Quality  
Education

Success  
Beyond  
School

# THE FACTS

2016-17



124  
CAMPUSES



24,840  
STUDENTS ENROLLED



20 to 1  
STUDENT-TEACHER RATIO



1,257  
TEACHERS & PRINCIPALS



123,100  
LIBRARY BOOKS



51  
COMPUTER LABS



66%  
STUDENTS HAVE  
ACCESS TO TECHNOLOGY

## HOW YOUR FUNDS ARE APPLIED



# 2016 FINANCIALS

## Assets

Cash	759,753
Investments	300,772
Receivables	282,549
Deposits	4,732
Prepaid Expense	10,738

**Total Assets \$ 1,358,544**

## Liabilities and Net Assets

### Liabilities

Accounts Payable	37,778
Accrued Liabilities	24,583

**Total Liabilities \$ 62,361**

### Net Assets

Net Assets	1,296,183
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**Total Liabilities and Net Assets \$ 1,358,544**

## Revenues and Other Support

Special Events	1,780,584
General Donations	595,102
Grant Revenue	38,012
Interest and Divident Income	13,855
Unrealized Gain/(Loss)	14,307

**Total Revenues and Other Support \$ 2,441,860**

## Expenses

### Program Services

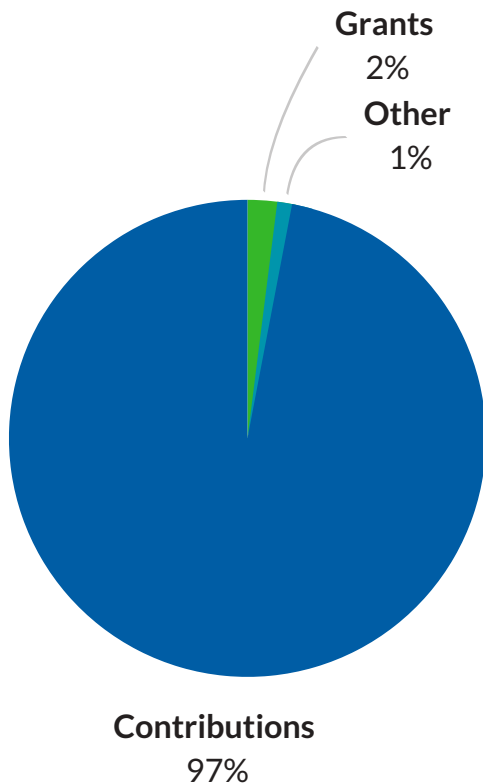
### Supporting Services

Program Services	2,268,185
Management & General	248,185
Fundraising	124,947

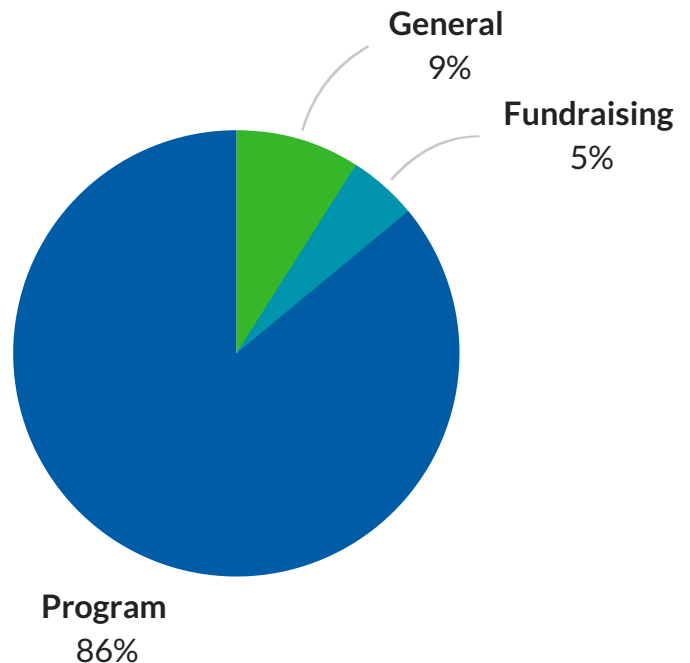
**Total Expenses \$ 2,641,317**

**Change in Net Assets \$ (199,457)**

## Sources of Funds



## Uses of Funds



# DIL PROGRAMS

*DIL believes that technology is the future of education and it is important for students to have access to computers, tablets, and other technology whenever possible. DIL's successful educational technology innovations have distinguished the organization as an EdTech leader in Pakistan. DIL effectively applies technology-based solutions to overcome situational barriers to learning commonly encountered in areas DIL works.*



## TECHNOLOGY FOR SCHOOLS

DIL's IT Program for Schools initiative is focused on reducing the digital divide and improving the quality of education by providing a technology-assisted learning environment, interactive learning resources and capacity building of local staff members. The investment in giving students access to technology is one that will continue to have a significant impact on their future. In order to develop technology literacy among rural teachers and students, most schools are equipped with laptops or computer labs.



The core objectives of DIL's IT Program for Schools are to:

- Develop technology literacy among rural teachers and students. Most schools are equipped with laptops or computer labs.
- Integrate technology to support teacher development, accelerate student learning, and measure outcomes.
- Improve 21st-century skills of students and teachers through computer enabled project based learning (PBL). DIL partners with organizations such as iEARN, and Learn Smart Pakistan to provide students with authentic opportunities to collaborate on designing solutions to community issues.

# READ TO GROW READ TO KNOW: E-LIBRARIES FOR RURAL SCHOOLS

## Background

In partnership with USAID Small Grants Ambassador's Fund Program and Starfall.com, Read to Grow Read to Know E-Libraries for Rural Schools was designed and implemented by DIL to accelerate reading development and comprehension in English, a skill all children must master in order to succeed academically in Pakistan. This was a 20-month pilot program that started in December 2015.

Starfall.com generously provided access to their vocabulary-controlled e-stories beginning with phonics-based decodable e-books to longer, more complex stories. Starfall's e-books, designed to build reading proficiency among users, comprised the core content of the program. This was supplemented by electronic children's stories that were curated and leveled from open educational resources (OERs). Beneficiaries had access to about 300 leveled e-books in all.

Teachers and school librarians were trained to guide students to access the e-library using tablet devices. The eight-day training acquainted teachers and librarians with navigating devices and classroom management strategies to ensure quality reading experiences for students. They were also trained to use tablets to monitor progress on key reading skills.

Students accessed the e-library during library period and for guided reading during English class. Library periods emphasized reading for enjoyment. While devices remained at school for security purposes, the project promoted a culture of reading through reading carnivals that were student-led and organized. Preparing for these school-based events that invited community members to share in the joy of reading set a purpose for reading. Purposeful reading practice contributed to the growth in reading observed over the course of the project period.

## How it works



Train on tablets for reading +



Provide leveled e-stories for recreational reading +



Students given time to hear and read stories at their level =



Improved reading fluency and comprehension

## Results

After using the tablets off-line for reading regularly for eight months, students made significant improvements in all areas assessed. Between the beginning and end of the study, students' average performance on key reading skills increased as follows:

- Familiar word reading skills increased by 117%
- Oral reading fluency rates increased by 138%
- Reading comprehension improved by 217%

A widely accepted threshold indicating a child's transition from learning to read to reading to learn is the ability to read at a rate between 45 and 60 correct words per minute (cwpm). Children reading at slower rates tend to focus on decoding individual words rather than comprehension. By end line assessment, the number of participating children able to begin to learn from what they read increased by 336.41%, outperforming the control group by more than two times. The true gains are best observed in individual students.

## Results Continued

Students participating in this pilot responded mostly positively to Starfall content as evidenced through teachers' Likert scaled responses to questions shown below with average ratings between 1 & 5 (1= not at all, 5 = most definitely).

My students were excited about reading the Starfall e-Stories	My students mostly understood the Starfall e-stories.	My students could relate to the Starfall e-stories.	The Starfall e-stories were culturally appropriate.
4.14	4.36	3.79	3.71

The response to Read to Grow Read to Know has exceeded all expectations. With student, parental and community enthusiasm generated from the pilot, school principals have independently outlined plans to extend the program to grades 1 and 2 so that all primary grade students may benefit. The tablets invested for the pilot will continue to serve students. There is high demand for this intervention at DIL schools located in the vicinity of our pilot schools.

## Next Steps

Given the profound changes in reading comprehension evidenced by pilot participants, DIL envisions expanding the program to reach 20,000 students in the next two to five years. Towards this end, DIL is seeking public and private sector partners to share in the success of this program because **today's reader is tomorrow's leader.**



## RGRK Impact

DIL's Read to Grow Read to Know pilot has made all the difference for Rabia, a third grader from Janawari Goth in Khairpur, Sindh, where English is learned as a third language. According to her teacher, regular use of Starfall and other e-books on the tablets has helped Rabia make the leap from learning English sounds to being able to read stories and acing her English exams.

Parents have responded positively. A mother in Khambo, Dir, for example, shared, "We are very happy that they are able to learn and read English, which will enable them to further studies."

Several teachers reported that the pilot had been especially impactful for reluctant readers like Maryam. Her teacher noticed how she would listen to new words repeatedly and now she can read these words with ease. Her English improved so much that she placed 1st position in her final English exam. Being from one of DIL's most remote communities in lower Dir, Maryam would have been unlikely to make such strides in her English without access to technology and Starfall's expertly designed content





# GATEWAY INITIATIVE

The Gateway Initiative Program is designed for DIL secondary grade students, graduates, and community members. Its objective is capacity building and skill development in students and DIL community members, enabling them to access better economic opportunities. The program structure has 2 components: in-school training in Life Skills and after-school vocational training.



The Life Skills component has several programs:

- Basic Life Skills, such as decision making, problem-solving, confidence building etc., are taught to the 8th-grade students.
- Personal Economics training is given to 9th-grade students to introduce them to basic concepts of finance and economics such as investment opportunities, bank accounts, personal budgeting, and more.
- Head-Start training is provided to 10th-grade students, equipping them with basic entrepreneurship skills as well as preparation for job interviews.

The Personal Economics and Head Start modules are delivered in collaboration with INJAZ Pakistan. The second component of Gateway i.e. Vocational Training has 3 programs: IT, English and sewing & stitching. IT VTC teaches basic and intermediate level computer skills to communities in the underprivileged areas of Orangi, Khairpur, ICT and RRP, whereas English language vocational centers operate in Khairpur and Orangi. Sewing & Stitching VTC is currently operational in Orangi only.



In 2016, 492 students were trained on the Life Skills module, 205 on Personal Economics, and 48 on Head-Start. 348 students, teachers, and DIL community members completed the 3 month English VTC course, 516 completed the IT VTC course, and 145 completed the VTC course for sewing and stitching.

## GATEWAY ACHIEVEMENTS

- As demand increased for English language skills, professionals from various background enrolled in the English VTC in Orangi. A 5-month course of English VTC was successfully completed only for executives.
- More than 86% of students went on for higher studies after Matric in Orangi and 100% in Khairpur.
- 3 students from IRC/DIL Sobhodhero School Khairpur received full scholarships from KIREA, a Canadian based organization, to continue their higher education.
- 6 students completed 1-year diploma course at the Hunar Foundation.
- An ex-student of English VTC received a job in Eureka- an English language institute.

# TEACHER TRAINING AND CURRICULUM DEVELOPMENT

As the years' progress, the DIL training team is continuously making strides to reach out to a greater number of teachers every year. In 2016 DIL provided the Foundation Courses, that were designed by the DIL Training Department, to 2,160 DIL and Non- DIL teachers, bringing the cumulative number of trained teachers to 13,115 since 2010.

DIL has 17 different subject courses ready for face-to-face and online trainings. 2016 gave DIL the opportunity to design additional modules in areas identified as a local need, including courses on School Enterprising for Entrepreneurs. Another milestone for the Training Department was the development of the Independent Learning Induction Course for new hires. An instructional manual, teacher's manual, and a set of 23 subject and pedagogical skill based video lessons were developed for this course. The course was piloted in Orangi where Principals were trained on its delivery. It will be scaled out to all projects in 2017.

The Training Department worked towards self-sustainability through conducting trainings on cost bearing and cost-sharing models. Trainings were provided in Early Childhood Education (ECE), English, Urdu, Mathematics and School Leadership. A total of 144 Non-DIL teachers were catered under the cost bearing/sharing model.

In 2017, DIL aims to build on these gains by scaling up training to reach over 2,000 teachers within the DIL network and increase the outreach beyond DIL schools to further our mission of providing high-quality education to underprivileged students. We will add to the body of knowledge by developing curriculum enhancement materials and training modules that will continue to build on the subject content and concept clarity, as well as pioneer new learning techniques and modes of delivery for enhancing access to many more deserving teachers.



# 2016 HIGHLIGHTS

- DIL's combined student enrollment was over 24,000, and student dropout was less than 1%.
- Of the 303 DIL students that took the Matric exam last year, 45% received an A+ or A grade, and 31% received a B grade.
- In a recent competition held by Knowledge Platform, 8 DIL students were among the 21 winners from across Pakistan. Almost 11,000 9th and 10th-grade students participated and no other participating school network won as many awards.
- In 2016, 492 students were trained on the Life Skills module, 205 on Personal Economics, and 48 on Head-Start. 348 students, teachers, and DIL community members completed the 3 month English VTC course, 516 completed the IT VTC course, and 145 completed the VTC course for sewing and stitching.





**DIL**