



# Developments in Literacy

Educating Children • Empowering Communities



**2013 ANNUAL REPORT**



Dear Friends,

**While Pakistan's constitution guarantees that every child has a right to education and the government offers free public education, a good education policy and a strong national curriculum, quality education has yet to be defined.**

Developments in Literacy (DIL) is at the forefront of defining quality education in the context of urban and rural schools in underprivileged areas of Pakistan where 75% of the population resides. By providing appropriate materials in a safe, joyful learning environment and pairing that with a state of the art curriculum enhancement program and extracurricular activities, our students are gaining proficiency in 21st century skills which will empower them for success beyond school.

Academically, the results are clear – DIL students are excelling in standardized testing above the national average, and our primary grade students are excelling in math and reading stories at levels far above their cohorts in Pakistan.

DIL continues to mine knowledge at the global level and localizes it to make it more effective and useful to rural students and teachers. IT provides an excellent example of how this has worked. Through a USAID-funded project, DIL has open-sourced and recorded 500 learning videos customized to the needs of the rural teacher.

DIL's successes are ready for replication in public and other low-income schools, and therein lies our pathway to scale. We are assisting local nonprofits to better run and resource their schools, train their teachers and improve their learning outcomes.

We are honored that you have chosen to make DIL your charity of choice and share in our passion for life-changing quality education. With your support, we will continue to empower every child for success in school and beyond!

Best,

*Figar Shah*

Founder & CEO | Developments in Literacy

## OUR MISSION

Developments in Literacy (DIL) educates and empowers underprivileged students, especially girls, by operating student-centered model schools; and provides high-quality professional development to teachers and principals across Pakistan.

“I work and I go to school. Even if I am very tired, I like to learn to read and write. I feel so happy in school,  
**I WISH ALL CHILDREN COULD FEEL SAFE AND HAPPY”**

*Deeder Ali, 7-year-old DIL student*

**READ MORE ON PAGE 6**

# 2013 PROGRAM OVERVIEW

## SCHOOL PROGRAM

DIL's network of schools stabilized at 120 campuses across three provinces, enrolling 18,719 students (October 31st, 2013). This represents a 10% growth in enrollment over the previous year. DIL also maintained its girl-centric focus, with a 67% female enrollment. The program was staffed with 917 teachers and 100 principals, with 82% of the enrollment at primary level.

The program maintained a **21:1 student teacher ratio** and the drop-out rate was a **negligible 0.5%, compared to the national drop-out rate of 45%**.

One new campus was constructed in 2013, and currently, one-third of DIL schools are housed in purpose-built buildings. The organization continues to invest in upgrading infrastructure across the entire network, to keep up with the needs for added enrollment.

2013 represents the inaugural year in which standardized exams were conducted across all campuses for English, Math, Urdu and Science. The Curriculum Development team completed teacher resource guides and materials to enhance 6th grade learning, and DIL now has in place learning and teaching support materials to deliver quality education from Nursery to 6th grade.

## ENHANCEMENT PROGRAMMING

Cornerstones of DIL's school program credited for confidence building and the natural curiosity our students demonstrate are the IT and Reading initiatives the organization has in place.

**Three additional computer labs** were added during the year, taking to 51 the total number of computer labs we have at our numerous school sites. DIL also provided laptops at 10 school sites, and by the end of 2013, some 31 sites had internet-enabled facilities.

DIL added **three new libraries** in 2013, bringing the total of dedicated libraries to 52. The team branded and delivered materials which enables libraries to circulate books and give students the opportunity to reach outside the classroom — a process that is critical for them to become proficient readers.

Also in 2013, some 34 sites were staffed with trained librarians. The librarians were trained on effective management and utilization of library resources and DIL procured and distributed an additional 20,000 library books in 2013, bringing to 89,000 the number of books in DIL libraries.

## TEACHER TRAINING

The DIL Teacher Training Program benefitted 1,317 teachers in 2013 and each teacher received an average of 150 hours of professional training. Teachers were trained in subject specific content knowledge as well as pedagogy. Through pre and post testing, the teachers have demonstrated measurable improvements in concept clarity and proficiency, and with the added support of peer mentors and on site observations, DIL trained teachers self-report higher levels of confidence. The training has also borne itself out in DIL students' strong academic scores in standardized testing in math, English and Urdu.

## SUCCESS BEYOND SCHOOL

DIL students are empowered for success beyond school. In 2013, 2,287 students matriculated out of the DIL system (either at 5th /8th/10th grades). This represents an increase of **20% over the previous year**. Of them, 528 students received continuing education scholarships, 15 enrolled in internships and a total of 345 beneficiaries (student graduates and community members) trained at DIL's vocational training centers in Sindh and Khyber Pakhtunwa. Also in 2013, a number of microenterprises were launched with DIL female graduates blazing the way for women in rural underprivileged communities.





120  
CAMPUSES



18,719  
STUDENTS ENROLLED



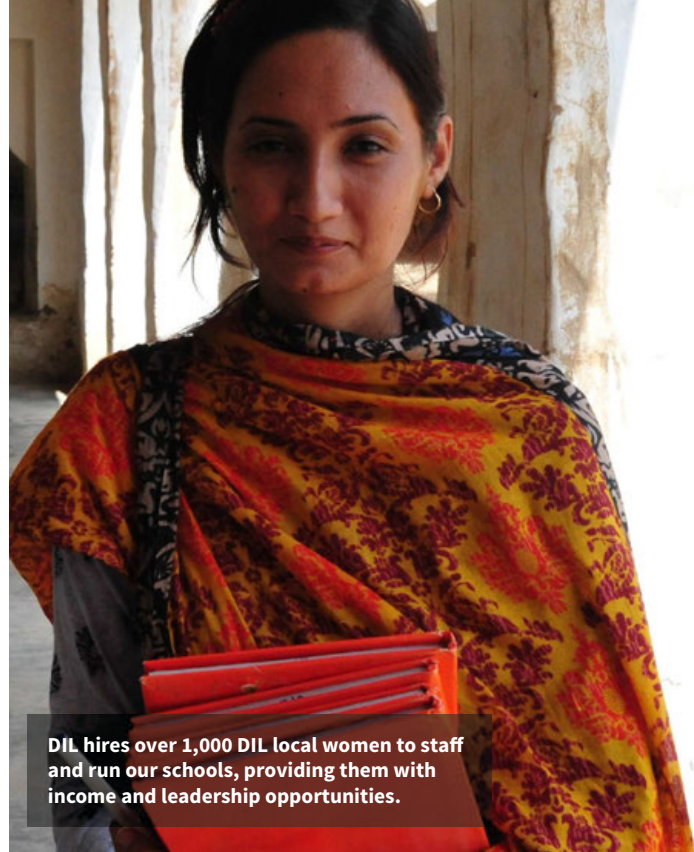
180,877  
CUMULATIVE ENROLLED  
1990 - PRESENT



21 to 1  
STUDENT-TEACHER RATIO



1,017  
TEACHERS & PRINCIPALS



DIL hires over 1,000 DIL local women to staff and run our schools, providing them with income and leadership opportunities.



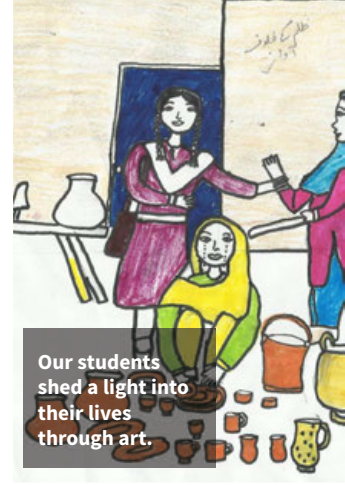
Teachers receive 150 hours of professional development, using blended delivery models of in person, on line and smart phone technology.

80% of DIL's students are enrolled at primary level, and 99.5% go on to complete primary school, as compared to only 55% nationally.





By creating a girl-friendly environment, we have been able to reach out to female students, especially in rural areas where girls have traditionally been excluded from education.



Our students shed a light into their lives through art.



A DIL education focuses on activity-based learning, confidence building and other 21st century skills.



DIL's safe and nurturing learning environments create spaces for children to grow and play.



89,000  
LIBRARY BOOKS

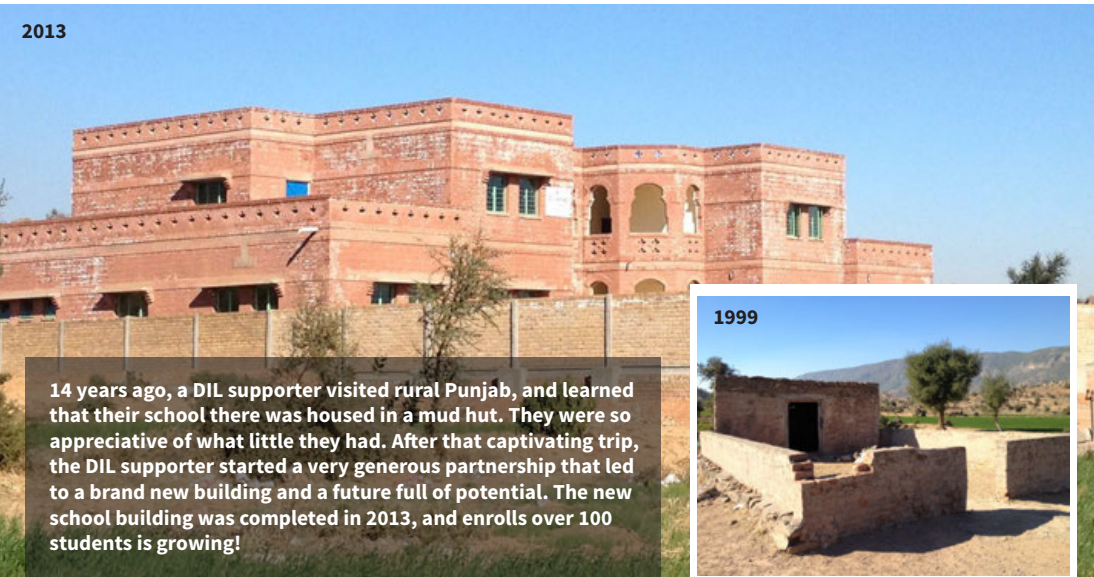


51  
COMPUTER LABS



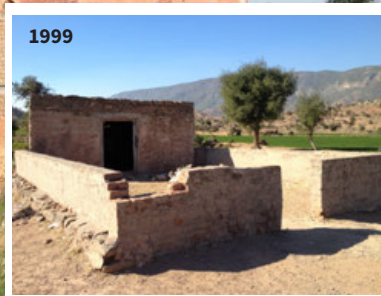
70%  
STUDENTS HAVE ACCESS  
TO TECHNOLOGY

2013

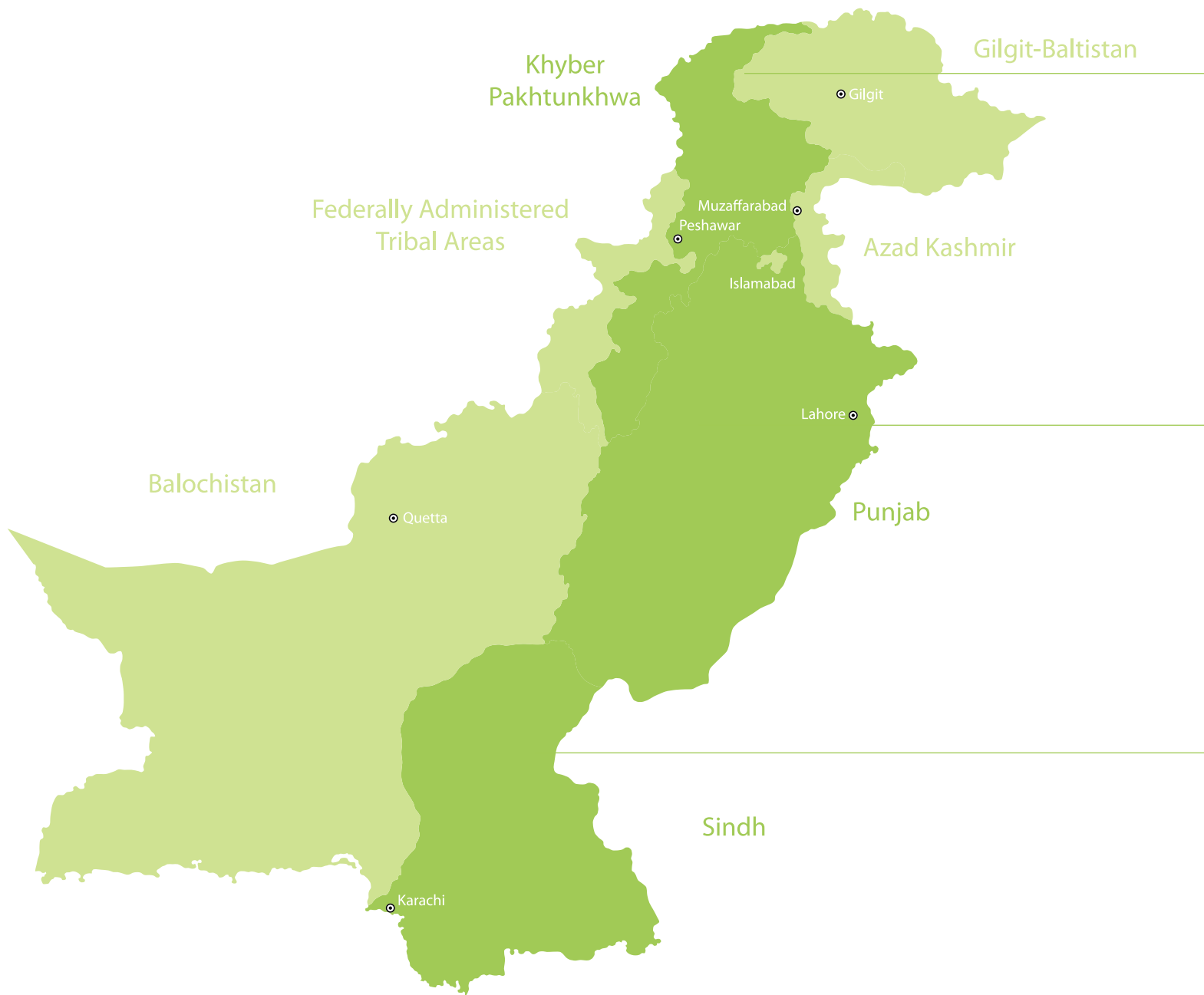


14 years ago, a DIL supporter visited rural Punjab, and learned that their school there was housed in a mud hut. They were so appreciative of what little they had. After that captivating trip, the DIL supporter started a very generous partnership that led to a brand new building and a future full of potential. The new school building was completed in 2013, and enrolls over 100 students is growing!

1999



DIL schools broaden horizons by opening gateways to advancing student learning.



**1997 - 2000**

DIL founded and established in the US and Pakistan. Set up multi-grade primary schools with partner NGOs.

**2000 - 2003**

Secondary schools established.

**2003**

First computer lab set up.  
Established DIL Canada affiliate .

**2006**

First directly managed DIL school project initiated; DIL embarks on school construction following the devastating 2005 Pakistan Earthquake.

**2007**

Launched initiative to create teacher resource materials for curriculum enhancement program.

**2008**

DIL's teacher training program is formalized.

**2009**

Set up Monitoring and Evaluation dept. to facilitate knowledge capture and launched Vocational Training.



## KHYBER-PAKHTUNWA PROVINCE

**2,974** STUDENTS  
**145** TEACHERS  
**32** SCHOOLS

## PUNJAB PROVINCE

**9,208** STUDENTS  
**317** TEACHERS  
**31** SCHOOLS

## SINDH PROVINCE

**9,456** STUDENTS  
**473** TEACHERS  
**57** SCHOOLS



Future DIL Students  
of Alamabad village

Alamabad village lies in District Dir. It's one of the most deprived regions of Pakistan, despite the natural beauty of its terraced mountains and stunning landscape. While there are glimmers of hope in the region, female literacy figures remain abysmal.

There are no public schools in the immediate area; however, DIL has been operating a school there for some time. But due to resource constraints, it is not nearly big enough to accommodate all of the local children. In 2014-2015 DIL will begin construction on a new school in Alamabad to help restore hope for the many girls that go without an education in the area.

2010

Introduced Internet access and Project Based Learning; established dedicated libraries.

2011

Trained non-DIL teachers and school management teams.

2012

Began Nursery/Early Childhood Education program. First cohort of 10th grade students sits national board exams.

2013-2014

Focus on research and program development; formalized Teacher Education and Management College (TEaM College); launched Mobile Learning project and Gateway Initiative to promote student success beyond school.

Initiated new project in Punjab; building 2 schools in Khyber-Pakhtunwa.



## AS THE SOLE PROVIDER IN HIS HOUSEHOLD, DEEDAR ALI'S BIGGEST CHALLENGE IS DOING HIS SCHOOLWORK AND KEEPING PACE WITH HIS PEERS.

Deedar is 7 years old and a DIL student.

“The more I walk in the fields and through the market with my tray full of chickpeas and masala, the more I sell, so it’s hard for me to justify going home early to do my homework sometimes...”

**Deedar’s other mission: Giving advice to the girls he sees working in the fields.**

“I tell them to go to school, I give them my own example, I work and I go to school, even if I am very tired, I like to learn to read and write.... I feel so happy in school, I wish all children could feel safe and happy.” It is only when he leaves the schoolyard that Deedar’s chest begins to tighten as the burden of being his mother’s sole provider weighs on him:

“I only make 50 rupees some days, those days I keep massaging the coins in my hand and I keep crying all the way home, because I know my mother will be sad, she used to work hard for us as housemaid, but then she got sick.”

**Deedar’s father divorced his mother, leaving her with three sons. Deedar is the youngest and the only one willing to help her eke out a survival existence.**

“I have two older brothers, they work as laborers, and I fight with them everyday, but they refuse to give my mother money, they come home drunk, and one day I will kick them out, when I am large enough. But for now I will just sell chickpeas to protect my mother. They say, ‘let her starve, she is useless’. I cry when I hear that. But when they leave I tell her about the stories I read in school, she likes that.”

*©Fatima Najm (@fatimazn), cofounder of Creatives Against Poverty*

## WHEN SHE HEARD ABOUT THE POSSIBILITY OF A SCHOOL IN HER VILLAGE, FARZANA'S HEARTBEAT QUICKENED.

Farzana Habib was married at twelve to a man three times her age. "I knew he was very old, but I had no choice. But I was happy because he let me run (informal) classes for young girls, mostly about Quran, but we used the classes to discuss issues of girls, in an Islamic (context)."

"I knew my husband would never allow me to go to school, so I convinced my mother to lie for me. I hid one uniform at her place, and one uniform at my cousin's place and started to learn lessons with the girls. Women laughed because **I was much older than the other girls, but I didn't care, I was learning and it felt like a dream for me to get new knowledge.**"

Farzana's husband eventually passed away, "either of gas fumes he inhaled at work, or of old age, I don't know. But then I had to have an income or beg from my family, who live in poverty, that's why I had to marry, so I decided to work."

The idea for a clothing retail business had been percolating in her head. She began by selling her cow for 6,000 rupees for seed capital, and then training her father and brother to pick fabrics that would please her female clientele. At first perplexed, and finally frustrated by this complicated process, they eventually allowed Farzana to go with them to the market in full purdah so that she could do the choosing herself. The women would wait for news of her return and gather to browse and shop in the sanctity of Farzana's "Chaar-diwari" where they could take off the "chaador" and relax. She turned a profit of 50 rupees per fabric piece sold.

"DIL teachers put a lot of confidence inside me, I think women can work without losing their honour, outside the home, and bring in income without bringing shame to the men of the family. At first my family said what will people say, you have a father and brother and we cannot provide for you. But I told the family the whole village respects the DIL teachers, so I gave their example and I got permission to start my business."

**The teachers attribute part of their ability to grow their student body from 30 to 130 to Farzana Habib's persistent lobbying on their behalf.**



## COMMUNITIES EMBRACE MOBILE LEARNING FOR TEACHERS

In fall 2013, 200 DIL Math and English teachers received smart phones loaded with applications and lessons to help them gain a better command over the content they teach.

Eighty-two percent of the participating teachers found the lessons to be useful. According to one participant, “First I was a bit skeptical about mobile learning, but after going through today’s orientation it is now clear to me that this cell phone is beneficial.”

In order to reach this important project milestone, the project team first needed to understand local perceptions about using mobile devices as learning tools. Through survey and focus group discussions, community members, parents and teachers shared their views, perceptions and thoughts on education, mobile learning and capacity building of teachers.

The two-year Mobile Learning Project initiative was made possible by funding from USAID.



## DIL PARTNERS WITH ARTHUR LAWRENCE TO LAUNCH INTERNSHIP PILOT

How does a bright young person with no connections enter the white-collar workforce in Pakistan? Just ask Arthur Lawrence, a technology and management consulting company that has taken 15 DIL graduates under its wing and taught them the skills they need to land such desirable positions in accounting and human resources management.

Arthur Lawrence’s Ahmnah Abbas, who organized the pilot, designed the program, “to assist and guide internees from DIL in developing essential technical and soft skills required for junior accounting positions or the like in Pakistan.”

The pilot includes daily English instruction, business communication skills, technical skills in essential software like QuickBooks®, and the opportunity to shadow professionals in their respective functional areas. Arthur Lawrence is planning to recruit additional interns in the near future.

“Based on the outcome of this very successful pilot, we plan to connect more DIL graduates in urban areas with similar internship experiences,” Ahmnah said. “We believe these types of opportunities have the potential to change the trajectory of young people’s lives.”

Each child has the right to get an education and live a happy and prosperous life. . . . **EDUCATION MAKES GIRLS CONFIDENT** and gives them the opportunity to take part in every field.”

*Reema Bibi, 8th grade DIL student*

## ASSETS

	2013
Cash	1,539,630
Pledges Receivable	64,698
Prepaid Expenses	3,469
Investments	329,988
Deposits	5,128
Property & Equipment, Net	126
<b>Total Assets</b>	<b>\$1,943,039</b>

## REVENUES AND OTHER SUPPORT

	2013
Fundraising	1,623,499
Contributions	547,676
Grants	137,800
Interest and Dividend Income	9,827
Net Unrealized Gain (Loss)	73,174
<b>Total Revenues and Other Support</b>	<b>\$2,391,976</b>

## LIABILITIES AND NET ASSETS

### LIABILITIES

Accrued Liabilities	9,258
Accounts Payable	10,951
<b>Total Liabilities</b>	<b>\$20,209</b>

### NET ASSETS

Designated	500,000
Undesignated	1,405,060
Temporarily Restricted	17,770
<b>Total Net Assets</b>	<b>\$1,922,830</b>
<b>Total Liabilities and Net Assets</b>	<b>\$1,943,039</b>

## EXPENSES

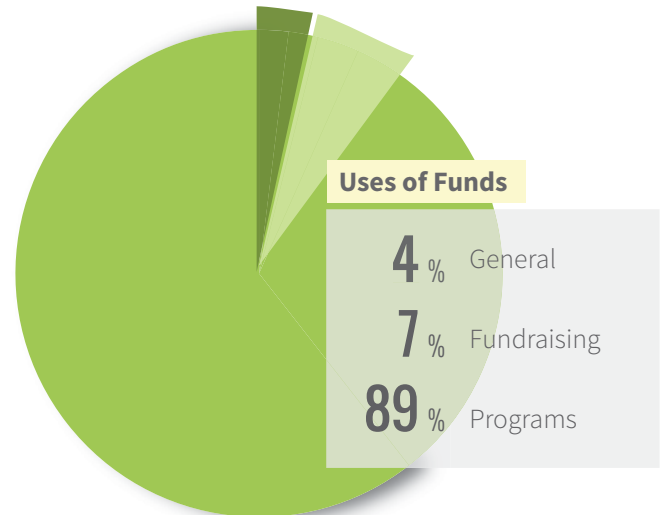
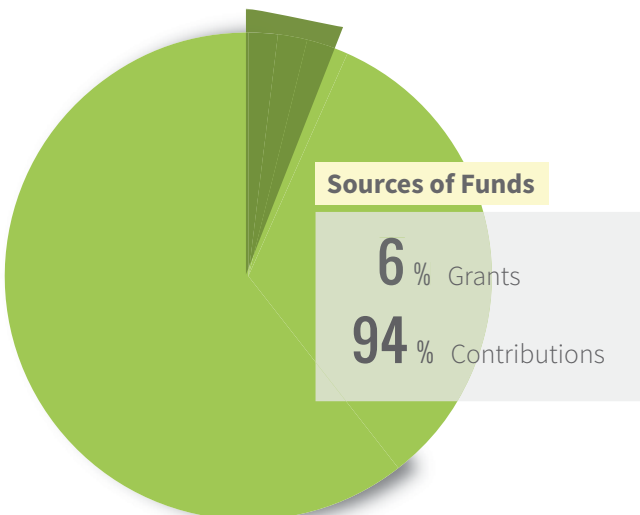
### PROGRAM SERVICES

### SUPPORTING SERVICES

Management & General	90,709
Fundraising	455,120
<b>Total Expenses</b>	<b>\$2,486,870</b>

**Net Assets at Beginning of Year** **\$2,017,724**

**Net Assets at End of Year** **\$1,943,039**



Developments in Literacy (DIL) USA and our network of global affiliates in the United Kingdom, Canada and Pakistan cumulatively raised over \$3 million in 2013. DIL USA's total fundraising in 2013 amounted to \$ 2.3 million, of which 89 cents of every dollar was spent on programs. Within our program funds, 64% is applied to supporting our schools, 29% to supporting teacher education and 6% to program management.

### **DIL US**

17320 Red Hill Ave., Suite 120  
Irvine, CA 92614  
office@dil.org  
Tel: 949 474 5303  
Fax: 949 474 5313

### **DIL US Chapters**

Atlanta  
Houston  
Las Vegas  
Los Angeles  
Phoenix  
New York  
San Diego  
San Francisco  
Washington, D.C.

### **Youth Outreach of DIL (Your DIL) Chapters**

Chicago  
Houston  
Los Angeles  
New York  
San Francisco  
Washington D.C.

*For assistance outside the US,  
please contact*

### **DIL Pakistan**

First Floor, Marina Heights  
Main Jinnah Avenue, Blue Area,  
Islamabad, Pakistan  
Phone: +92 51 2215904 06  
Fax: +92 51 2215903

### **DIL Canada**

5359 Canotek Road  
Ottawa  
Ontario, Canada, K1J 9E5  
administrator@dilcanada.org  
Tel: +1 613 301 7793

### **DIL Hong Kong**

26/F, Bowen's Lookout  
13 Bowen Road,  
Mid Levels, Hong Kong

### **DIL UK**

West Wing - Somerset House  
The Strand  
London WC2R 1LA  
officeuk@dil.org  
Tel: 0207 759 1230

## **BOARD OF DIRECTORS**

Fiza Shah,  
*Founder and CEO*

Dr Nafis Sadik,  
*Patron*

Sara Abbasi,  
*Chairperson*

Marilyn Wyatt  
Mehar Patel  
Muhammad Shahzad  
Najmi Sarwar  
Shaila Zamir  
Tasnim Shaheryar  
Wajid Mirza

## **ADVISORY BOARD**

Anja Manuel  
Henna Inam  
Haris Khan  
Ikram U. Khan, M.D.  
Jane Wales  
Kashif Zafar  
Kavita Ramdas  
Dr Maleeha Lodhi  
Nasser A. Ahmad



**DIL**

Developments in Literacy  
17320 Red Hill Avenue, Suite 120  
Irvine, CA 92614