



Developments in Literacy

Educating Children • Empowering Communities



2022

Annual Report

A Year of Resilience

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Leads the way to progress and excellence
Interpreter of our past, glory of our present
Inspiration for our future
Symbol of the Almighty's projection

25 YEARS OF
EDUCATION

**INTRODUCING
DIL**

DEAR FRIENDS

At **Developments in Literacy (DIL)**, we give underserved children across Pakistan a life-changing education so they can master the skills they need to build a better world. We are deeply grateful to our donors for investing in our schools and opening a whole new world of possibilities and opportunities for our students.

To that end, we would like to share how, over the past year, DIL has enhanced the quality of education we offer our students. This progress is best assessed against the backdrop of the coronavirus epidemic and the calamitous August 2022 floods, which caused monthslong closure of a significant number of DIL schools in Sindh and southern Punjab.

Despite the challenge of natural catastrophe, DIL has expanded its footprint, laying emphasis on five key areas:

- (1)** The continued adoption of government schools, doubling student enrollment from the previous year
- (2)** The continued development of DIL's signature Technology Enabled Academic Learning (TEAL) program

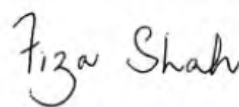
(3) The advancement of teacher training and teacher capacity-building for both DIL and non-DIL (adopted government school) teachers

(4) Offering material relief and reparative resources to our school communities affected by the summer floods

(5) The continued education of young girls through the U-Go financial scholarship program as well as a program called Teach and Educate Adolescent Girls with Community Help (TEACH) in partnership with the International Rescue Committee (IRC).

Although 2022 created hardship for many of our students and their families, we are delighted to share that it was nevertheless a year of remarkable growth and resilience.

Sincerely,



Fiza Shah
CEO, Developments in Literacy



DIL'S VISION & MISSION

Developments in Literacy (DIL) believes that no child in Pakistan, no matter how poor or underprivileged, should be denied access to quality education. All children should have an equal opportunity to reach their full potential and contribute to the socioeconomic betterment of their communities.

To achieve this, DIL educates and empowers underserved students, especially girls, by operating student-centered model schools and offering high-quality professional development to teachers and principals throughout Pakistan.



A SUCCESS STORY

The monsoons dwindled, the heartbreak subsided, but the devastation lingered in many regions of the country after the August 2022 deluge.

Mujeeb Raza, 11, never had an easy life to begin with, his father scarcely able to make ends meet. Then, when the roof of their one-room house buckled within days of the torrential rain, his father's already weak heart failed. "We could not get him to hospital in time," Mujeeb laments. "There was water everywhere and no one could save him."

Mujeeb had no choice but to grow up in an instant and help his mother care for his siblings. Now he is selling snacks after school and learning carpentry as an apprentice by evening, but he never misses a day of school. "My father never got to attend school. He always said that only an education will change our future," Mujeeb shares. "That's why I happily walk with my siblings five kilometers to and from school every day."

Although his school is only now nearing complete reparation, Mujeeb is determined to keep learning and growing.



DIL'S WORK: WHAT WE DO



OPERATE SCHOOLS

DIL operates and manages a network of student-centered schools, including a number of adopted government schools, across Pakistan.



DEVELOP EDUCATORS

DIL provides pre-service and in-service training to build the conceptual knowledge and pedagogical skills both of government school teachers and our own.



INNOVATE FOR IMPACT

DIL creates innovative EdTech solutions and activity-oriented curricular materials that foster problem-solving and critical thinking skills in our students.



ENHANCE QUALITY

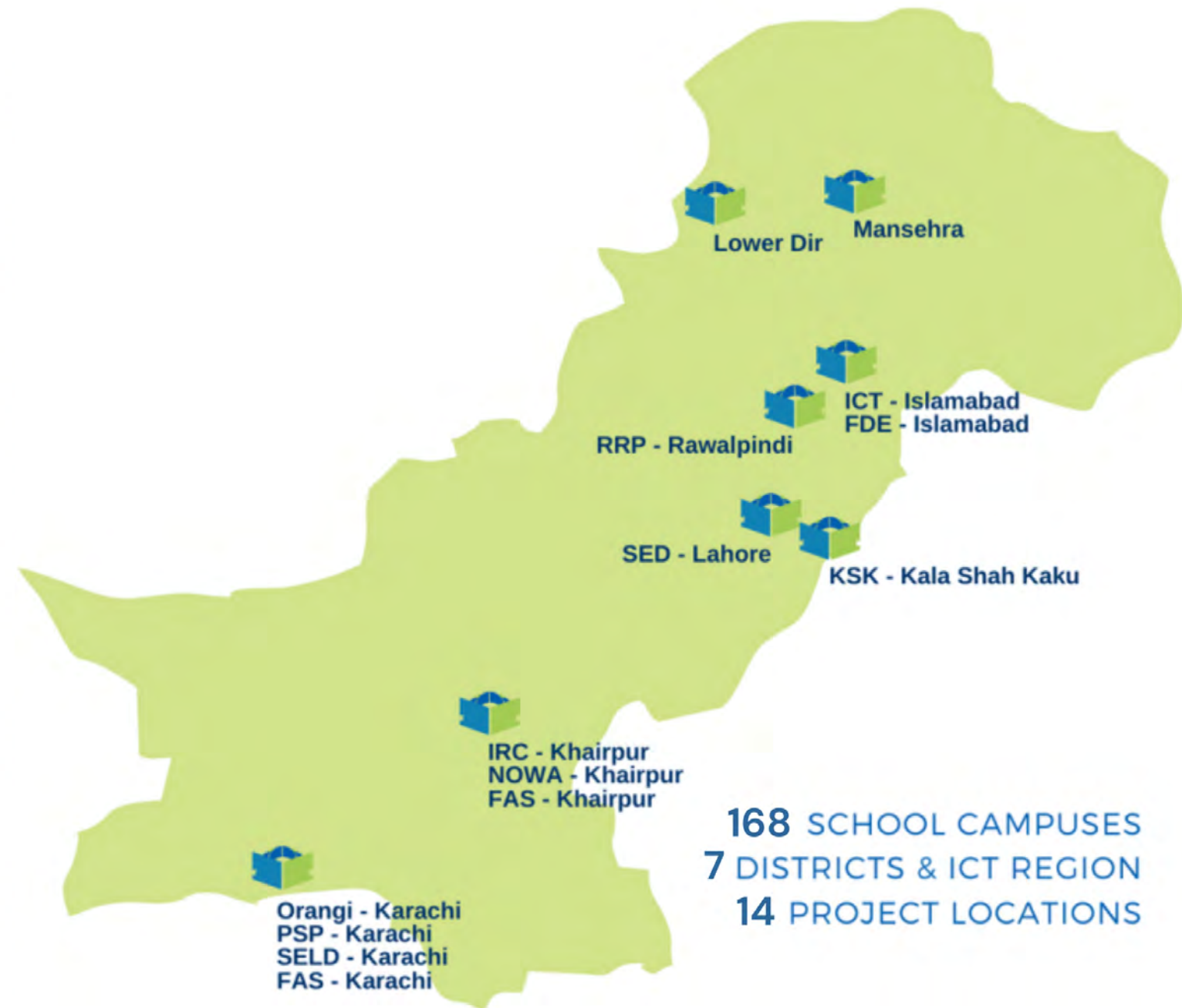
DIL maximizes the quality of education by tailoring our curricula to local needs, fostering student success beyond graduation, and liaising with regional partners.

**DIL was founded with a single purpose:
TO CHANGE THE DESTINIES OF UNDERSERVED
CHILDREN AND TRANSFORM THEIR COMMUNITIES
FOR GOOD.**

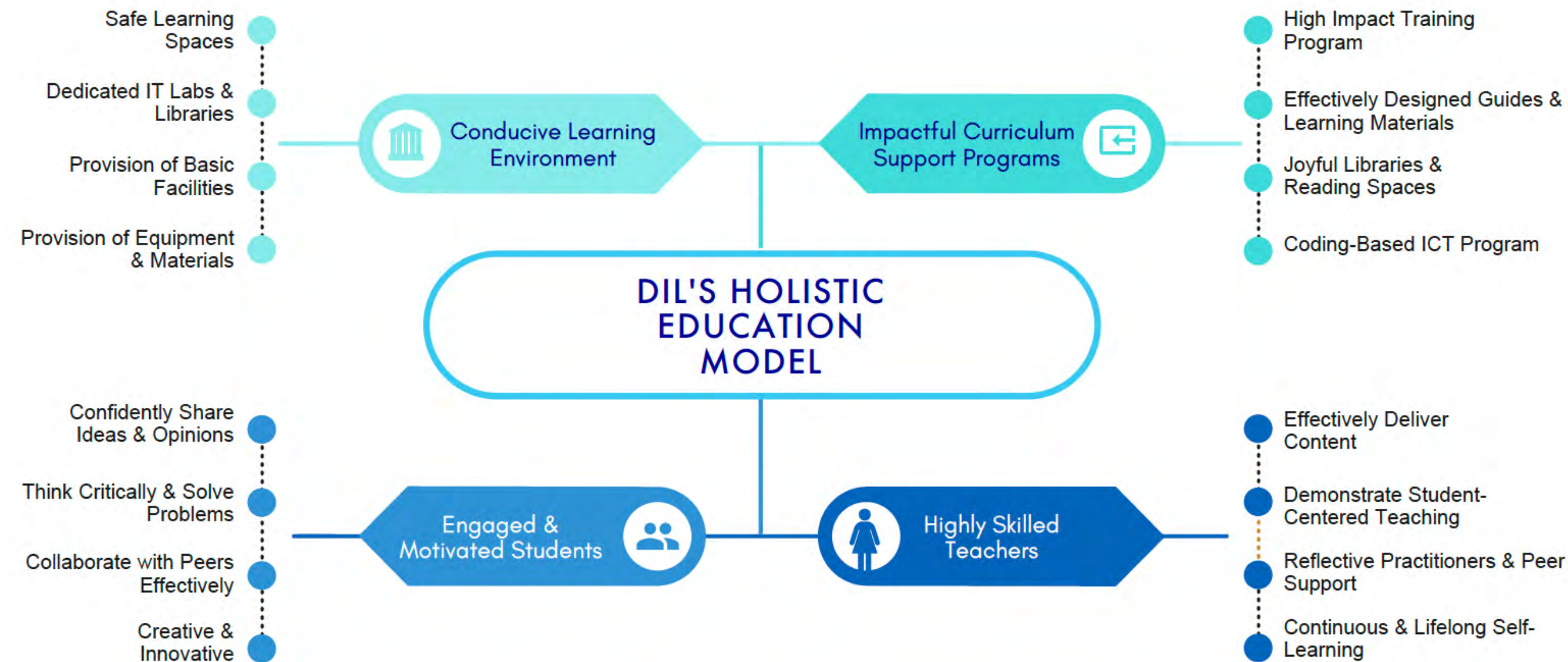
DIL'S FOOTPRINT: WHERE WE WORK



DEVELOPMENTS IN LITERACY - FOOTPRINT ACROSS PAKISTAN



A FRAMEWORK FOR TEACHING



Permanent

Circle time

English

Urdu

Math

Calendar

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Date, Month, Day

Land transport

Vowel

Sight Words

Measurement with Non-Standard Unit



PROGRESS
REPORT

MEASURING
IMPACT



KEY ANNUAL STATISTICS



168

SCHOOL
CAMPUSES



59,278

STUDENTS
ENROLLED



2,566

TEACHERS &
PRINCIPALS



121

DEDICATED
IT LABS



60

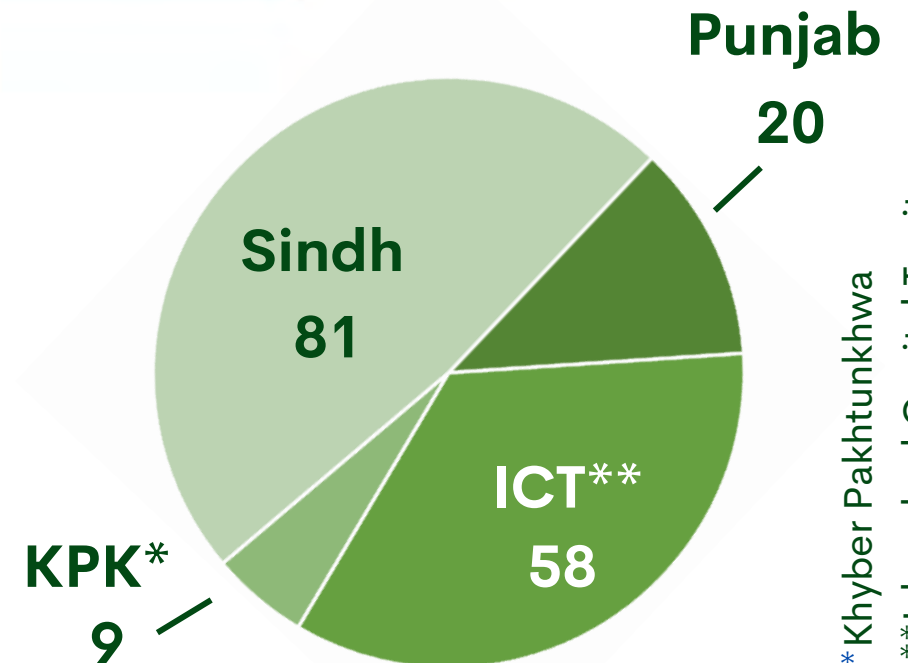
SCHOOLS WITH
DIGITAL LEARNING



105

DIGITAL
LIBRARIES

**NUMBER OF
DIL
SCHOOLS
BY
PROVINCE**



* Khyber Pakhtunkhwa

** Islamabad Capital Territory

RAISING THE BAR

**343,378
Students**

Impacted
Through DIL Programs

**84%
Transition**

From Primary to Middle
and Middle to
Secondary School

**79%
Graduates**

Proceed to Higher
Education or
Vocational
Training

**75% Grades
A/A+**

Matric Board Exams
in 2022

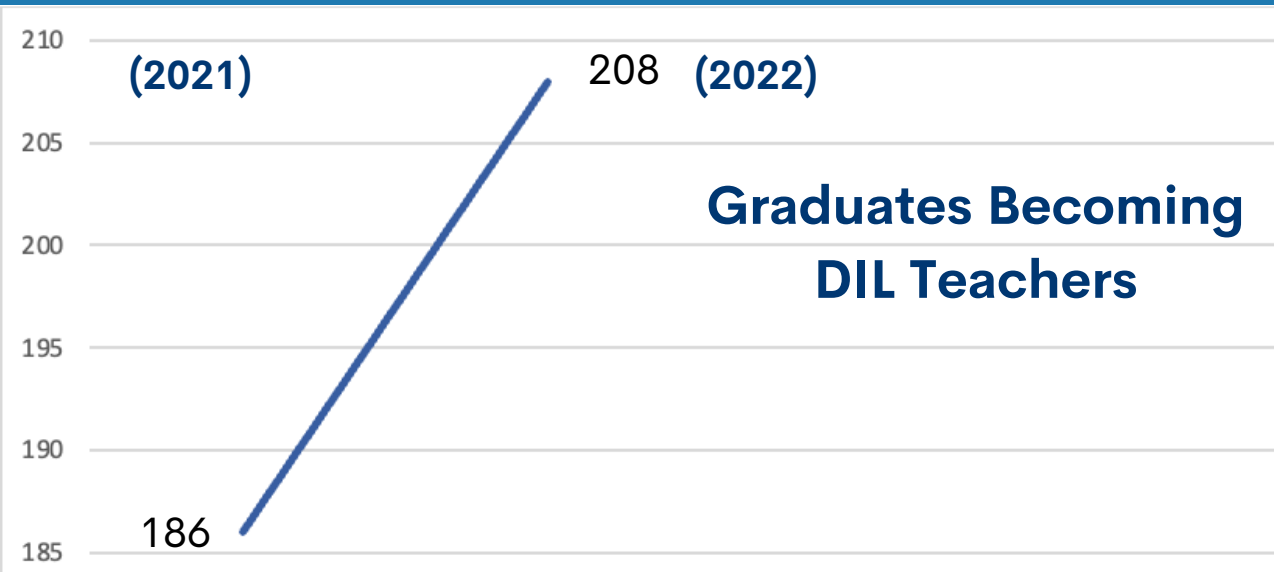
**21,556
Teachers**

DIL and non-DIL
educators trained
since 2010

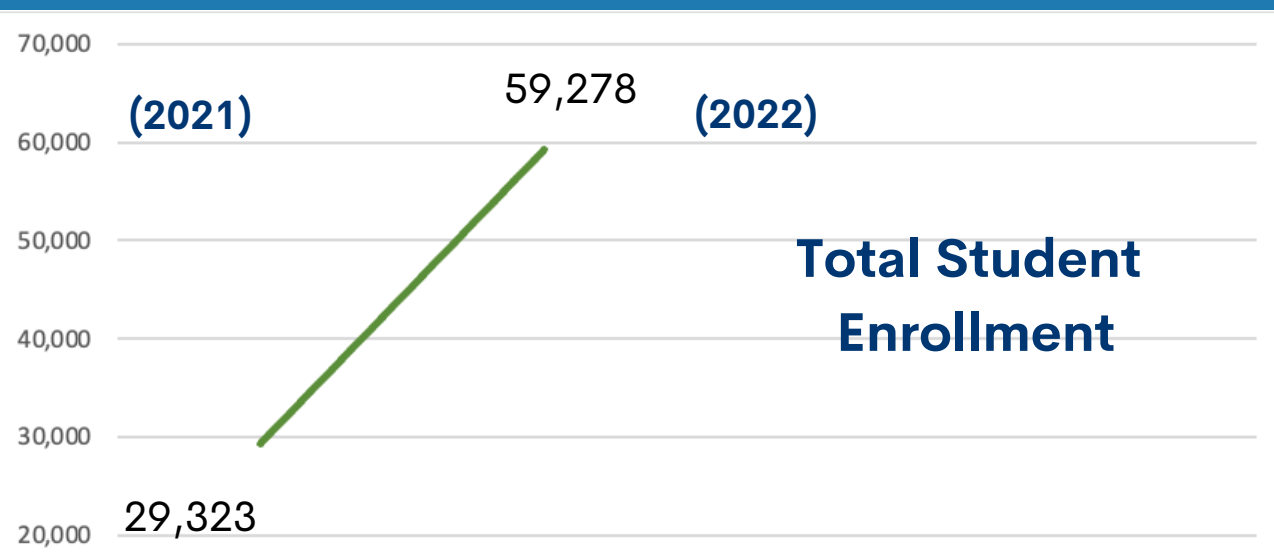
5%

Student Dropout Rate

ANNUAL GROWTH TRENDS



In 2021, 186 students who graduated from DIL became teachers. This number rose to 208 students in 2022, representing a **12% increase** and comprising 21% of all DIL graduates.



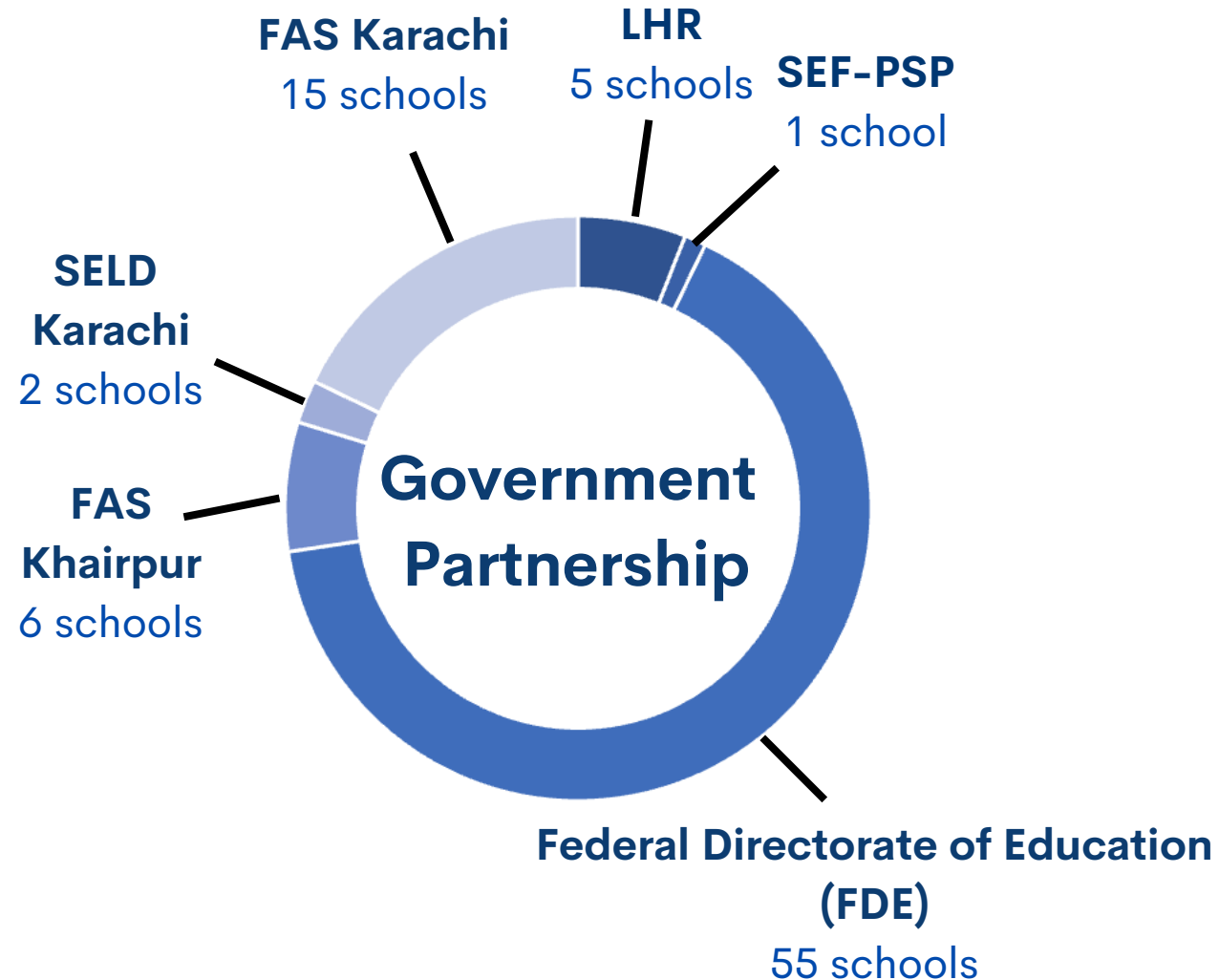
As the total number of adopted government or Federal Directorate of Education (FDE) schools has increased to 84, DIL now serves 59,278 students, representing a **102% increase** from 2021.





Educating young girls is crucial to the health of families. That is why our female enrollment rate is 62%.

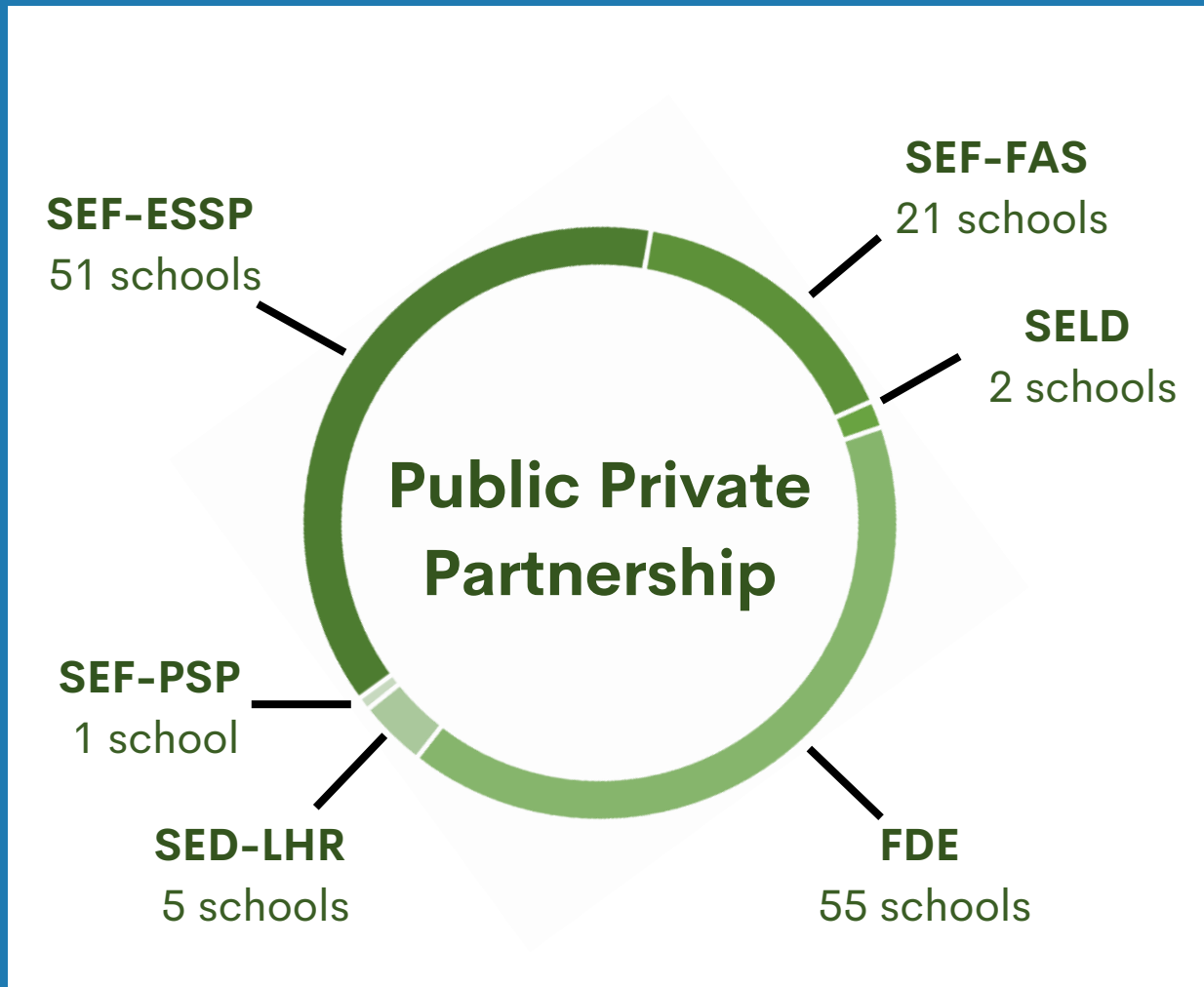
PARTNERING WITH THE GOVERNMENT



In total, **84** of DIL's 168 schools, equal to **50%** of our network, are managed in partnership with the Pakistani government. For the sake of ease, they are referred to as government schools. Joint management is distributed across the following sectors:

- (1) The Federal Directorate of Education (FDE)
- (2) The School Education and Literacy Department (SELD) Karachi
- (3) The People's School Program (PSP)
- (4) Lahore (LHR)
- (5) Foundation Assisted Schools (FAS) Karachi
- (6) FAS Khairpur.

PUBLIC PRIVATE PARTNERSHIP



Public private partnership (PPP) accounts for a total of **135** schools, which constitutes **80%** of our network. PPP is maintained under the auspices of Pakistan's provincial governments. This type of partnership is divided amongst the following sectors, of which categories (1) ~ (4) compose the total of 84 schools shown on p. 16:

- (1) FDE
- (2) School Education Department Lahore (SED-LHR)
- (3) SELD
- (4) Sindh Education Foundation People's Schools Program (SEF-PSP)
- (5) SEF-FAS
- (6) SEF Existing School Support Program (ESSP).

DEMOGRAPHICS: STUDENT POPULATION

Students living in
Urban Slums

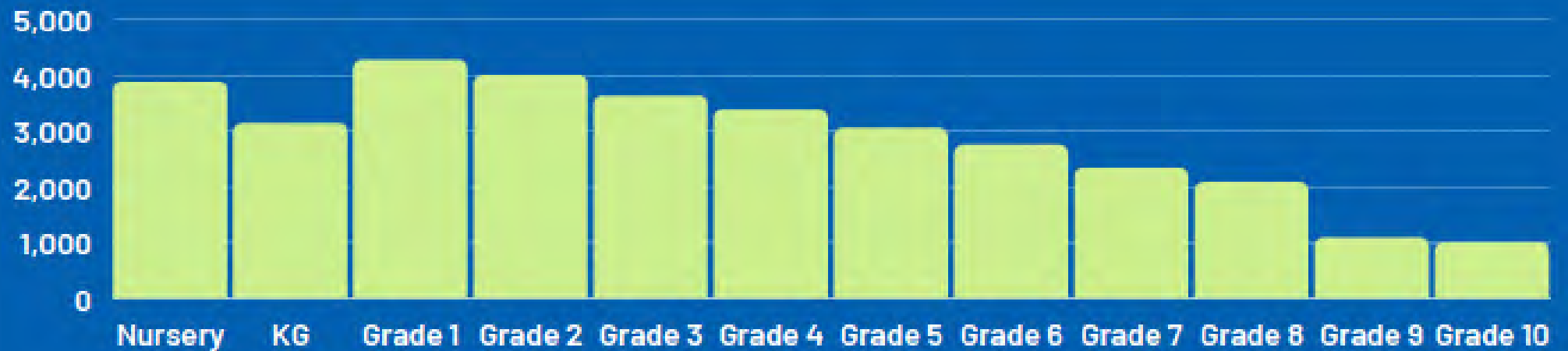
54%

Students living in
Rural Areas

46%



Distribution
of
Students by
Grade Level





Three times in life are most valuable



ACCELERATING
LEARNING

INFORMATION
TECHNOLOGY

HARNESSING THE POWER OF TECHNOLOGY

The principal aim of using cutting-edge technological interventions in education is to reduce the 'digital divide' among DIL students. In 2022, the number of schools with digital learning climbed from 53 to 60 at the same time that overall **student access to technology rose from 85% to 92%**.

INFRASTRUCTURE DEVELOPMENT & TRAINING

To keep up with student needs in 2022, DIL introduced 100 new android tablets with headphones and 81 refurbished Lenovo T440p laptops. In addition, **28 teachers** were successfully trained in 5 Information and Communication Technology (ICT) modules—Introduction to Computers, Multimedia, Microsoft Office, Computer Maintenance, and Internet and Online Communication.

MODULAR TRAINING

Train teachers through online modules for capacity-building

CORE IT SKILLS

Enhance student programming skills through tools like Code Studio

CODING SKILLS

Inculcate in students problem-solving skills via interactive programs like ScratchJr



Dedicated Labs

DIL has **121 dedicated computer labs**, each with 7 to 10 laptops, throughout our network of schools. Every lab has solar panels to generate backup power, internet connectivity, and a team of dedicated IT teachers who assist students as needed.

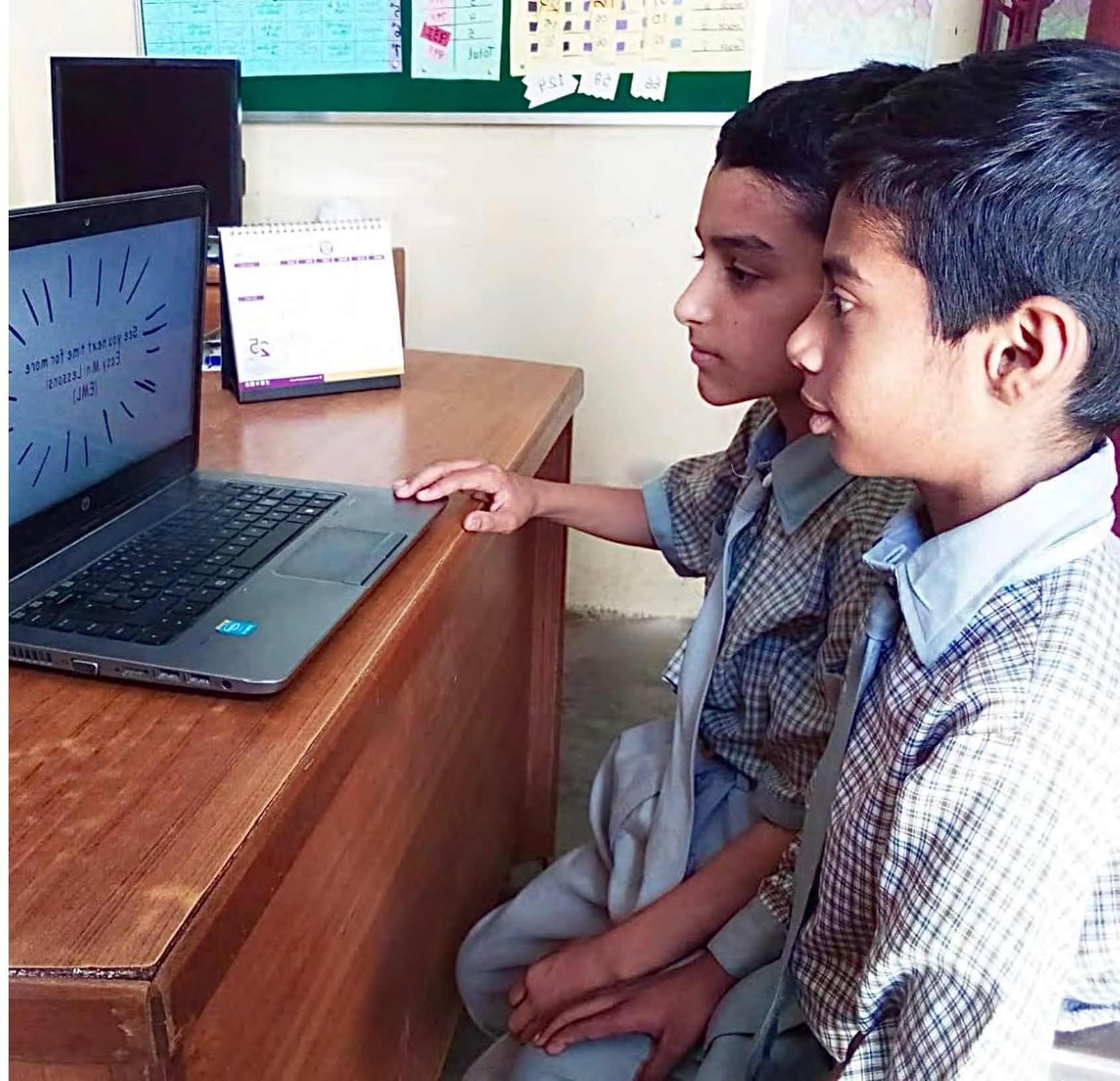


Project-Based Learning

ICT-based programs are cross-curricular and span multiple grade levels, supplemented by activity-oriented projects that permit students to transpose novel concepts to everyday life.



We equip students with the technological tools they need to engage in project-based learning that helps them solve problems within their environment.



MAGIC WORDS



CREATIVE
STRIDES

CURRICULUM DEVELOPMENT



A MODEL FOR ENRICHMENT



TEACHERS' GUIDES

Compilation of
grade-wise lesson
plans for all subjects



SUPPLEMENTARY RESOURCES

Standards-based
teaching materials and
kits for all subjects



SCHEMES OF WORK (SOW)

Schedules for weekly
breakdown of syllabus



SLO-BASED ASSESSMENTS

Formative and summative
assessments based on
established Student
Learning Objectives (SLO)



A PHILOSOPHY OF TEACHING

The vision that underpins curricular development is to equip learners with methods and materials that meet the demands of the twenty-first century. In this spirit, DIL's Curriculum Department prepares and furnishes high-quality standards-based teaching and learning materials for teachers and students in underserved communities.

In 2022, DIL continued to make significant strides in extending our sui generis Technology Enabled Academic Learning (TEAL) Program from Grade 6 to Grades 7 and 8. Covering the core subjects of math, science, and English, this program enables students to construct their own understanding of concepts through a synthesis of video lessons, student-centered activities and assessments (see page 42).





DIL believes in raising the self-esteem not only of our students, but also that of our hardworking teachers.





ELEVATING THE
QUALITY OF
TEACHING

TEACHER TRAINING

A PARADIGM FOR TEACHER TRAINING

How does DIL build capacity among teachers and principals?



Teaching Modular
Certified Courses

+

Using a
Constructivist,
Learner-Centered
Approach

+

Implementing an
Activity-Based
Methodology

+

Nurturing Teacher
Confidence



THE NUMBERS AT A GLANCE



5,310

Non-DIL Teachers
Trained Until 2022



16,246

DIL Teachers
Trained Until 2022



1,457

DIL and Non-DIL Staff
Trained Until 2022

Total Number of Students
Impacted by Trained Faculty until 2022: **243,819**

A **2,042%** increase
since 2012



A HIGH-IMPACT ACADEMIC MODEL

The mission of the Teacher Training Department is to (a) continue advancing teachers' content knowledge and teaching skills, and (b) generate income through service delivery for sustainability and outreach. To achieve these objectives, we use a high-impact academic model that interlaces early teaching exposure, subject placement, capacity-building, curricular support, monitoring, and centralized teaching assessments.

EARLY TEACHING EXPOSURE

Introduce dedicated teachers in early years

SUBJECT-PLACED TEACHERS

Place teachers according to subject in all grades

CAPACITY-BUILDING

Assure ongoing training of teachers via modular certified coursework

CURRICULAR SUPPORT

Distribute guides as well as teaching and learning materials to maximize instruction quality

SCHOOL MANAGEMENT TRAINING

Offer school monitors and principals continuous management training

CENTRALIZED ASSESSMENTS

Issue midterm and final exams to appraise training efficacy

TRAINING DELIVERY PROCESS

NEEDS ANALYSIS

- Summarize analysis of learner profiles
- Conduct visits & observations
- Perform baseline assessments
- Lead focus group discussions

1**2**

CUSTOMIZED TRAINING MODULES

- Develop or customize training manuals
- Design supplementary resources
- Issue formative & summative assessments

LEARNER-CENTERED DELIVERY

- Deploy learner-centered strategies
- Create micro-teaching segments for practice
- Appraise training delivery & content

3**4**

POST-TRAINING SUPPORT

- Proffer teacher-monitoring mechanisms
- Track teacher progress
- Provide teachers with peer support program

We make sure that our trainers are responsive to the feedback of our teachers, allowing us to refine courses, workshops, and peer support as needed.



ONGOING TRAINING

Induction Course



Induction helps new teachers orient themselves toward sound pedagogy, and is regularly upgraded and delivered across all projects on a quarterly basis. In 2022, **143 newly hired teachers** completed their induction.

Principal Training

Principals receive continuous training through courses that teach leadership and management skills. Topics in the training modules include the roles and responsibilities of a school head, academic planning, maintenance of a healthy learning environment for children, and school improvement planning. The year 2022 saw **74 principals** targeted for training in the use of new classroom observation tools.

Technoknowledge



In select DIL schools in Orangi, Sindh, we continue to pilot Technoknowledge's Information and Communications Technology (ICT) training program for faculty. Technoknowledge emphasizes STEM-based, as well as using open-source applications for, block programming. In 2022, **39 teachers** continued their training in this program.

The year saw careful coordination of teacher training by DIL's Training Department in both DIL and non-DIL schools.

Teacher Training For DIL & Partner Schools

Foundation Courses for Primary and Middle Grade Teachers: A total of 289 teachers received 24 subject modules for foundational courses, which help teachers master content knowledge and pedagogical skill. A post-test assessment instrument for gauging such knowledge revealed that the **teachers scored an average of 95%** in each subject.

Post-Training Support: The Training Department goes to school projects to meet teachers in cluster school visits (CSVs) and observe volunteer teachers give at least 2 lessons. A focus group discussion is then held on better practices and delivery methods. The department team carried out 35 CSVs, meeting 80 teachers, running 5 need-based workshops, and offering tailored support to 42 teachers through these sessions.

Teacher Training For Non-DIL Schools

FDE Projects: The team made arrangements for Early Childhood Education (ECE) training at **84 FDE schools**.

School Education Department (SED) Lahore: The ECE team trained 9 teachers from SED Lahore, impacting on 232 Nursery and KG students.

Behbud Project: In respect of the Behbud ('Betterment') Project, science, social studies, and pedagogy training was organized for 65 teachers whilst 16 principals were given training in operational management. In addition, the English team visited 3 schools to run a need-based workshop for 17 teachers.

Pakistan School Muscat—Oman

DIL conducted a training needs assessment to ascertain the capacity-building needs of the Pakistan School Muscat (PSM) schools. Classroom observation, focus group discussions with principals and teachers from all 6 PSM schools, and meetings with management permitted insight into existing practices at these schools as well as areas in need of improvement.

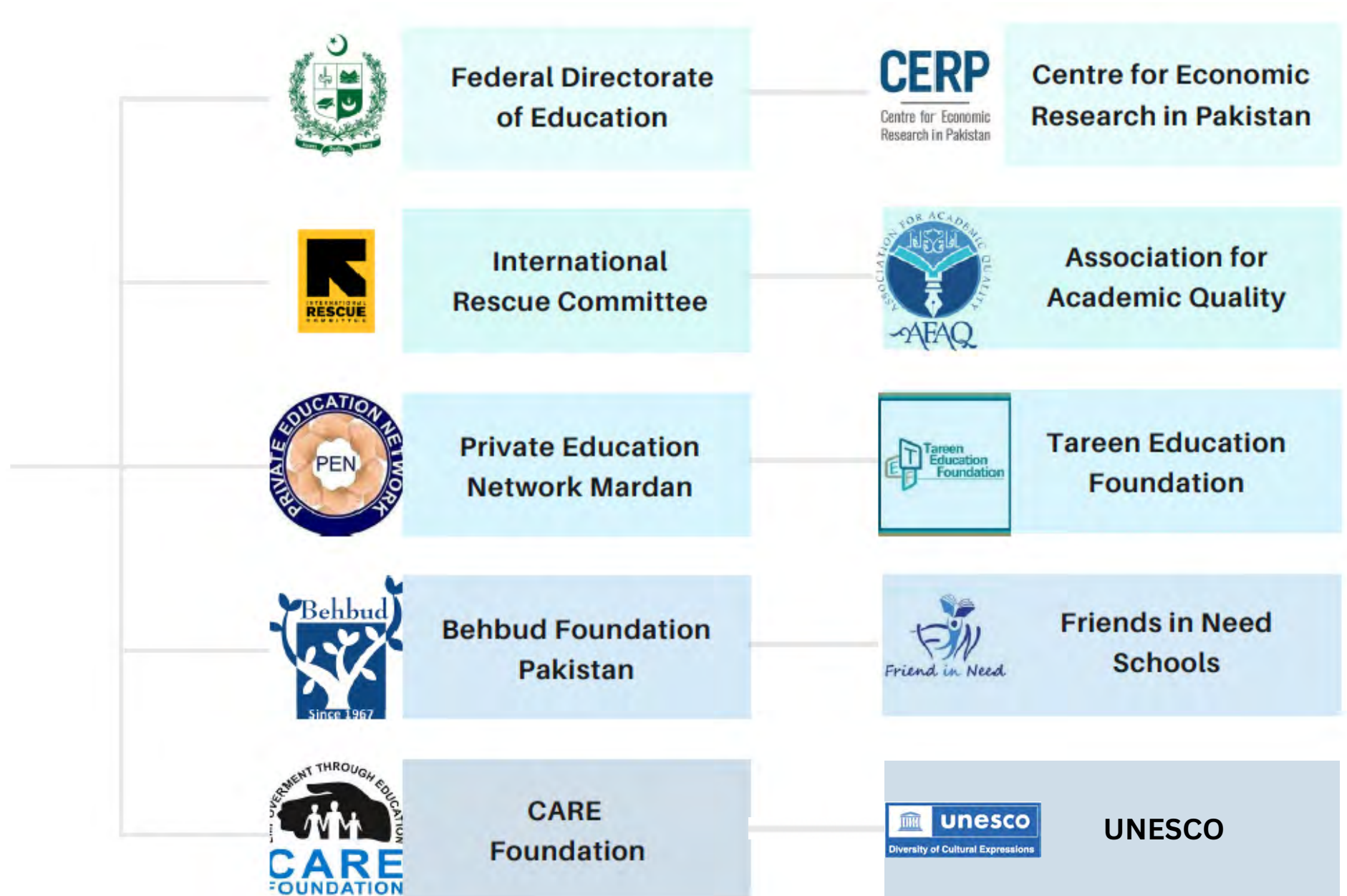
DIL's baseline assessment of PSM schools, replete with data analysis and recommendations, took into account Grade 8 educational content. It was subsequently shared with 120 instructors teaching English, Urdu, ECE, social studies, math, and science.



OUR TRAINING PARTNERS

Several organizations continued to partner with DIL in 2022 to provide technical support to our operations and train over **10,000** teachers and principals.

The **Centre for Economic Research in Pakistan (CERP)**, in particular, proffers remedial education to compensate for learning loss caused by school closure.



UNESCO FUNDING

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) offers \$100,000 grants to help fund both NGO and non-NGO projects that promote a diversity of cultural expressions, including cultural goods, services, and activities. UNESCO has arranged this funding in conjunction with the International Fund for Cultural Diversity (IFCD), a multi-donor fund that supports sustainable development and poverty reduction in developing countries.



In the second half of 2022, DIL held project inception meetings both in-house and with the FDE team, conducting a needs assessment survey in all target schools across three sectors of the FDE. Furthermore, a project inception report was submitted to UNESCO, delineating DIL's findings from the latter survey as well as recommendations for implementation. Other actions items included:

- Organizing the induction training of the newly hired teachers
- Boosting the enrollment of out-of-school girls through community walks and media campaigns
- Arranging orientation sessions to bring the relevant stakeholders, including the FDE field staff, on board in three target sectors
- Administering tests and conducting interviews that led to the employment of 32 primary grade teachers at 22 FDE schools in three sectors (with the support and approval of the FDE).

Hello, My Name
MEHNISH

Aggressive	Frightened	Fighting	Hyper active	Shy	Behavior Issues
					Reasons / causes
Lack of trust, feeling of harassment	Family environment, stress, sp. issues, discourages	and balance at the part of this family, too much feeds		Loneliness, by birth or by situation.	

Feelings
by

اسماء

SPRITE

Why is pronunciation important?



Pronunciation makes speaking and reading a language easier, helping you become more fluent.



Vein (vessel that carries blood in the body) has a vibrated 'v' sound. Pakistani speakers may pronounce this 'v' sound as a 'w' because the letter و doesn't distinguish the two. But that may lead to saying 'wane' (to fade) instead of 'vein' (a body part).

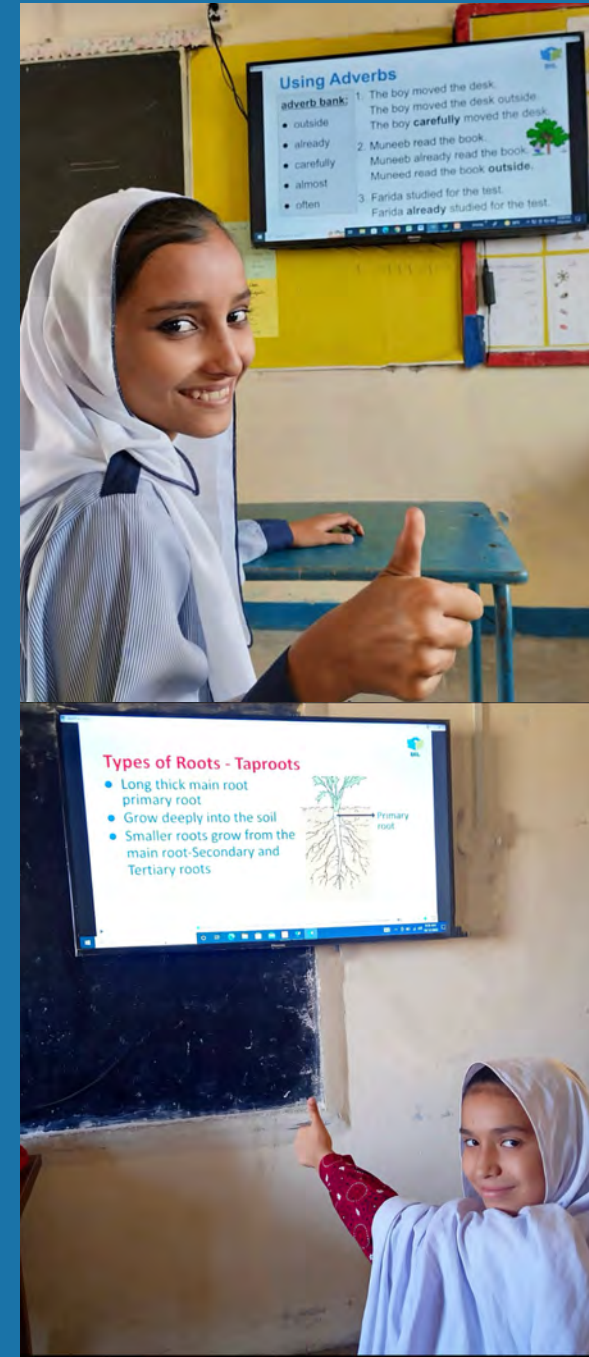
Correct pronunciation will ensure that such confusion does not arise.



DIL's latest innovation, **Technology Enabled Academic Learning (TEAL)**, emblemizes our successes in EdTech intervention over the past 25 years, using video on LCD screens to strengthen core subject instruction in the classroom. Currently, these subjects include **math, science, and English**.

The main purpose of TEAL is to enable students to **construct their own understanding of a concept** through a combination of video, student-centered learning activities, and assessments. It has recast the way teachers teach and students learn by shifting (a) the teacher's function from direct instruction to guiding students' acquisition of knowledge, and (b) the students from **passive to active learners**. As newly learned concepts constellate in students' minds, teachers use scripted, activity-based lesson plans to support students in **creatively applying those concepts**.

Unique to TEAL is its holistic coloration. Reducing teacher talk time and carefully structuring student engagement with digital learning content, the program permits students to use their creativity and imagination as they practically demonstrate their comprehension of new ideas.



HOW TEAL WORKS

1 Prior Knowledge



Teacher introduces a TEAL lesson and elicits prior student knowledge



6 Assessment Results



Teacher uses assessment results to further guide students

2 Video Viewing



Students view the lesson in video format on LCD screens

3 Think Pair Share



Students discuss video lesson with a partner



4 Hands-On Activity



Students do an activity that applies newly learned concepts

5 Digital Assessment



Students take assessments, recording their responses using clickers





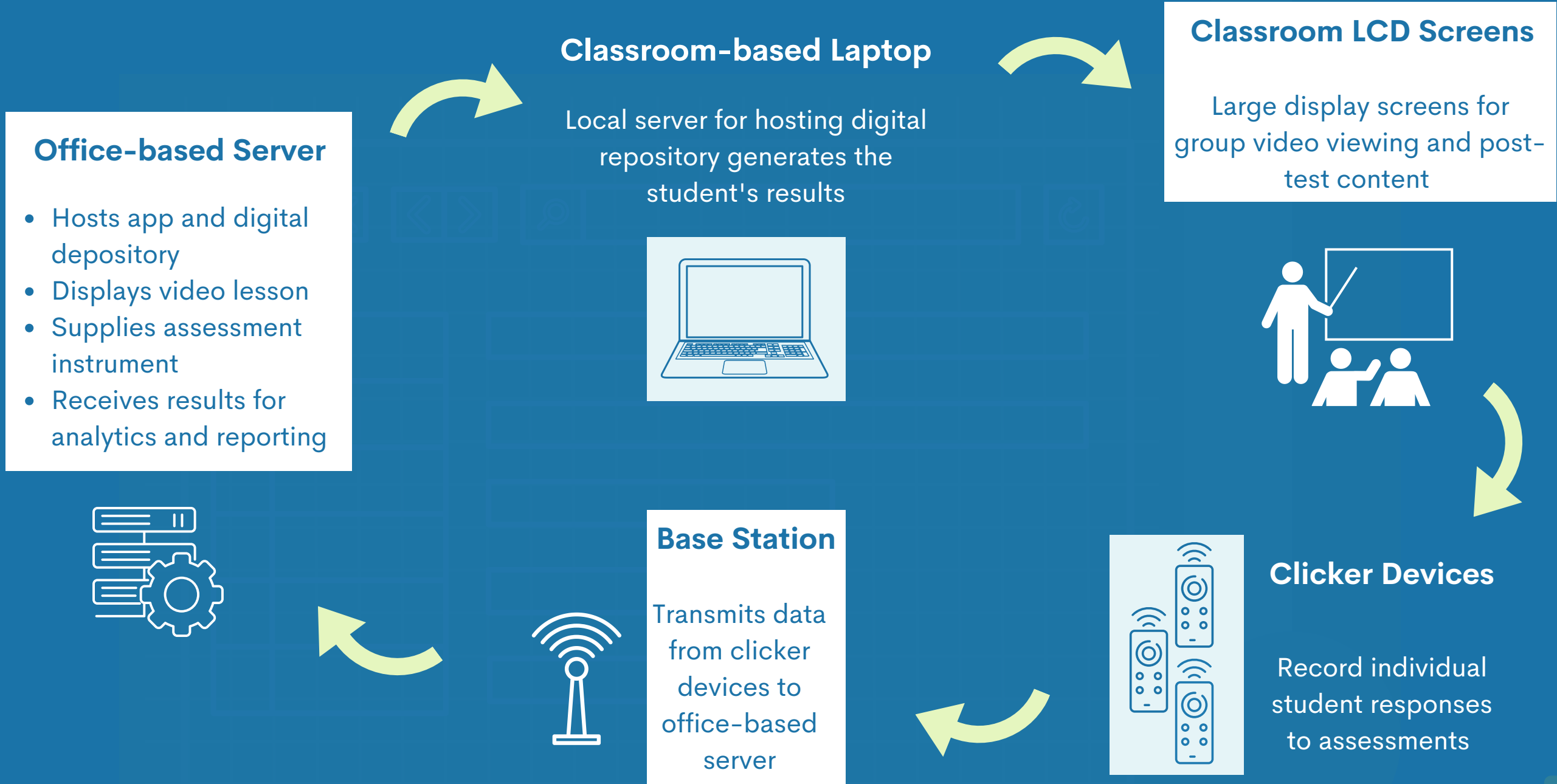
DIL forms EdTech solutions like TEAL to standardize the quality of education across our school projects.

2022 MILESTONES

The addition of **60 government schools** to DIL's portfolio required a more systematic approach to installing and operating TEAL, demanding the evaluation of variables beyond lesson packages, training sessions, and technical support. Here is a breakdown of the growth and overall impact of TEAL in 2022.

Metric	DIL Schools	Government Schools	Impact
Additional LCD Screens		16	16 Total Additional LCDs
Additional Laptops Supplied		16	16 Total Additional Laptops
Schools Introduced to TEAL	35 (DIL) + 8 (Partner Schools)	17	60 Total Schools Introduced
Students Introduced to TEAL	2,209	2,566	4,775 Total Students
Teachers Introduced to TEAL	215	69	284 Total Teachers
Projects Given TEAL Training	8	2	10 Projects Given Training
New TEAL Videos Uploaded	248 (Math) + 64 (Science) + 271 (English)		583 Total Videos Uploaded

TEAL APP AND TECHNOLOGY BLUEPRINT



SCALING TEAL DELIVERY



43 DIL Schools +
17 Government Schools

TEAL was nominated for UNESCO's **World Summit on the Information Society (WSIS) prize** for contribution to information exchange and knowledge creation

A SUCCESS STORY

For Zabi Ullah, a 13-year-old student at DIL School Khinger Khurd, getting a quality education was but a distant dream. His parents, despite being illiterate, knew that enrolling Zabi Ullah at a local school was the only way he'd have a chance to build a future. Being the first person in his family to receive an education was exciting, but his Grade 5 math class proved a herculean challenge.

As Zabi Ullah struggled to grasp the rule of PEMDAS for solving mathematical expressions, the thought that he might just be bad at math dampened his spirits.

Happily, however, he found a solution in TEAL. Learning how to apply PEMDAS to a simple word problem about two sisters picking apples was a game changer. TEAL videos helped Zabi Ullah overcome the anxiety of memorizing formulae by enabling him to see the elegance of mathematics in everyday life.


"TEAL lessons worked for me like magic!"



Descriptive Writing

"BAM!" The sound of my book hitting the ground echoed through the cold halls of the library and soon everyone's eyes were on me.

"I'm sorry," I whispered quietly, scooping up my book and trying to hide the rush of pink creeping up my cheeks in embarrassment. Soon, everyone else was back to silently reading and I found my own cozy corner to nestle into for the afternoon.



Date: 8 Oct 2021

تیسرا روز امتحان انگریزی

Solution





INSPIRING
READERS

DIGITAL LEARNING: E-LIBRARIES

LIBRARIES AND READING PROGRAM

Since children residing in rural areas have little or no access to library books to help them become ardent readers, DIL's Libraries and Reading Program has been designed to inspire in children a love and habit of reading, furnishing ample books across 110 libraries to match students' reading abilities and interests.

105 DIGITAL LIBRARIES

Give students a digitized collection to choose from

110 DEDICATED LIBRARIES

Provide students in DIL and government schools traditional books

120,346 BOOKS

Remain available to students, excluding flood-damaged books in IRC* and NOWA**

300 LEVELED STORYBOOKS

Offer students reading material suited to their competency on tablets

102,628 CHECKED OUT BOOKS

Marks a **28% increase** from 2021, continuing to improve student reading skills



*Indus Research Centre (Sindh-based NGO)

**Naz Old Boys Welfare Association (Khairpur-based nonprofit)

READ TO GROW, READ TO KNOW

Uploading books onto reading tablets helps young readers by mimicking ordinary page-turning, introducing aural-visual interactivity, and allowing them to keep track of the texts they are reading. Students can access a virtual library, which is specially curated for DIL's growing tablet-based reading program, **Read to Grow, Read to Know (RGRK)**. RGRK accelerates key reading skills and overall English comprehension, a skill children must master to succeed academically in Pakistan.

In 2022, librarians, principals, IT instructors, and language teachers from 23 FDE schools and 7 DIL Orangi schools were given orientation toward RGRK, further expanding the program.



Orient

students toward reading on e-tablets



Offer

students a selection of leveled stories



Open

students' minds to self-discovery



Optimize
reading fluency and
comprehension



In addition to enhancing students' reading comprehension, we aim to increase their confidence by reading aloud in a library or classroom setting.



VIRTUAL BOOK CLUB PILOT

In the late summer of 2022, DIL launched the Virtual Book Club Pilot to engage senior high school students as interns. Orientation sessions were held in Orangi, Sindh. The objective of the pilot was twofold:

- To improve English pronunciation, vocabulary, and fluency by practicing conversation with native English speakers in the context of discussing a book club selection
- To strengthen reading comprehension by reflecting upon and discussing important ideas expressed in stories.

Maximizing benefit to the participating Pakistani students entailed:

1 Zoom Orientation



American students fluent in English were oriented with the initiative over Zoom

2 Book Selection



Pakistani students were familiarized with the relevant book club selection

3 Guidelines



All students were supplied facilitating guidelines for the pilot

VIRTUAL BOOK CLUB PILOT

DIL's Library Coordinator shared the collective feedback obtained from participating students at DIL's J-3 and J-12 schools:

"In [the pilot] sessions, [the DIL and American students] discussed a story named 'Fatima the Spinner and the Tent.' Fatima was a struggling girl. The students learned from the story that hard work never goes to waste, and that you will enjoy the fruits of your efforts one day. The DIL students improved their proficiency in reading whilst learning vocabulary and pronunciation through guided activities. Progressively, they felt very confident ... After completing the Book Club, they are inspired to read more difficult books and can't wait to do the pilot a second time."



Virtual Book Club Guide

Fatima the Spinner and the Tent

Summary

1. Objectives:

Language objective: DIL students will practice conversing with native English speakers to improve their pronunciation, vocabulary and fluency within the context of discussing the book club selection.

Reading objective: Students will read, reflect and discuss comprehension prompts about the story to retell, synthesize and determine important ideas conveyed in the story.

2. Materials:

Story: *Fatima and the Spinner* by Indries Shah

https://www.amazon.com/Fatima-Spinner-Tent-Indries-Shah/dp/1942698755/ref=sr_1_5?crid=1HXJ3L05JL7GX&keywords=Fatima+the+Spinner+and+the+Tent&qid=1654956644&sprifix=fatima+the+spinner+and+the+tent%2Caps%2C427&sr=8-5

Vocabulary

Reader's theater script based on the story

Personal response journal

Discussion questions



3. How the virtual books clubs will work:

DIL students record responses to tasks related to the book and send to native English speakers who review and provide video recorded responses modeling correct English. All will read the book and share ideas about the book.



REHABILITATING
COMMUNITIES

FLOOD RESPONSE



TAKING ACTION

Immediately after the floods struck Pakistan in August 2022, and despite not being a disaster relief organization, DIL sprang into action to help our school communities. The following mileposts were reached between September and December 2022:

- The establishment of relief goods distribution centers in affected school communities in Sindh and southern Punjab, helping 2,628 families in need
- The distribution of 2,532 ration bags—the equivalent of over **1 million meals**
- The provision of 1,100 quilts, 1,765 bed nets, and 2,602 pieces of winter clothing
- The assembly of 10 medical camps with local doctors and hospitals.

Moreover, we joined hands with telemedicine's Sehat Kahani to furnish not only 50 tents, but also online medical consultation for women. Our local partner in Orangi, the Food Project Trust, funded nutritional and medicinal support for 497 families.



REBUILDING SCHOOLS

Approximately 90% of students who missed school because of the floods were back in the classroom as of December 2022. However, many of them continue to experience psychological distress. To address this, DIL teamed up with a mental health NGO called Taskeen to give principals certain tools with which to comfort troubled students, referring the latter to Taskeen's therapists when necessary.

As of December 31st, 2022, all 30 DIL schools in Khairpur, Sindh are operational albeit with certain makeshift arrangements where physical safety calls for adjustments in the use of space. All libraries have been refurbished, books replaced, and IT labs fixed.

The challenge has chiefly involved repairs of fixtures after liquefied land has fully dried out and been cleared of sludge. The rehabilitation process continues in 2023.





FORTIFYING
RELATIONSHIPS

GRANTS & COLLABORATIONS

THE TEACH PROGRAM



DIL remains part of a consortium led by the **International Rescue Committee (IRC)** and inclusive as downstream partners of the Balochistan Education Foundation and the Tameer-e-Khalaq Foundation. We jointly implement a girls' education program called **Teach and Educate Adolescent Girls with Community Help** or **TEACH**, which is funded by

the Department for International Development in the UK under the UN's Leave No Girl Behind Initiative.

As of December 2022, the TEACH program has **2,400 girls** who have completed vocational training, 22,660 clients in home-based classes, 5,436 clients who have transitioned to mainstream educational opportunities, 506 business grants, and connections to 29 schools with complete school improvement plans.

ADDRESSING LOSS OF LEARNING

Targeted Instruction Program (TIP)

As a result of the significant loss of learning owing to repeated school closures over the past 2 years, DIL has worked in conjunction with the Center for Economic Research in Pakistan (CERP) to develop a remedial teaching program called the Targeted Instruction Program (TIP), which offers targeted support to students.

In 2022, TIP:

- Produced 13 additional videos for blended training of management teams (MTs) and mentors at the Pakistan DIL office
- Developed bespoke training plans and materials for MTs, mentors, teachers, and head teachers
- Trained 70 MTs (who in turn trained 56 cohorts), 66 mentors, and 2,200 teachers (from 570 DIL and non-DIL schools across Pakistan)
- Prepared all trainees to improve the instruction of **22,800 primary school students**.



U-GO SCHOLARSHIPS



The U-Go scholar grant program provides financial scholarships to young women in low-income countries so they can pursue higher education. A total of 4 slots were earmarked for candidates supported by the International Rescue Committee (IRC), DIL's partner in this project.

In the latter half of 2022, DIL identified 105 girls for university-level education on their approved subject list. Of these girls, a total of **80 female scholars** enrolled.

OTHER COLLABORATIONS



In 2022, DIL secured a grant from Pakistani energy company, K-Electric (KE), to cover electricity costs at DIL's schools in Orangi Town, Karachi.



USAID

Since the FDE has appreciated DIL's interventions in their schools, they asked DIL to remodel and equip mobile library vans donated by USAID with ordinary and digital books for 10 FDE schools.



DIL is collaborating with Khazana Enterprise to deploy a Learning Management System (LMS) that tracks employee training and performance.

CULTIVATING
LIFE SKILLS

GATEWAY INITIATIVE



GATEWAY INITIATIVE

The aim of DIL's Gateway Initiative program is to (a) instill psychosocial 'Life Skills' in students and alumni, and (b) guide DIL graduates transitioning from secondary school to universities and technical institutes.

In 2022, **352 students** from RRP, ICT, Orangi, Khuda Ki Basti (KKB), and Mansehra schools participated in Life Skills (LS) sessions. At DIL Ghareeba School in RRP, students even went as far as brainstorming how to address the problem of drug use among a small minority of adolescents in their school community.

COMMUNITY ACTION PLAN

Using problem-solving skills, 408 students undertook action projects to address community needs.

SESSIONS FOR PARENTS

Motivational sessions were held for 382 parents, stressing the importance of parental support of students.

SESSIONS FOR STUDENTS

LS and motivational sessions were arranged for 83 students across 4 projects.

TOPICS

With the aid of videos, LS sessions discussed tools for anger management and conflict resolution.



DIL COLLEGE

DIL College started as an educational solution for young girls in Orangi pressured by their families to stay close to home after completing secondary school. In 2022, 98 students enrolled at the college, an **increase of 51%** from the previous year. The college prepared Grade 11 and 12 students for the Board Exam in April 2022, administering mock tests in the preceding months.

Extra classes continue to be held for students in need of individual support due to loss of learning.

Several DIL College graduates were keen to take the Medical and Dental College Admission Test (MDCAT) and Engineering Colleges' Admission Test (ECAT). However, since they could not afford private test prep, the college held preparatory classes beginning in September 2022, allowing 11 students to gain admission to different universities.



DIL ALUMNI PROGRAM

Since its inauguration in 2021, DIL's Graduates and Alumni Program continues to guide and support DIL graduates as they advance in their academic and career paths.

661 STUDENTS

In 2022, all Grade 8 students in Orangi, ICT, RRP*, Kala Shah Kaku (KSK), Mansehra, and NOWA took part in career guidance sessions.

*Rawalpindi Rural Schools' Program

1 GRADUATE TRAINING

The Alumni Program enabled the training of 6 DIL Orangi graduates, one as a career guidance counselor and five as leaf-printing trainers in Karachi.

112 APPLICATIONS

Under the auspices of the U-Go financial scholarship program (see page 65), the committee for scholarships evaluated applications from all DIL projects.

75% OF GRADUATES

A full 3/4 RRP graduates enrolled in colleges, signifying a 25% increase from 2021.

1 SPECIAL SCHOLARSHIP

A DIL alumna received a full scholarship from Pakistani education nonprofit the Orange Tree Foundation for the 2022—2023 academic year.

GRADUATE ACHIEVEMENTS

The Gateway Initiative has made possible some noteworthy achievements among DIL graduates:

Amna Iqbal scored a 96% on her Intermediate exam, which helped her gain admission to NED University of Engineering and Technology, where she intends to pursue a degree in Computer Engineering.

Shama Bhutto, a graduate of DIL IRC Sobhoderro School, is currently pursuing a BS in Nursing at Khairpur Medical College, paid for in full by the Pakistani government.

Mohsin Mansoor, a graduate of DIL Amina School in Orangi, is studying at NED University of Engineering and Technology to fulfill his dream of becoming a constructional engineer.



Amna Iqbal (Left)



**Shama Bhutto
(Above)**



**Mohsin Mansoor
(Left)**

Zinnia Ashar is pursuing an undergraduate degree in Computer Science at Comsats University Wah Campus, hoping to give back to her middle class community by helping them learn advanced technological skills.

Misbah Hassan, a DIL alumna from Orangi Town, is currently working in Lahore as Senior Manager at Oriflame, a Swedish multinational cosmetics company.

Kainat Naseer, a graduate of DIL Shah Jeevan School in rural Rawalpindi, completed her undergraduate studies on a DIL scholarship, and is now working as an HR assistant at the DIL Pakistan Head Office in Islamabad.

Zinnia Ashar (Right)



**Misbah Hassan
(Above)**



**Kainat Naseer
(Right)**



BALANCE SHEET

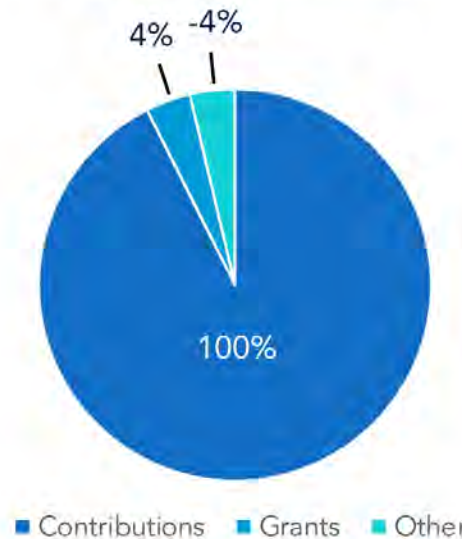
2022 Financial Summary

	2022
Assets	
Cash	\$ 1,479,291
Investments	\$ 650,190
Receivables	\$ 12,774
Other Assets	\$ 1,978
Fixed Assets	\$ 244
Total Assets	\$ 2,144,477

Liabilities and Net Assets	
Liabilities	
Accounts and Credit Cards Payable	954
Accrued Vacation	10,562
Other Liabilities	-
Total Liabilities	11,516
Net Assets	2,132,961
Total Liabilities and Net Assets	\$ 2,144,477

Sources of Funds	
Contributions	100%
Grants	4%
Other	-4%

Sources of Funds



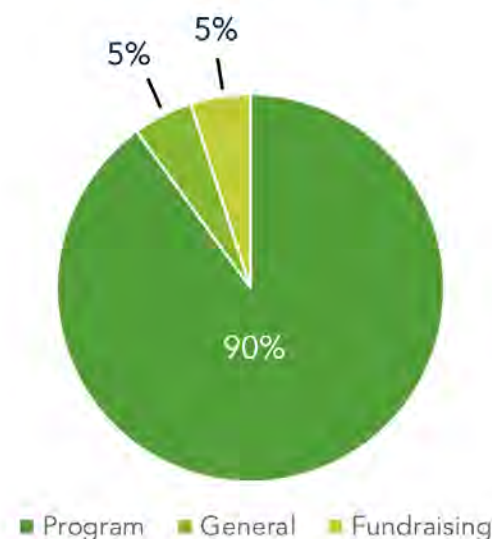
	2022
Revenues and Other Support	
Special Events	\$ 1,668,376
General Donations	906,327
Grant Revenue	100,767
Interest and Dividend Income	36,040
Unrealized Gain/(Loss)	(129,218)
Total Revenues and Other Support	\$ 2,582,292

Expenses	
Program Services	\$ 1,721,575
Supporting Services	
Management & General	88,738
Fundraising	96,256
Total Expenses	\$ 1,906,569

Change in Net Assets \$ 675,723

Use of Funds	
Program	90%
General	5%
Fundraising	5%

Uses of Funds



BOARD OF DIRECTORS

Aneeqa Akhtar

Maha Hayat

Malika Junaid

Wajid Mirza

Fiza Shah (CEO)

Muhammad Shahzad

Shaila Zamir

Adnan Zuberi

CONTACT US



To learn more about how your generosity can make a difference, contact us:

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Your support will empower underprivileged children in Pakistan to live their dreams.

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