DIL

Developments in Literacy

Educating Children • Empowering Communities

ANNUAL REPORT

2018

First floor, Marina Heights, Main Jinnah Ave, Blue Area, Islamabad

Message from CEO

As I reflect on my 20-year journey with Developments in Literacy, I am reminded of the many blessings for which I will remain forever grateful. I mention below five interlaced aspects of our organization which have enabled our success in giving young Pakistani children a strong education.

Volunteers—Our amazing board members, chapters members, and volunteers across the globe are DIL's backbone. Their commitment and devotion know no bounds; year after year, they give selflessly and tirelessly to a cause they hold close to their hearts.

Benefactors—Our donors are our lifeline, and their continuous support and generosity are the reason behind DIL's success. We are extremely honored that they have chosen DIL as their charity of choice, allowing us to continue our life-changing work.

Staff—Our dedicated and compassionate staff have enabled DIL to grow from strength to strength. I thank them for the great job they do every single day to ensure that our students receive the quality education they deserve.

Students—Our students and our graduates are our pride and joy! Their confidence and curiosity amaze us, their success makes us stand tall. Not only are they changing their own destiny, but equally that of their families and communities.

Programs—Our programs have evolved over the years to meet the unique needs of our students so that they become well-educated, productive adults. The recent inclusion of technology in DIL's classroom allows students to actively apply the concepts they learn and prepares them for an ever-changing world.

I pray that DIL's next twenty years are equally rewarding and successful, and that together we continue to create a future of hope and dignity for some of the world's most deserving children.

Sincerely,

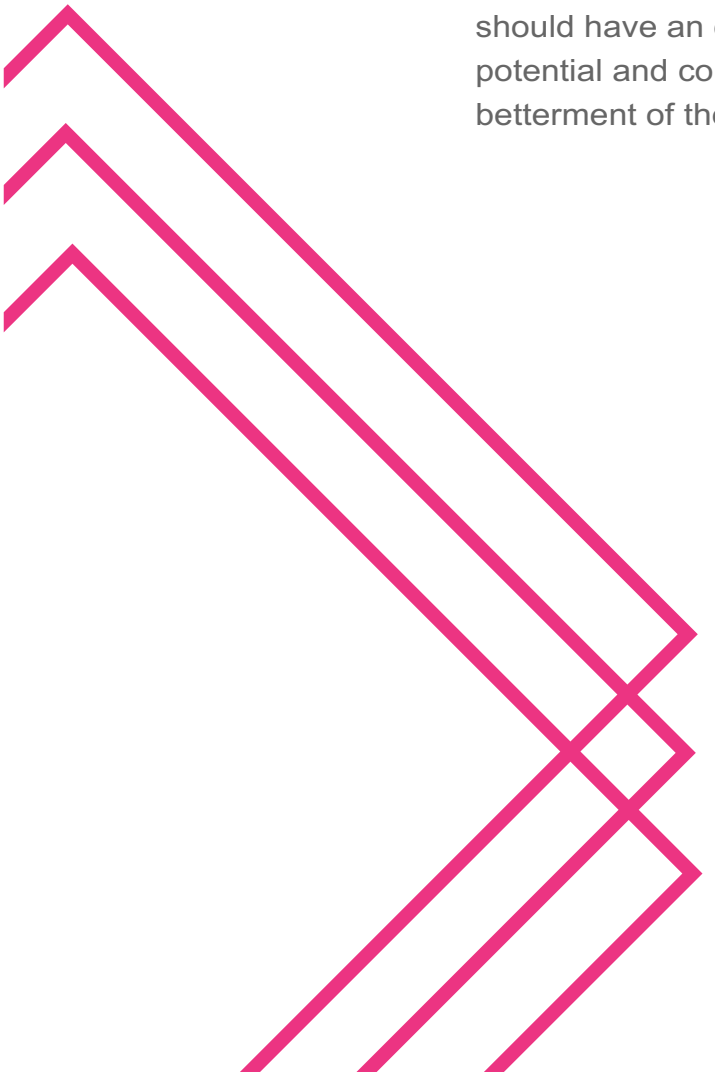
Fiza Shah
Developments in Literacy, CEO

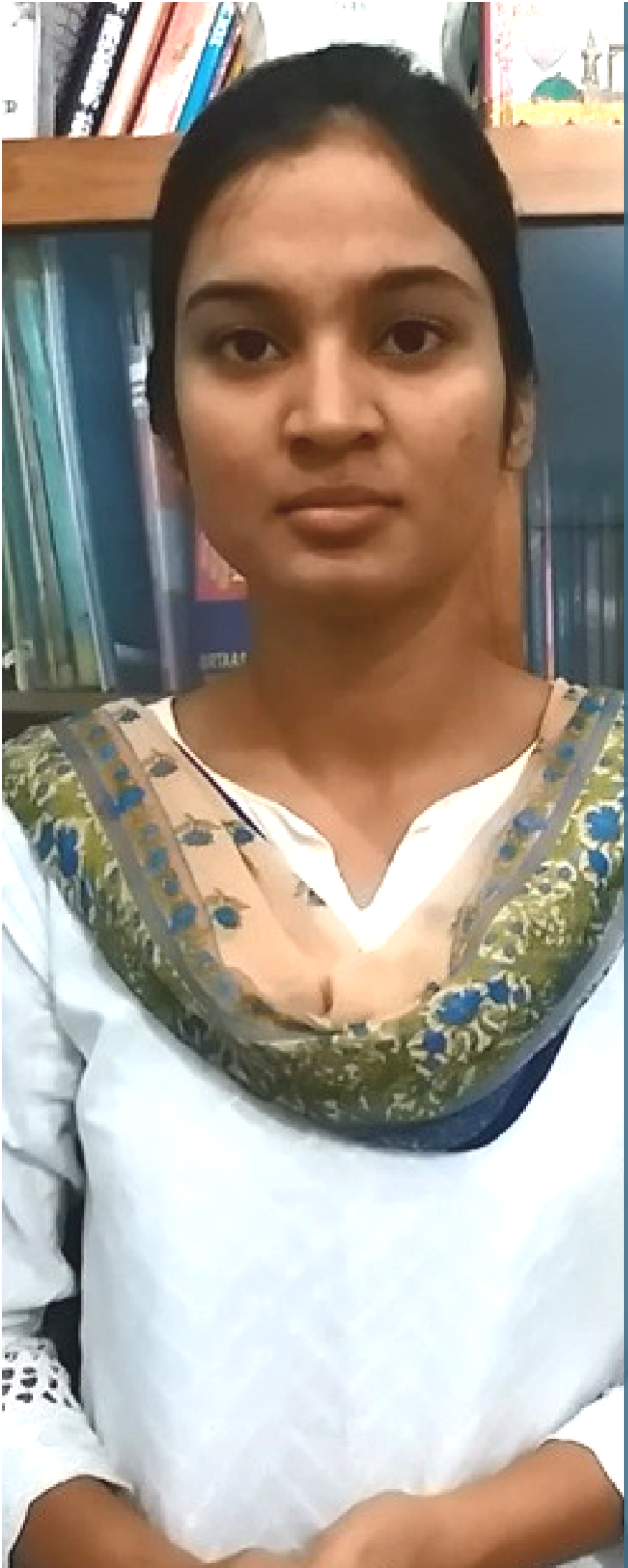
Mission

Developments in Literacy strengthens and implements quality education programs for children from underserved communities across Pakistan through innovative and sustainable solutions.

Vision

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





I am Afreen Mushtaq. I was only 3 years old when I joined a DIL school. That is where I learned to dream and never give up, irrespective of the hurdles underprivileged students like me face in Pakistan.

I participated in every activity that my school offered and won many awards throughout my school life. This is how I gained confidence and learned that if you work hard, anything is possible!

Today, I am studying at the Institute of Business Administration (IBA), Karachi on a full scholarship, and competing with students from elite backgrounds.

My journey from the largest slum of Asia to the most prestigious institute of the country was not easy. My father worked day and night to ensure that all nine of his children get an education. After seeing the results, they now persuade other people in the community to send their girls to school, something DIL had been encouraging them to do.

DIL must continue its mission to educate underprivileged children of Pakistan. DIL gives children like me hope that we CAN stand on our own two feet one day and change our destinies.

Thank you, DIL!

131

School Campuses

25,389

Students currently enrolled

1,286

Teachers and Principals

20:1

Student-to-Teacher Ratio

Schools Program

DIL manages a network of 131 **[134?]** schools in some of the most marginalized communities across Pakistan, from Upper Dir and Mansehra in KPK to Orangi and Khairpur in Sindh.

Metric Board Results

IRC/NOWA ------ 100%
KSK ---------- 100%
KK ---------- 100%
CARE ---------- 88%
MMWO ---------- 100%
ICT/RRP --------- 100%
ORANGI ---------- 82%

DIL Graduates serving as Teachers in DIL schools

IRC - 84 graduates
KSK - 3 graduates
NOWA - 5 new graduates,
bringing the total to 34
KK - 8 Graduates
ORANGI - 19 Graduates

School Upgrades

KSK: Mandianwala School is now registered as a secondary school while KKB has applied for registration as a secondary school.
ORANGI: Junior-2 and Data Nagar upgraded from Primary to Elementary; Junior-8, Junior-10B, and Junior-12 upgraded from Elementary to Secondary.

New Partnerships

During the year DIL established new partnerships with Aahung, British Council Connecting Classrooms, Badal Do, Azm-e-Noujawan, and Taskeen.

Curriculum Development

2018 saw the completion of the Technology-enabled Academic Learning (TEAL) pilot program. TEAL, DIL's tablet-based, blended learning project was introduced to Grade 6 students in 12 schools for one term, teaching content for four main subjects: English, Urdu, Maths, and Science. Videos were created to provide direct instruction to complement the lesson plans teachers traditionally use in the classrooms.

Based on teacher and student feedback from the pilot, 98 out of 130 videos were enhanced to better suit our students' specific learning needs.

Teacher Training

Induction Course

71 newly hired teachers completed the induction course, an IT-based independent learning course. This course is delivered on a quarterly basis across all projects.

Leadership & Management Support

132 principals received training in different modules of the Leadership and Management course, in addition to continuous on-the-job support.

Foundation Courses for Primary and Middle Grade Teachers

1,272 teachers received trainings in various subject modules of the Foundation courses while **39** modules were delivered to DIL project teachers.

These training modules help teachers master content knowledge and pedagogical skills. The content knowledge gauged through post-test **[post-test what?]** shows an average of 89% or above in each subject.

Post-Training Support

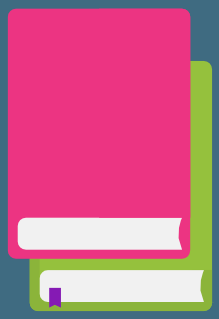
The Training Team visited **162** schools from various projects and met **742** teachers in cluster school visits. The purpose of these visits is to observe at least two lessons of teachers in the cluster and conduct a focus group discussion to enhance practices and delivery methods.

Non-DIL Projects

During 2018 **691** teachers and principals were trained in different non-DIL schools and NGOs. 35 groups were provided with subject training courses as per need and demand.

52

Number of Libraries



89,448

Number of Books

54

Number of Computer Labs

60%

Students have access to technology

ICT for Schools

Project-Based Learning (PBL)

PBL aims to develop and enhance students' 21st-century skills to make them more confident and qualified. **13** successful PBL projects were conducted in Orangi, KSK, and RRP, where a total of 207 students participated.

Technology-Enabled Academic Learning (TEAL)

In 2018, 166 new Huawei T3 tablets were procured for TEAL and distributed in **21** intervention schools. A two-day orientation session was conducted to (a) provide hands-on experience with the tablets to more than 80 teachers, and (b) register 489 students and teachers on the TEAL server along with 44 subject lessons (12 English, 14 Mathematics, 6 Urdu, 12 Science) and 88 pre-/post-tests on the TEAL server.

Students, IT Teachers, and Principal Assessment

DIL's ICT program assessed 81 students, 16 IT teachers, and principals from 16 DIL schools. The overall performance of students was impressive **[too subjective a description?]**.

Enterprise Capacity-Building of Teachers on ICT

49 participants from RRP, IRC, KSK, NOWA, Orangi, and KK Dir, as well as 3 from (non-DIL) FCCL, were trained on 6 ICT modules. These modules included Basic Computer Usage, Multimedia Tools and Learning Resources, Microsoft Office 2010, etc. Out of 49 DIL participants, 45 passed the course.

Libraries and Reading

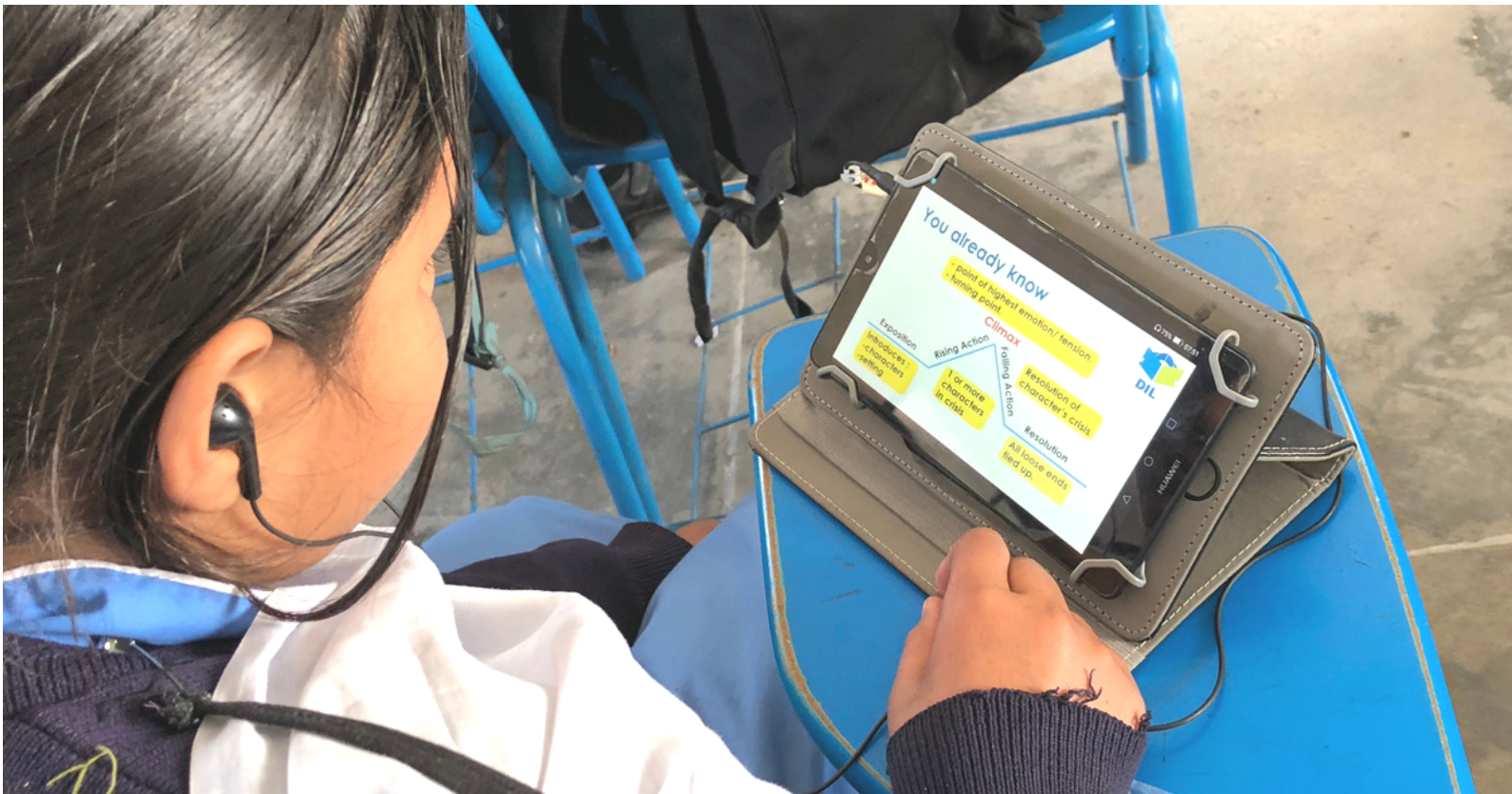
Children living in rural communities have little or no access to library books that would help them become avid readers. DIL's Libraries and Reading Program is designed to inspire in children a love and habit of reading. We do this by furnishing ample books that match students' reading abilities and interests. In 2018, our students benefited from the expansion of our traditional book collections. They also benefited from the expansion of our e-library, which is specially curated for our growing tablet program, Read to Grow, Read to Know (RGRK).

Average number of library books borrowed by students per month: **4,165**

Technology-Enabled Academic Learning (TEAL)

DIL's latest innovation, TEAL, is informed by all of DIL's successes and learnings over the past 20 years, bringing videos and assessments to give ballast to core subject instruction in the classroom. In 2018, we implemented the second part of our pilot with 440 Grade 6 students. Some accomplishments include:

- 98 videos revised and enhanced out of a total of 130 lesson packages.
- 1 application enhanced to provide essential functionality and user analytics.
- 1 server application enhanced.
- A comparison of end-of-term exam results, which revealed that the TEAL intervention group outperformed the non-TEAL control group by more than 18%.



Note:-
Do not eat
children in the la-

Gateway Initiative

• The first ever DIL Girls' College was established in Orangi in August 2018 with an initial enrollment of 32 girls (23 in pre-med and 22 in pre-engineering).

• A student received a scholarship for intermediate **[intermediate what?]** by Pakistan Science Foundation.

• Another student received a 50% scholarship to study at IBA Community College Sukkur.

• 9 students from Khairpur applied for OGDCL IBA THP Sukkur, and 1 of these students was successful.

• A student from Khairpur (Sobhodhero) performed well at IBA NTHP Karachi and went through a 2-month comprehensive course at IBA Karachi campus. She has now joined Mehran University in Khairpur.

• English ACCESS classes were successfully completed with 109 students from Orangi.

• A graduate of SMS Khuhra qualified for MBBS while another graduate of SMS Sobhodero qualified for engineering.

• With Gateway trainers' intervention, a mother from Ghora Mast agreed to postpone her daughter's marriage until she completed her matriculation, while two students resumed their studies as a result of community action by students in Khuhra.

Monitoring, Evaluation, Analysis, and Learning (MEAL)

Planning and Designing

In 2018, MEAL contributed to multiple planning initiatives taken on by DIL. Some of the key highlights include a three-year strategic plan for DIL, baseline of Michelle's **[who is Michelle?]** intervention (known as RGRK II), and TEAL II MEAL frameworks.

Analysis

A new Educational Management Information System (EMIS) has been designed to connect all DIL schools and projects with the head office. The system provides the organization with run-time data for internal and external use, and provides support in data-driven decision-making. Multiple dynamic reports were shared with DIL's management throughout the year, including student dropouts, enrollment, centralized exam performance, teacher turnover, asset management, and library performance.

Monitoring

21 visits to DIL schools were paid, aiming to ensure program quality and monitor training delivery.

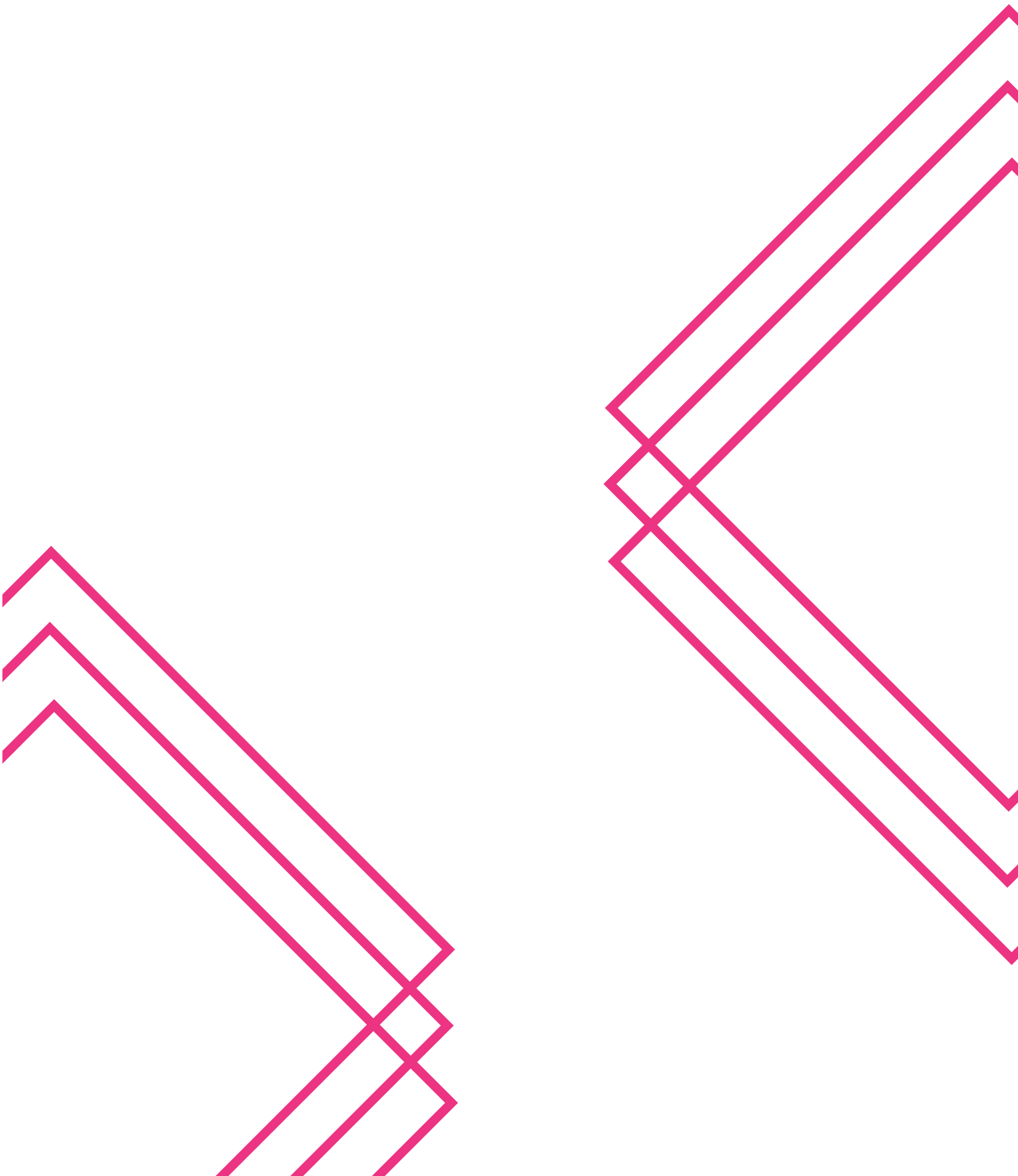
Evaluation

11 evaluations for different projects and departments were completed. The basis for the evaluations was DIL's three-years strategic plan and project-specific progress targets.
The majority of evaluations revealed that DIL is making a solid impact on target communities, thereby fulfilling its vision of educating underprivileged children.

Learning

3 Lessons Learnt Workshops were conducted for projects and departments. The objective was to learn from the strengths and weaknesses of target project performance. The knowledge gained from these workshops is built into future projects to improve program delivery.

Balance Sheet 2018



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