



# Developments in Literacy

Educating Children • Empowering Communities

# 2019

# Annual Report

A Year of Accomplishments

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# A MESSAGE FROM OUR 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. There are five interlaced aspects of our organization enabling us to give young Pakistani children a strong education.

**Volunteers**—Our amazing board members, chapter 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 has allowed DIL to grow from strength to strength. I thank them sincerely 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 destinies, but equally those 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

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



# VISION

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





## A STORY OF TRIUMPH

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I was a young graduate determined to change my destiny when I first met Fiza Shah, who shared my first name. "I wish to become a doctor one day," I told her, extending my hand to offer a letter:

"I'd like to continue my studies, as does my father. But nearly all his earnings go toward our household expenses. I have to pay the rickshawala 100 rupees

a day to get to college, which became expensive, so now I only attend college during exams to stay enrolled even though this could hurt my grades. 'I think it's just not meant to be,' my father recently said of my studies, his head turned away so I wouldn't see his tears. I have but one request: would DIL consider covering half my expenses so I can study further and change my family's future?"

It felt both invigorating and nerve-wracking making my life's most important request yet. I wondered if Fiza Shah knew the pain of poverty or barriers to learning I'd faced growing up. Would she help me get the kind of education that would empower me to pursue my ambitions? I'll never forget the next day, when she called to say that DIL would gladly cover my tuition. I'm so grateful for the chance to live my dreams!

Thank you, DIL!

# SUMMARY OF STATISTICS

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**135** School Campuses



**27,754** Students



**1,359** Teachers &  
Principals



**22-to-1** Student  
Teacher Ratio



**141,111** Library Books



**61** Computer Labs



**75%** Students Have Access  
to Technology



**69%** Female Enrollment Rate  
(vs. 49% Pakistan Average)

# OUR NETWORK OF SCHOOLS

DIL's Program Department's mission is to (a) run low-cost, student-centered schools providing quality education in underserved areas of Pakistan, and (b) engage communities for school support. We manage a network of 135 schools in the country's most marginalized areas, from Upper Dir and Mansehra in Khyber Pakhtunkhwa to Orangi and Khairpur in Sindh. Low-income students are accommodated by collecting tuition based on ability to pay.

## Students Enrolled at Schools in DIL's Projects

IRC Project, Sindh	2,593
NOWA Project, Sindh	3,768
Orangi Project, Sindh	4,500
Sheikhupura Project, Punjab	304
CARE Project, Punjab	4,930
RRP Project, Punjab	2,600
ICT Project, Punjab	1,226
KK Project, KPK	3,179
Mansehra Project, KPK	574
Government Projects:	
PEF (Punjab Education Fund) Project	1,884
FDE (Federal Directorate of Education) Project	2,196

## DIL Graduates Now Serving As Teachers at DIL Schools

Khairpur Schools, Sindh	138
Sheikhupura Schools, Punjab	3
Orangi Schools, Sindh	20
KK and Mansehra Schools, KPK	9
RRP Schools, Punjab	10

# Project Expansion

## IRC (Indus Resource Center) Project

In 2019, the IRC Project saw an increase of **510** students from the previous year across a total of 15 schools (Nursery ~ 10th standard), bringing the total number of students in the project to 2,636.

## Orangi Project

The Orangi Project consists of **19** schools (9 secondary, 7 elementary, and 3 primary schools). In 2019, **620** new student enrolled, bringing the total enrollment to 4,500 students.

2019 also saw the upgrade of the Korangi campus from Primary to Elementary, as well as the completion of significant structural improvements to the facility. Junior 2 and Data Nagar schools upgraded by adding Grade 7 while Junior 10 and Junior 12 schools upgraded by adding Grade 10.

## NOWA (Naz Old Boys' Welfare Association) Project

In 2019, the NOWA Project enrolled 653 new students, bringing the total number of students in the project to 3,768. NOWA now maintains a roughly **2:1 girls to boys** ratio.

There were **191** teachers teaching across **18** schools, and Faizal Mahar school was upgraded from Primary to Elementary.



# STRATEGIC PARTNERSHIPS

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## The British Council

DIL has continued its partnership with the British Council's Connecting Classrooms program, which promotes global citizenship, linking schools around the world to partake in professional development courses, accreditation, and the sharing of best practices. DIL's Orangi schools are liaising with Pakistani and international schools on project-oriented learning activities that aim to improve community welfare.

## Taskeen

Our partnership with Taskeen, an organization that teaches ways to manage mental illness and holistic wellness, also continued in 2019. Two DIL faculty members were trained to conduct motivational sessions on grappling with mental illness in DIL's Orangi schools.

## Girl Rising

ICT (Islamabad Central Territory) and RRP (Rawalpindi Rural Program) schools continued their collaboration with Girl Rising on a program funded by Unilever Sunsilk. Girl Rising is a nonprofit which crafts media and curricula that cultivate self-empowerment, confidence, and social skills among young girls. In 2019, the program was introduced to Grades 6, 7, and 8 in several schools, including Ghareeba, Ghora Mast, Naiabadi, and Ranjali.

## IBB

Grades 6, 7, and 8 in Jattal school were introduced to **Dash and Dot** robotics through DIL's partnership with IBB, a premier consulting firm recently acquired by Accenture. IBB is dedicated to helping leading media companies capitalize on new business and technology opportunities. Dash and Dot is a **STEM-based project** that remains vital in the age of advancing Artificial Intelligence (AI), **teaching students the power of technological innovation** through block coding designed to operate robots.

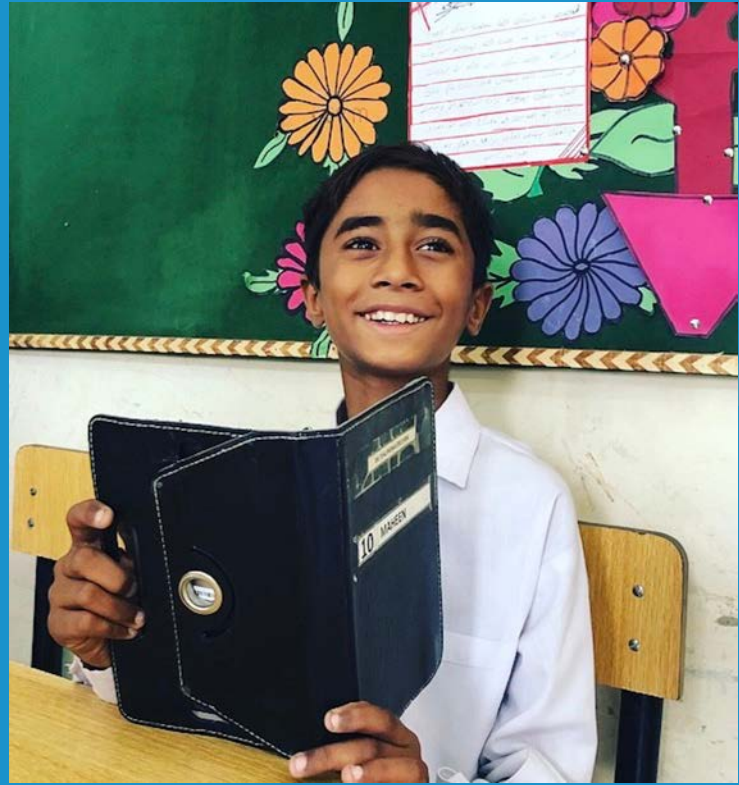
## Aahung

7 schools in NOWA partnered with Aahung to implement life skills-based education. Aahung teaches young students the value of gender equality, body protection, child sexual abuse prevention, conflict resolution skills, resisting peer pressure, and reproductive health through a specially tailored curriculum.



# CURRICULUM DEVELOPMENT

The vision that underpins curriculum development is to equip learners with methods and materials that meet the demands of the 21st century. To that end, DIL's Curriculum Department prepares and furnishes high-quality, standards-based materials for both teachers and students from underserved communities across Pakistan.



In 2019, DIL's Curriculum team devised centralized exam papers, updated subject schemes of work (SOWs) for each grade level, analyzed newly issued national standards, and launched new content development in compliance with the new standards.

# TEACHER TRAINING

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The mission of the Teacher Training Department is to (a) continue enhancing the content knowledge and teaching skills of teachers in underserved areas, and (b) generate income through service delivery for sustainability and outreach.

## **Induction Course**

Induction helps new teachers orient themselves toward sound pedagogy, and is continuously upgraded and delivered across all projects on a quarterly basis as newly hired teachers begin working.

## **Leadership & Management Support**

Principals receive regular training in the form of various modules of the Leadership and Management course. Topics covered include the roles and responsibilities of a school head, academic planning, maintenance of a healthy learning environment for children, operational management, and school improvement planning.

## **Foundation Courses for Primary & Middle Grade Teachers**

Primary and Middle Grade teachers receive training over 10 to 20 days in 8 subjects based on national curricular requirements. Each foundational course is a complete package consisting of trainers' lesson plans, supplementary resources, and assessment tools. The courses focus on strengthening teachers' competencies in the delivery of the national curriculum.



There are **32** distinct training modules which help teachers master content knowledge and pedagogical skills in multiple areas. These include Early Childhood Education (ECE)—which covers Nursery and Kindergarten—as well as math, science, English, Urdu, social studies, pedagogy, and principal training. In 2019, the content knowledge gauged through post-test assessments showed a **38%** performance increase in each subject.

## Post-Training Support

To ensure our teachers are implementing the training they receive, DIL's Training team visits schools from various projects, evaluating at least two lessons taught by a given group of teachers in a school cluster. Typically, experienced teachers from other schools accompany the team, assisting in the pedagogical critique of one teacher at a time as she or he conducts a mock class.

## Non-DIL Projects

DIL's teacher training has significantly impacted on diverse types of non-DIL schools that seek to improve their own curricula and methods, covering material from all 8 subjects integrated into DIL's Foundation Courses. NGO- and non-NGO-run schools receiving DIL's training in 2019 included:

- Pehli Kiran Schools (**58** teachers trained in 2019) and Behbud (**71** teachers trained in 2019) in Islamabad's ICT area
- Educational Management Organization (EMO) (**63** teachers) in Khairpur, Sindh
- Al-Khidmat (**15** teachers), Iqra School System (**16** teachers), and Oriental School (**17** teachers) in Mardan, KPK



- Fauji Model School, a product of Fauji Cement Company Ltd.'s CSR (Corporate Social Responsibility) foundation, trained **11** teachers in math and staff management in Fateh Jang, Punjab.

DIL has also aided the Federal Directorate of Education (FDE) in training **30** teachers at their ICT area Federal Government (FG) schools in ECE and pedagogy as well as **6** principals in principal training.

## TEACH

The International Rescue Committee and DIL are partnering on a project called Teach and Educate Adolescent Girls with Community Help (TEACH). The primary objective of the project is to educate girls in 5 districts of Balochistan. As an implementing partner, DIL is providing technical support in the design and delivery of training modules as well as the creation of curriculum support materials for teachers and students.

In 2019, TEACH trained **53** facilitators and **16** field staff members in basic literacy & numeracy as well as **5** principals in principal training.



# A STORY OF COMPASSION

One day, in the small Sindhi village of Larhi, two young sisters—Shumaila and Rozeena—suddenly stopped attending their local DIL school. At first their teachers and class-fellows were worried that the girls had taken ill, but the students



soon learned that the sisters had been absent because their family had fallen on hard times. Shumaila and Rozeena's father was in poor health and too frail to work. Since the family's sole source of income was their livestock, the girls had to stay at home to help their mother care for the animals—all just so their family could scrape by. With such meager earnings, school fees and books proved too expensive, so Shumaila and Rozeena had no choice but to attend a free local school with fewer resources.

As soon as the sisters' class-fellows discovered the hardship they were facing, they sprung into action. They were determined to bring Shumaila and Rozeena back at all costs. Not only did they visit the girls' home to check on them, they also shared with the parents a profound truth. Were Shumaila and Rozeena to complete a holistic education with access to the most advanced learning programs, the students pointed out, they would be able to support both themselves and their family in the future. To help relieve Shumaila and Rozeena of their financial burdens, their class-fellows joined hands to raise funds that would cover the cost of stationery and notebooks. To this day, Shumaila and Rozeena benefit from the kindness and insight of their fellow pupils, who continue to help them pay for the things they need.



# TECHNOLOGY FOR SCHOOLS & PROJECT-BASED LEARNING

## Computer Labs

Approximately **75%** of our students have access to computers, which they use to conduct research and project-based learning.

## Project-Based Learning (PBL)

PBL builds and refines students' 21st-century skills to prepare them for life after school. Projects are designed to allow students to apply the newly learned skills. The following are two examples of successful PBLs in 2019:

(1) The consulting firm, IBB, sponsored the "**Save Our Earth**" art competition, in which students in Grades 4 to 6 researched a subject relating to the current state of the planet and then made a drawing illustrating how to address the problem. The winners had a new set of books delivered to the classrooms of their respective schools.



(2) In Orangi, students engaged in a PBL activity called "**Polythene Bags Awareness Campaign,**" learning about the deleterious effects of polythene plastic bags on physical and environmental health.

They then shared PowerPoint presentations with their community, debating ideas about how to tackle the problem at the national level. Their suggestions included calling on the government to tax the



plastic industry heavily, promote the production of fabric bags, and strongly consider banning the use of plastic bags altogether.

In the end, several parents found themselves persuaded to boycott the

use of plastic bags, instead fashioning their own bags to carry items like milk, yogurt, ghee, and meat.

## Teacher & Principal Training on IT

DIL's IT program trained **79** teachers and principals on IT modules. These modules were comprised of basic computer usage, multimedia tools & learning resources, and Microsoft Office.

## E-LIBRARIES & READING

Since 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 has been designed to inspire in children a love and habit of reading, furnishing ample books to match students' reading abilities and interests.

In 2019, an average of **5,019** library books were borrowed by students per month, and **82** librarians got trained in conducting library reading periods and deploying reading strategies for enrichment.



Our students gain not just from the expansion of our traditional book collections, but equally from that of our e-library, which is specially curated for our growing tablet-based reading program, **Read to Grow, Read to Know (RGRK)**. RGRK accelerates reading development and comprehension in English, a skill all children must master to succeed academically in Pakistan.





# TEAL

DIL's latest innovation, **Technology Enabled Academic Learning (TEAL)**, represents the acme of all our successes in EdTech interventions over the past 20 years, using video to fortify core subject instruction in the classroom. The main purpose of TEAL is to guide students to **construct their own understanding of a concept** through a synthesis of virtual lessons, student-centered learning activities, and assessments. It has transformed the way teachers teach and students learn by having teachers carefully **guide students' acquisition of knowledge** and making students **active rather than passive learners**.

In 2019, a two-day training course for teachers was held in targeted schools to refresh their knowledge of TEAL's technical and methodological approach. The teachers were observed and given constructive feedback on how to enhance TEAL content delivery.



A total of **82** science, **81** math, **87** English and **63** Urdu language lesson packages were developed throughout the year. Each subject lesson package is comprised of (1) a video introducing and explaining the concept(s) to be learned, (2) a complete lesson, and (3) a pre-assessment and post-assessment instrument for the student's performance.

In the second half of 2019, server applications were modified to improve TEAL's virtual functionality and WhatsApp was mobilized to further assist teachers in troubleshooting.

Finally, the 5th edition of our TEAL app was launched in specific schools last year.



# GATEWAY INITIATIVE

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The mission of DIL's Gateway Initiative is to (a) develop the psychosocial skills of students and alumni, and (b) ensure that the maximum number of DIL graduates are transitioning to higher education and technical institutes. Today our students work in fields as diverse as medicine, engineering, and public service, charting the future of their country.

As part of our Gateway Initiative, the DIL team forged links with different organizations and institutes with similar objectives throughout the year:

- Sahil: Sahil has been partnering with DIL to raise community awareness of child abduction, child sexual abuse, and early forced marriages.
- Sewa: Sewa Development Trust Sindh is a humanitarian nonprofit that implements philanthropic and development projects across Sindh, focusing on social development, capacity-building, and volunteer development. Sewa conducted motivational sessions for Grade 9 and 10 DIL students in these areas.
- MOVE: The Motivated Volunteer Empowerment program offers training in leadership skills and social entrepreneurship. In 2019, they helped DIL students by conducting motivational sessions on social action, goal-setting, strategy, fundraising, and presentation. The students were also assigned an entrepreneurial social action project to test their newly acquired skills.

DIL's discussions with both students and parents have enabled students to better understand their emotions and more deftly negotiate cultural boundaries.

A few fathers of a socially conservative Khairpur community joined hands with DIL principals to protest child marriage, vowing to take action against wedding young girls and even helping one of our students from NOWA-Izzat Machi School.

Samreen was forced to marry when she was just 14, but wished to continue her studies. A careful conversation with her parents and husband emphasizing the benefits of a strong education made possible her enrollment at a government school in Grade 9.

Parents and principals have reported that Life Skills sessions have allowed students to cultivate a keen sense of responsibility, encouraging them to help their class-fellows in need.

Notably, our female graduates have been discouraged from pursuing any profession save for teaching because of cultural pressure to get married. These graduates fear both that marriage will limit working opportunities in fields like civil service or medicine and that working in such fields will make getting married more difficult.

Nonetheless, many female students have enrolled at places like Hunar Foundation to acquire deeper vocational training that expands their career options. Career guidance workshops have helped students take stock of their skills and talents as they determine their qualifications for the field or faculty they wish to pursue.



Academically inclined DIL graduates have become increasingly career-oriented.

Faiza Bibi secured first place in the Federal Board for Intermediate & Secondary Education Matric Exam 2019. She completed her primary and middle grades at DIL Community School Shahjeevan, Rawalpindi District.



- DIL graduate Nabeela completed her Bachelors' from the prestigious **Sukkur IBA University** with DIL's support.
- Saiqa Channa of Mazhar College Khairpur, who was also supported by DIL, managed to secure admission to Sukkur IBA on a scholarship.
- Asim, Muneeb, and Mudassir of Orangi got into the renowned **NED University**.
- Mahnoor gained admission to **Karachi Medical University**.

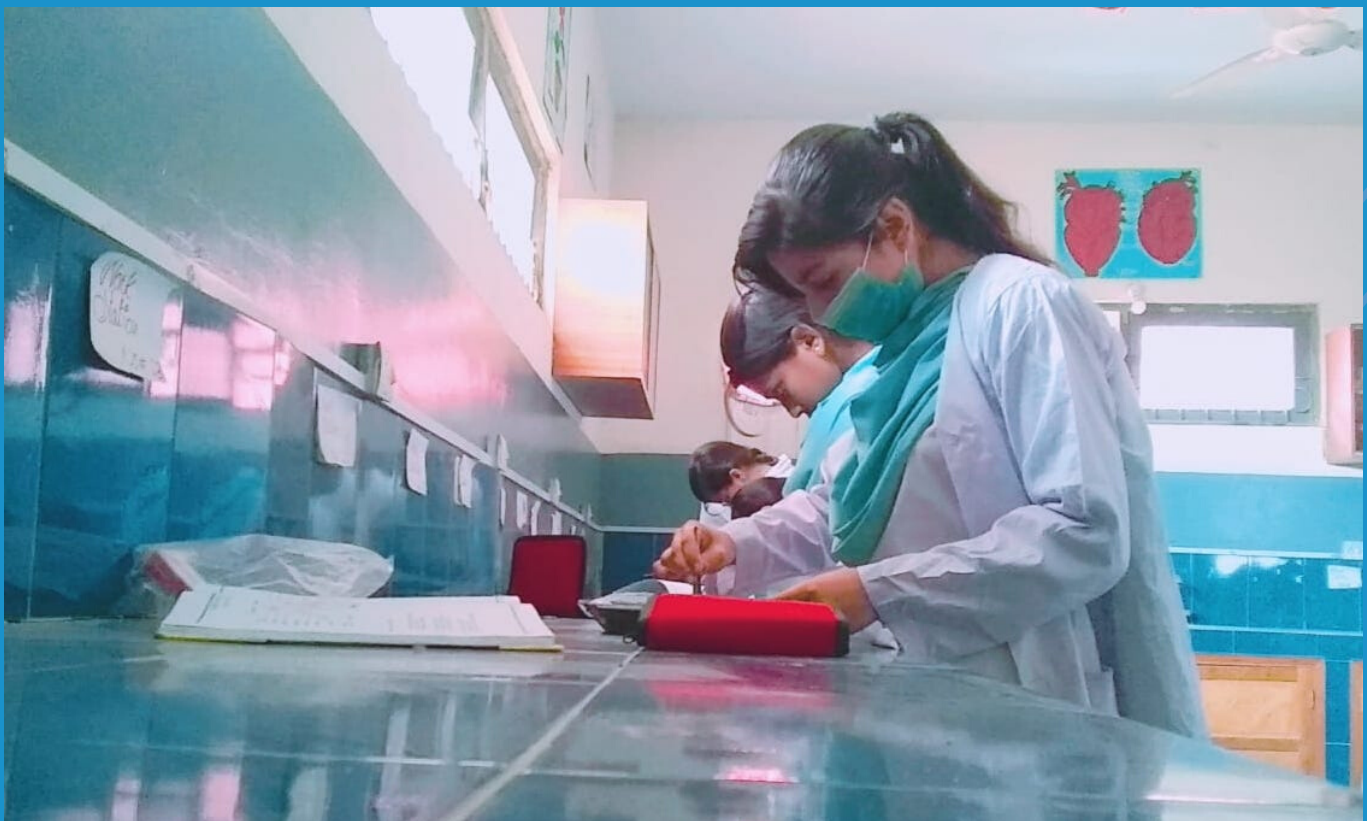


## DIL College

DIL College serves young girls in Orangi who are usually pressured by their families to stay close to home after completing secondary school. In 2019, new lecturers were appointed for physics, biology, and math. PTA meetings held on a monthly basis to strengthen bonds between college faculty and parents.

All instructors have developed robust lesson plans, and their classes are observed by DIL staff during routine visits for pedagogical appraisal.

Students also completed capacity-building training under the auspices of some of DIL's partners and were awarded certificates for their social action projects.



# MONITORING, EVALUATION, ANALYSIS & LEARNING (MEAL)

The mission of the MEAL Department is to monitor and report on the efficacy of DIL interventions for replication, course correction, and improved decision-making.

## MONITORING & EVALUATION

Several visits to DIL schools were made, aiming to capture and demonstrate the impact of quality educational inputs. Evaluations for different projects and departments were also completed. The basis for these evaluations was a 3-year strategic plan with project-specific targets for progress. The majority of evaluations revealed that DIL has had a formidable impact on target communities.





## ANALYSIS & LEARNING

One tool DIL uses is an Educational Management Information System (EMIS) that connects all schools and projects with our head office. EMIS provides the organization with data for internal and external use, offering support in all data-driven decision-making. In 2019, a large number of staff were trained in the use of EMIS and data management, further streamlining evaluation and analysis.

Various dynamic reports were shared with DIL's management throughout the year, including student enrollment and dropout, centralized exam performance, teacher turnover, asset management, and library performance.



# FEDERAL DIRECTORATE OF EDUCATION (FDE) SCHOOLS

DIL signed a Letter of Undertaking (LOU) with the Pakistan Federal Directorate of Education (FDE) for the adoption of **6** Federal Government (FG) schools in the Sihala school cluster. **8** libraries and ECE classrooms were established in this cluster of schools.

Dedicated teachers for ECE and librarians were hired for the FDE project after thorough interviews and induction testing administered by the Master Trainer of ECE, the Master Trainer of principals, and the FDE project manager, including at the FG school located in the Presidency of Islamabad.



An orientation session on our School Management Manual was held for FDE principals in particular. In total, **5** new school principals and a School-in-Charge received this training. Similarly, orientation sessions were conducted for the newly hired librarians and ECE teachers to assist them in setting up their libraries and classes.

Finally, to build greater capacity for government school teachers, an orientation session on classroom management was held at FG School Nara Syedan.

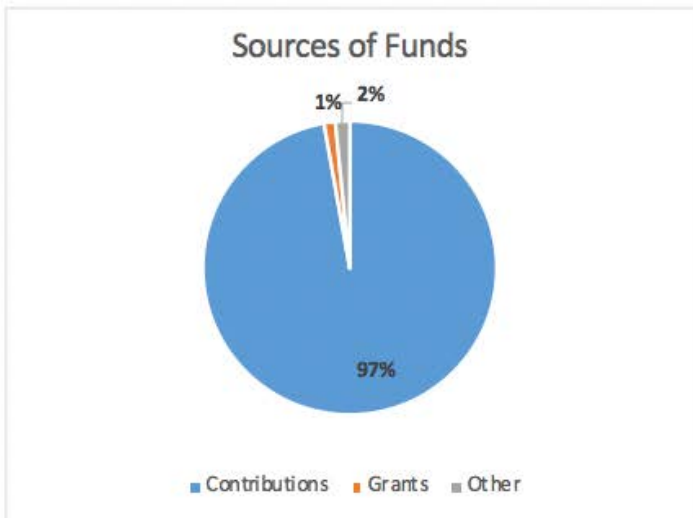
This is just the beginning of a promising public-private partnership DIL intends to grow over the coming years.

# BALANCE SHEET

## 2019 Financial Summary

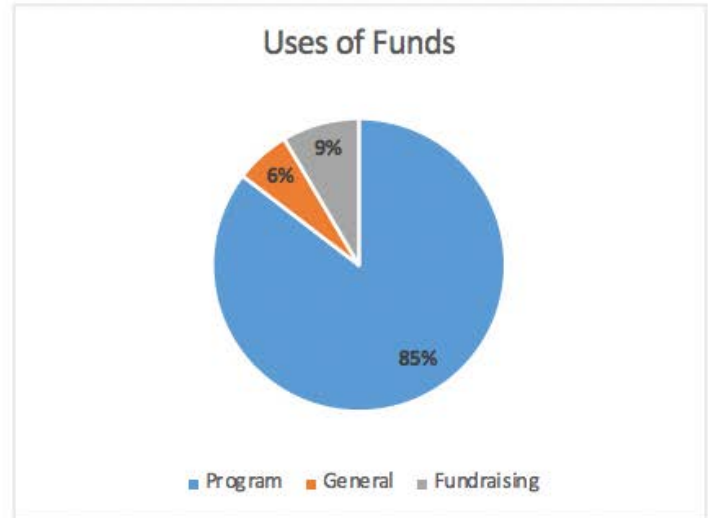
	2019
<b>Assets</b>	
Cash	\$ 575,925.08
Investments	340,944.40
Receivables	191,434.75
Other Assets	59,848.08
Fixed Assets	3,368.33
<b>Total Assets</b>	<b>\$ 1,171,520.64</b>
<b>Liabilities and Net Assets</b>	
<b>Liabilities</b>	
Accounts and Credit Cards Payable	21,818.90
Accrued Vacation	18,277.36
Other Liabilities	39,441.41
<b>Total Liabilities</b>	<b>\$ 79,537.67</b>
<b>Net Assets</b>	<b>1,091,982.97</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 1,171,521</b>

<b>Sources of Funds</b>	
Contributions	97%
Grants	1%
Other	2%



	2019
<b>Revenues and Other Support</b>	
Special Events	\$ 1,691,648
General Donations	463,632.08
Grant Revenue	27,500.00
Interest and Dividend Income	12,869.46
Unrealized Gain/(Loss)	22,039.52
<b>Total Revenues and Other Support</b>	<b>\$ 2,217,689</b>
<b>Expenses</b>	
Program Services	\$ 1,978,864
Supporting Services	
Management & General	141,024
Fundraising	197,036
<b>Total Expenses</b>	<b>\$ 2,316,925</b>
<b>Change in Net Assets</b>	<b>\$ (99,236)</b>

<b>Use of Funds</b>	
Program	85%
General	6%
Fundraising	9%



**Note: The 2019 financial audit is in process. The figures seen here are unaudited.**



# BOARD OF DIRECTORS

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Aneeqa Akhtar

Shahzad Bashir

Mohammed Ali Dhanani

Maha Hayat

Wajid Mirza

Fiza Shah

Muhammad Shahzad

Shaila Zamir

Ameena Mohyuddin Zia

Only a quality education makes possible a whole new world of knowledge, growth, and opportunity.

