

# Annual Report 2005



## Developments in Literacy



# DEVELOPMENTS IN LITERACY

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Motif is taken from a student's painting

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## Message

### Chairperson - Executive Board, USA

The past year was overshadowed by the devastating earthquake that ripped through parts of northern Pakistan. DIL quickly set up a temporary camp school in Islamabad for more than 100 primary school students who were evacuated there from Muzaffarabad and Bagh Districts. In the United States, DIL chapters went to work immediately, collecting relief goods and funds for the earthquake victims. DIL has also committed to establishing a new school project in the Mansehra district.

The first group of DIL students successfully completed 8th grade in 2005, and DIL continued to add classrooms to existing schools and hired additional teachers as student enrollment increased. The DIL-IRC project in Sind and the Baluchistan project experienced zero dropouts in the academic year, while the remaining projects also saw a sharp decline—a major achievement, considering the school dropout rate in Pakistan is approximately 40 percent.

DIL schools are not only serving as educational models, but as torchbearers for grassroots social change. Communities that previously objected to female literacy are now donating their land, time and money in the hope of a better future for their children.

On behalf of the Executive Board, I thank our donors, volunteers, staff and partner NGOs for their commitment to DIL's mission and goals. Special thanks are also due to the DIL Board of Trustees (Pakistan) for their contribution in making 2005 an extremely successful year for DIL.

Fiza Shah  
Chairperson  
DIL Executive Board, USA



## Message

### Chairperson - Board of Trustees, Pakistan



It is gratifying to see the important role that DIL is playing in providing quality education to those segments of society that are deprived from acquiring the knowledge that may increase their chances for a better and more fulfilling life.

We are beginning to see very young children who were admitted to DIL schools some six years back now blossom into young girls who are continuing their education and dreaming of a future in which they can see themselves as teachers, doctors, engineers, nurses and pilots.

It is encouraging to see that third parties, who had the opportunity to visit our projects, are saying positive things, while at the same time pointing to areas where greater improvement is required. We need to encourage more visits of this nature in the future, so that the process of critical evaluation continues.

The year 2005 will be remembered for the earthquake of October 8, which devastated vast areas in AJK and NWFP. Unfortunately school going children were its principal victims. Not surprisingly the Board of Directors LA decided that DIL needed to share the burden of this national catastrophe. As a first step DIL organized a camp school in Islamabad for children that had been evacuated from the earthquake areas of Muzaffarabad and Bagh. In addition a decision was taken to set up schools in Manserah, NWFP.

As Chairman of the Board of Trustees I would like to put on record my appreciation of the dedicated efforts of the DIL Management Team. Equally I would like to thank the members of the Board in Pakistan for their valuable inputs and suggestions. The keen interest taken by the Chairperson and the Executive Board DIL, USA, has been of considerable value in fine tuning the programme.

The foundations I feel have now been laid for a more than promising future.

Imran Ahmed  
Chairperson  
DIL Board of Trustees, Pakistan

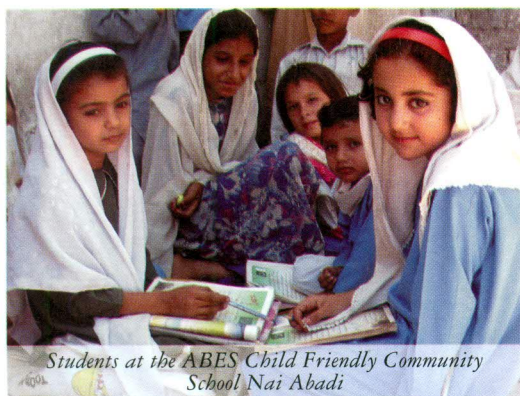




## Overview

Developments in Literacy (DIL) was formed in February 1997 in Southern California by a small group of expatriate Pakistani women who wanted to do something meaningful for Pakistan. This was the start of a voluntary, non-profit organization to promote literacy among children, especially girls, who had no access to education. The voluntary group has now expanded into eight fundraising DIL chapters operating in Washington, New York, Houston, San Diego, San Francisco, Canada and Singapore. These chapters work on a voluntary basis and to this day do not have any hired staff. The Board Members themselves have underwritten all the administrative costs incurred so far, to ensure that every cent of the donor's contribution goes towards education.

DIL is supporting over ten thousand children in all the four Provinces of Pakistan, mostly in the remote rural areas where opportunities for girls are restricted. Currently DIL supports schools in Districts Upper and Lower Dir, North West Frontier Province; in Pishin, Mastung, and Ziarat Districts, Balochistan; in Orangi Town, Karachi; Sindh, in Khairpur District, Sindh; and in Sheikhpura, Gujranwala and Rawalpindi Districts in the Punjab. DIL is also building schools in the Earthquake affected areas of Northern Pakistan.



*Students at the ABES Child Friendly Community School Nai Abadi*

The Government of Pakistan is struggling to improve the rather dismal educational statistics of

Pakistan. According to the Economic Survey of Pakistan 2004-05 the drop-out rate is still very high, with the result that only 3 percent of students reach University. The report goes on to say that "scarcity of funds, weak implementation and monitoring of programmes, overlapping and high recurring costs, static curriculum and minimal public-private partnership in the education sector, especially in the rural areas, have impeded the development process in the education sector".

On the national front the situation is still not satisfactory. The country achieved only 53% overall literacy rate in 2004-05, performing far below the expectations of the Poverty Reduction Strategy Paper, the Education Reform Action Plan and the UN Millenium Development Goals.

Overall adult female literacy increased from 32 percent in 2001-02 to 40 percent in 2004-05, but in absolute terms the number of illiterates, both male and female, in the 10-plus age group is 51.8 million. Education has direct links with national growth. It yields not only higher economic productivity but is also linked to female empowerment and population control. Female education pushes up the marriageable age and reduces the number of child births. An educated mother will make certain her children go to school as she herself realizes the benefits of education.

Until the Government can provide education to all its children, organizations like DIL are providing an invaluable service to the children of Pakistan by providing them with the opportunity for a better and brighter future.



## Board and Governance

The US-based Executive Board of DIL is the final authority on all financial and policy matters for the organization. The Patron acts as an advisor-at-large. The Executive Board provides administrative and programme guidelines, reviews and approves annual plans and budgets, monitors the progress of the organization, and guides and oversees DIL chapters and their fundraising efforts.

DIL's Pakistan-based Board of Trustees plays an advisory role to the Executive Board. Board members vet all project and office operations. The Board must meet at least twice a year and additionally whenever required. All major policy proposals are put before the Board for their comments and analysis. Both Boards function on a voluntary basis.

The DIL Head Office functions in Los Angeles, California and deals with all aspects of work pertaining to grants for DIL. It keeps an account of all monies collected by DIL, allocates funds for the various projects being run by DIL, and is responsible for auditing and accounting of DIL's yearly revenues and expenses. It maintains the DIL website, and publishes the DIL bi-annual newsletter. Donor organizations and individual donors are also kept updated on the progress of the projects through this office. This office is responsible for overseeing DIL's fundraising, for example through chapter assistance, grant research, grant writing and cultivating relationships with Foundations.

DIL's country office is in Islamabad, Pakistan. The Pakistan office was set up to ensure quality and accountability of the projects. A modest budget has been allocated for office expenses. Teacher training, monitoring of projects, auditing of projects, disbursements of funds to projects, proposal writing, and regular communication with DIL USA, the Partner NGOs and on-location staff are done via this office. Monthly narrative reports and bi-monthly

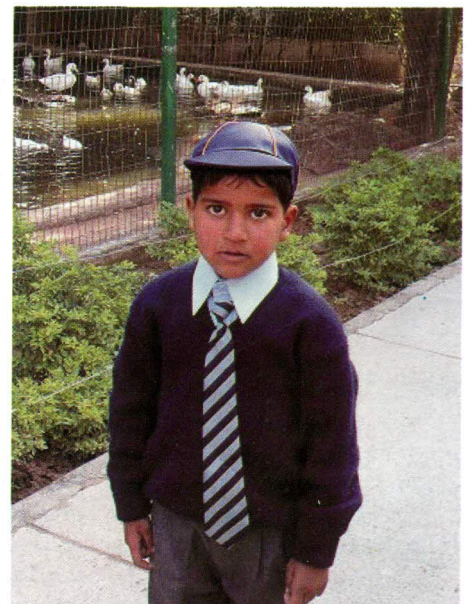
financial reports are submitted to the Executive Board, and Quarterly narrative reports to the Board of Trustees.

## The Year in Review

The year 2005 will be etched in the memories of all Pakistanis as the Year of the Earthquake. October 8th shook the North of Pakistan and sent shock waves running through out the world. The response was phenomenal – from individuals both within the country and around the world, from organizations, from international donor agencies and from Governments help just poured in a never ending stream of goods, persons, professionals and funds. A coming together of humankind.

DIL immediately set up a camp school in Islamabad for children evacuated from the earthquake affected areas of Muzaffarabad and Bagh. Members of the Executive Board visited both Kashmir and the NWFP to assess the need, and the consensus was to provide help in the Mansehra District of NWFP as Kashmir was already getting enough support in the field of education. Consequently a plan to set up schools in the earthquake affected areas of the Frontier Province was approved and a partner, based in Mansehra, located. Goods, including books were also distributed among the children, both in Islamabad and in Muzafarabad.

Apart from earthquake relief and rehabilitation DIL's routine activities continued. A lot of effort was put into Teacher Education. DIL also took on some of the training itself. In order to support this activity we had volunteers from the USA and Pakistan who designed training programs and then conducted the training, together with DIL Staff Members. We had Anita Harris; a Ph.D student from Kent State



*A DIL Camp School student the Margbazar Zoo, Islamabad*

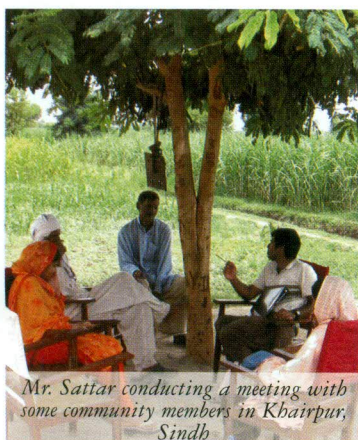


University, Ohio; an experienced teacher and trainer, work with the teachers from the ABES project in English and Mathematics. We then worked on the capacity building of our field staff from Khairpur and Dir, and Anita organized a one week intensive English Language workshop for them. Zeba Shafi, another volunteer, was the key person involved in the DIL Training for the ABES Teachers and for the monitors in partnership with Anita. Zeba is a regular part of the DIL Training Team and is also providing DIL invaluable management support.

We were also fortunate enough to have Mr. Muntasir Sattar and Ms. Luann Gronhvd, graduate students from the Department of International and Trans-cultural Studies at the Teachers College, Columbia University, New York, visiting us for the summer. They conducted an evaluation of DIL's Khairpur project from the 1st to the 16th of August.

Following is an excerpt from the report entitled "Research and Evaluation of DIL-Funded Education Projects in Pakistan: Findings and Recommendations", submitted to us by Ms. Gronhvd and Mr. Sattar after their evaluation visit:

*"Although this report necessarily places a great emphasis on those areas of DIL's work that show need of improvement, we would like to state clearly that we feel that DIL has made a great and positive impact in the communities where it is working. DIL schools are bringing about changes in the individuals who study and teach in them, and in the community members who find themselves eager to support DIL's vision for education. In many cases, DIL schools are serving as educational models as well as models for grassroots social change. DIL is providing unprecedented access to education, as it challenges Pakistan's gender and socioeconomic inequalities. For this reason, our strong desire is for DIL to be able to see more clearly where its current strengths and weakness lie and for it to move above and beyond these. In doing so, we believe that DIL will be able to contribute tremendously to the state of children, communities and education in Pakistan."*



Mr. Sattar conducting a meeting with some community members in Khairpur, Sindh

The Evaluation Report contained some very useful suggestions and recommendations. Some of these included working closely with the communities, pre-service orientation or trainings for the newly hired staff, a student mentoring program, and a support system for teachers. DIL is in the process of incorporating many of the recommendations into its programme.

DIL has also produced ten Training Videos to provide support to primary school teachers in the villages. The films cover a range of subjects such as Teaching Aids, Chalk Board, Classroom Management, Social Studies, Urdu, Math's, English, Science, Multi-grade Teaching and Planning a Training Session, and should be a useful tool for training as teachers will be able to access best practices in a manner which is easy to understand. The films have been made keeping rural school teachers in mind and are available with our partners ABES, and may be bought by any other NGO or Government institution who may be interested. One video is meant for the project staff and explains how to use the training films in an interactive way.

Many of our students have completed eight years of Elementary education and with DIL's support are proceeding to high school. Apart from achieving academic excellence, one can see the change in the way the DIL teachers and students think. Each time one visits one sees the difference. A few years ago, the students were silent when asked what they wanted to become. Today, they are saying they want to become engineers, pilots, doctors, nurses. They are vociferous about wanting to continue their education, and DIL plans to support them all the way. It is not only the teachers and students who have changed, DIL too has been affected. Where previously we had envisioned supporting only primary schools, we have now moved on to secondary schooling and in the future hope to support some students through college via scholarships or help them with vocational training. Our aim is to make



certain that the students graduating from the DIL schools are not just literate, but educated and confident men and women who will make a significant and positive difference to society.

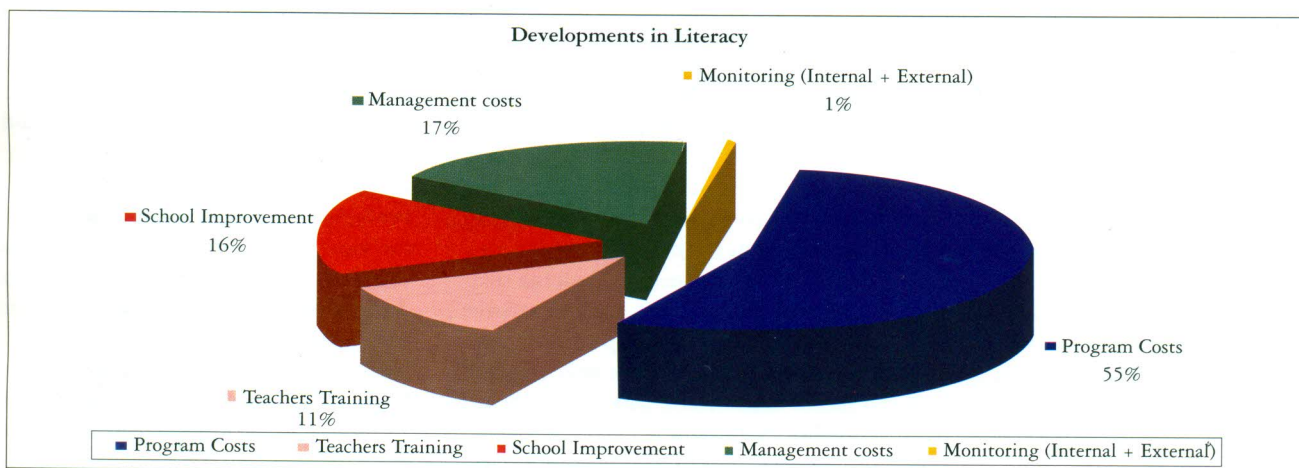
### Funding

Disbursements made by DIL to its partner NGOs stood at Rs.30,789,295

for the financial year January 1st 2005 to December 31st 2005. Currently all independent fundraising is being done by the DIL Chapters abroad. During the year DIL received a grant of US\$ 100,000 from Levis Corporation for the Microfinance Project in District Khairpur. DIL also received US\$ 10,000 for establishment of computer laboratories in the CARE DIL schools.

### Auditing

The annual audit of the partner organizations was conducted by Anjum Asim Shahid Rahman, Chartered Accountants. The Financial Statements of DIL Islamabad Office for the financial year January to December 2004 were also audited. The audited financial statements are included in the report.



	ABES	CARE	IRC	KK	NOWA	Orangi	SCSPEB	Total
Disbursements	4,106,930	4,735,382	4,135,788	3,401,995	4,899,196	5,758,025	3,751,979	30,789,295
Program Costs	2,354,783	1,983,100	2,845,662	2,267,172	2,215,258	3,574,696	1,571,542	16,812,213
Teachers Training	602,403	-	125,200	154,042	909,283	1,165,362	448,000	3,404,290
School Improvement	42,109	2,480,080	393,700	-	942,520	450,625	706,389	5,015,423
Management Costs	1,078,635	245,102	756,441	948,674	819,340	512,548	1,026,048	5,386,788
Monitoring (Internal + External)	29,000	27,100	14,785	32,107	12,795	54,794	-	170,581



## DIL Chapters

### Los Angeles

The Los Angeles chapter held yet another successful fundraiser at the LAX Hilton in September, raising \$275,000 in donations and pledges. Tickets were sold out two weeks prior to the event, permitting the organizers to focus their efforts on making the evening unforgettable. During the first hour, guests strolled along the banks of the glorious River Indus, stopping briefly to experience the time-treasured occupations of the natives, indulge their taste buds on authentic regional cuisine or sip on a steaming cup of Kashmiri chai. Next, the audience was escorted into the main hall, where they heard speeches and saw a video presentation underscoring DIL achievements and future goals. The highlight of the evening was designer Hassan Sheheryar's breathtaking Virassat collection.

### New York

DIL New York held its third annual fundraiser in September at the popular Cipriani 42nd Street. Nearly 500 guests attended the dinner honoring Mr. Farooq Kathwari, Chairman & CEO of Ethan Allen, for his leadership and philanthropic activities. Kathwari and his family foundation have been big supporters of DIL, and on this night he announced a \$50,000 grant to support the work of DIL in the Northern areas of Pakistan. Guests included Ambassador Howard Schaffer and his wife Ambassador Teresita Schaffer, Dr. Nafis Sadik, Ambassador & Mrs. Nicholas Platt, and Ambassador Munir Akram. The highlight of the evening was a live auction, where some beautiful paintings by Jamil Naqsh, Eqbal Mehdi and Mashkoor Raza were successfully sold. DIL raised more than \$325,000 at this sold-out event.



*Participants of DIL San Francisco's First Annual Read-a-thon "Kids Read With DIL"*

### San Francisco

The evening was an elegant affair at the Scottish Rite Center in San Jose. Special chunri table runners in vibrant colors were made to order for the event in Karachi as a donation by the sender Saleha Haroon. Centerpieces arrangements were beautiful straw "chakors" from the villages of Pakistan donated by Dr. Shahida Jaffrey, vice Chancellor of the Women's University Baluchistan. Board member, Asma Shaikh spoke, and guests viewed a DIL video. A jewelry auction raised \$6,000. DIL raised \$75,000, the highest ever by San Francisco.

DIL San Francisco launched its first annual kids read-a-thon titled "Kids Read with DIL" in July. During the



summer, more than 40 Bay Area children aged 5 to 12 participated by soliciting sponsors and reading age-appropriate books. Altogether, the children read more than 200 books and raised more than \$5,300 for DIL schools. The San Francisco DIL team recognized the children's efforts by hosting a picnic celebration in Palo Alto in October. DIL San Francisco looks forward to an equally successful 2006 read-a-thon.

#### Toronto

The chic fundraiser took guests on a journey that captured the mystique of the East in a night of fashion and dining at the exclusive Granite Club in November 2005 in Toronto. The event raised \$75,000 (Canadian) for the displaced children of Pakistan who were affected by the Oct 8 earthquake. The fundraiser not only highlighted DIL's cause, but also shone light on the leading Pakistani designer, Hassan Sheheryar Yasin, who romanced the guests with his seductive Eastern collection.

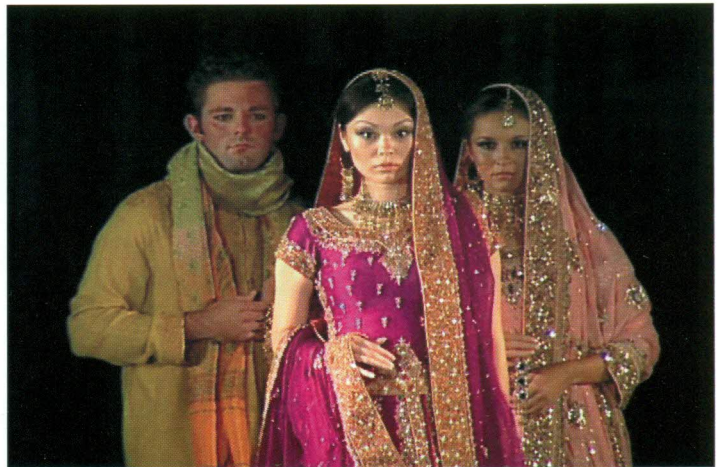
#### Washington, D.C.

The Washington DC DIL fundraiser was held at the Sheraton Premier hotel in Tysons Corner, Virginia in October of 2005. The annual show was a huge success, with the final amount of donations received surpassing the totals of the three previous years. The fashion show, which displayed Hassan Sheheryar Yasin's Virassat collection, attracted 300 patrons and was followed by a DJ and dance and a clothes exhibition at the hotel the following day.

#### YOUR DIL, New York

YOUR DIL and DIL members in New York City organized a winter

clothing, tent and blanket drive, the first of many initiatives they would lead in the New York area on behalf of

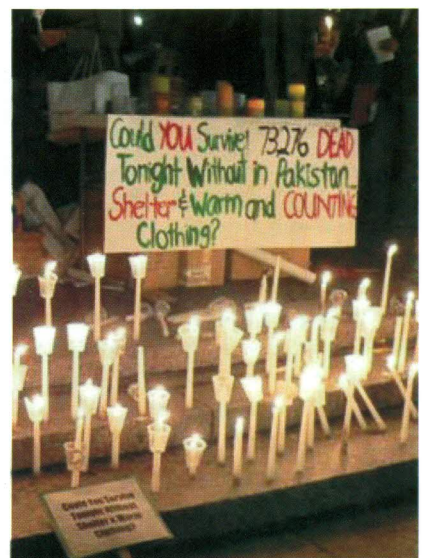


earthquake relief in Pakistan. At the end of the four-day drive, they had collected more than 2,000 boxes. For the next three weeks, they continued the drive, managing dozens of volunteers and thousands of contributions. Along with some other organizations in the area, they collected and sent more than 150 tons of sweaters, tents, medicines, blankets and coats to Pakistan for distribution. PIA and the Pakistani Embassy are also to be commended for their help in the drive.

After the drive, DIL and YOUR DIL were invited to join saquake.org, a coalition of professional and non-profit organizations dedicated to joining forces to more effectively work on earthquake relief. Saquake.org organized a worldwide vigil on the one-month anniversary of the earthquake in order to raise awareness. DIL San Francisco member Paru Yusuf and YOUR DIL member Samar Shaheryar led the effort, eventually organizing close to 10,000 people in more than 23 cities around the world.

Following a successful 300-person YOUR DIL fundraiser in November

for DIL's camp schools, YOUR DIL and DIL members sold earthquake relief bracelets on behalf of DIL. (Visit [www.squake2005.org](http://www.squake2005.org) to order these bracelets online). In December, after getting the green light from the U.S. military, YOUR DIL volunteers in New York and DIL volunteers in San Francisco gathered to hand-write 1,000 holiday cards to the U.S. troops doing earthquake relief in Pakistan.



The New York vigil led by a group of YOUR DIL volunteers





## DIL Training Activities

A 5-day refresher training workshop the last of the two ESRA funded workshops for the "Capacity Building of Field Coordinators" was organized by DIL at the ABES Teacher Empowerment Centre, Rawalpindi from the 6th to the 10th of January 2005. A total of 23 Field Coordinators from DIL Partner Organizations covering all 4 provinces of Pakistan attended the workshop. This multifaceted training included topics such as multi-grade teaching, lesson planning, community mobilization, English Handwriting and other content specific topics. DIL made certain that all the resource persons were experts in their own fields; such as Ms. Umbreen Arif, Dr. Rafia Ali and Ms. Shaista Shahid. The training workshop also included an exposure visit to the Rawalpindi Grammar School, where the participants spent the entire day observing the teachers, students and the functioning of the school. A session was later conducted to see what all the participants could replicate in their own schools.

This year DIL intensified its training activities and brought about several changes to streamline them and make them more effective. After analyzing the findings of the various monitoring and evaluation visits earlier in the year, DIL felt it necessary to conduct additional training itself in order to rectify some of the shortcomings identified. Accordingly a comprehensive series of intensive workshops was organized during the summer vacations. We were fortunate to have our efforts reinforced by the availability of Ms. Anita Harris, a DIL volunteer who was doing her Ph.D

from Kent State University, Ohio, and Ms Zainah Shafi, an intern from the US.

The first of these workshops was conducted by Ms. Anita Harris from the 27th of June to the 1st of July 2005 in the ABES office, Rawalpindi. The main theme was improvement in specific deficiencies in the English language, while taking advantage of the presence of a majority of teachers to give them exposure to the latest trends in child-centered and activity-based teaching strategies. The deliberations included intensive practice of vowels, consonants, pronouns, prepositions, tenses etc. The trainees appreciated the treatment of punctuation, conversational and writing skills and presentations.

This was followed by an "English Language Intensive Workshop" conducted by Ms. Zeba Shafi, Ms. Anita Harris and the DIL staff at the American Institute of Pakistan Studies, Islamabad from the 11<sup>th</sup> to the 16<sup>th</sup> of July 2005. Sensing the utility of this workshop specially designed for Field Monitors and Coordinators, it was decided to invite participants from NOWA, IRC (Khairpur) and KK (Dir), in addition to those from ABES. The workshop covered areas such as grammar, punctuation, picture stories, précis writing, report writing, conversational skills and debates. The participants were also taken on an exposure visit to the Lok Virsa museum in Islamabad. The participants benefited enormously from this workshop and not only showed great improvement in their English conversational skills but also gained

in confidence.

A workshop on the Teaching of Mathematics was once again conducted at the ABES office, Rawalpindi from the 20th to the 29th of July 2005 for the ABES teachers. This was a comprehensive 5-day, 37- hour interactive workshop that covered basic mathematical concepts and the methods of teaching. In addition to this, Ms. Anita Harris also conducted a one-day Mathematics workshop specifically for the middle school teachers and the Field Coordinators. The end of course tests indicated significant improvement and the feedback from the participants suggested strong approval of this type of training to brush up their academic acumen.

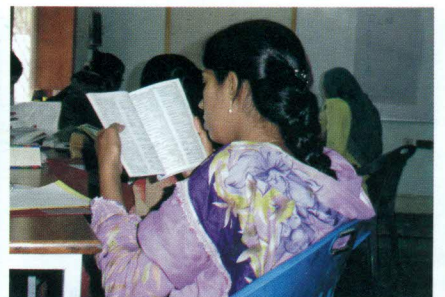
DIL also designed question papers for testing the teachers in all the projects to get a baseline of teacher competency. This will help us to plan future training programmes more efficiently.







*ESRA Refresher Workshop "Capacity Building of Field Coordinators" at ABES, Rawalpindi*



*Ms. Harris at the English Language Workshop for the ABES Teachers*



*Participants of the English Language Workshop at ABES, Rawalpindi*



*The Teaching of Mathematics Workshop for the ABES Teachers*





## DIL Camp School for Earthquake Affectees

In the aftermath of the devastating earthquake that shook Pakistan on the 8<sup>th</sup> of October 2005, DIL set up a temporary camp school in a Relief Camp run by Bahria Town at the Lake View Motel in Islamabad on the 24<sup>th</sup> of October 2005. This particular Relief Camp sheltered approximately 500 earthquake evacuees from Muzaffrabad and Bagh District in Azad Jammu and Kashmir. The building was to be demolished but the owners decided to delay tearing it down in light of the urgent housing need.

The Bahria Town Administration allowed DIL to use a large hall to set up the camp school. The school consisted of approximately 200 students, 1 Coordinator/ Head Teacher; Mr. Mohammad Tariq and 7 junior teachers – all of whom belong to the earth quake affected areas in the AJK. The rest of the members from the camp were also quite involved in the functioning of the school and volunteered whenever they could. Mr. Mohammad Tariq is still in touch with DIL and communicates with us regularly.

The school was set up from scratch and was supplied with cupboards, furniture, blackboards, stationery, books, teaching aids and sports equipment. Adding some normalcy to the children's fractured lives at that time was critical. A regulated schedule and a warm, welcoming school environment played an important role in helping the students recover from the extreme trauma and deep loss that they had suffered.

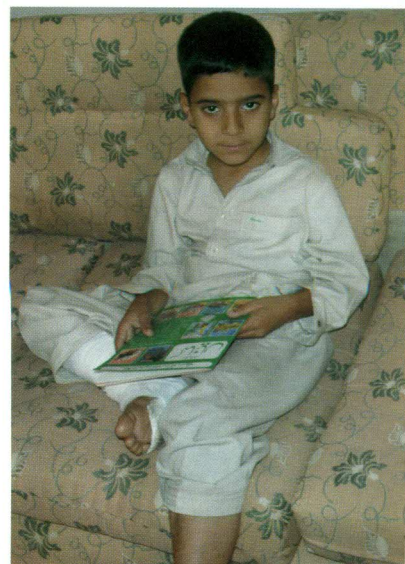
The DIL team attended some workshops on Trauma Psychology in order to be better equipped in dealing with the situation and also to be able to provide the earthquake affectees with psycho-social support. The DIL Project Manager and Programme Coordinator attended a course on "Trauma Psychology" at the Pakistan Institute of Medical Sciences (PIMS). The workshop was facilitated by a team of highly skilled psychiatrists and therapists from the International Centre for Psychosocial Trauma, University of Missouri – Columbia. The DIL Education Coordinator attended another workshop on how to deal with trauma victims, arranged by a local NGO called Rozan. These workshops equipped the DIL team with the appropriate skills to support the earthquake affectees in the camp school.

The DIL Chairperson Ms. Fiza Shah and Executive Board member, Ms. Mehar Patel (DIL, Washington Chapter) and Ms. Zeba Shah (DIL, Houston Chapter) also visited the camp school. DIL Volunteers, Ms. Riffat Hassan and Ms. Aliya Mansoor visited the camp school regularly; they helped the teachers with what ever problems they had and also conducted classes when there was a shortage of teachers.

Ms. Zeba Shah representing the DIL, Houston Chapter helped supply all the students studying in the DIL Camp School with sweaters, shoes and socks on the 24<sup>th</sup> and 25<sup>th</sup> of November 2005.

DIL also arranged a field trip to the Islamabad Zoo and the Japanese Park for the students, teachers and a few of the parents from the DIL Lake View Camp School for earthquake affectees on the 9<sup>th</sup> of December 2005. Everyone had a good time and after taking a look around the zoo they went on to the Japanese Park where they played various games after having lunch.

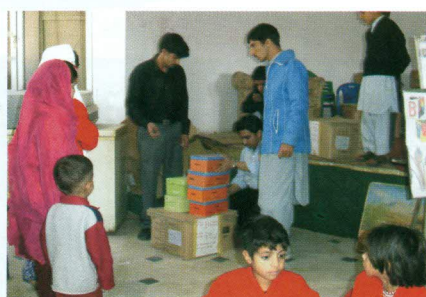
Since the unprecedented influx of families from the earthquake-affected areas created security concerns for the capital – Islamabad, the government decided to move all the relief camps out of the city by December 2005. In light of the new orders passed by the government the DIL - Lake View Camp School was shut down on the 15<sup>th</sup> of December 2005 when all of the earthquake affectees left for their villages in the AJK.







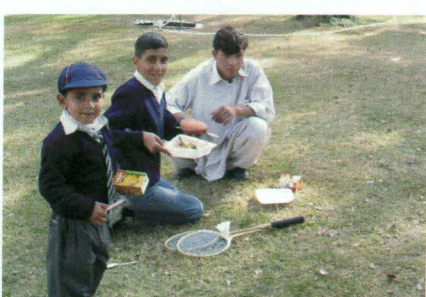
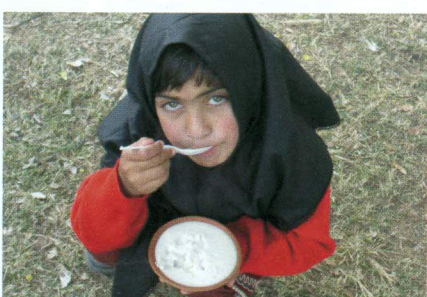
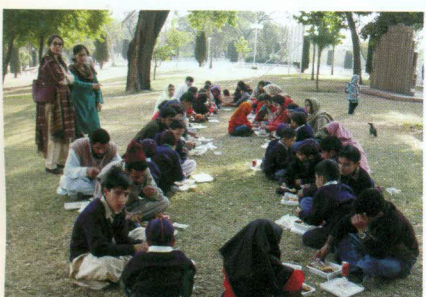
*The DIL Camp School for Earthquake Affectees at the Lake View Motel, Islamabad*



*Distribution of sweaters, shoes and socks sponsored by the DIL Houston Chapter*



*Students and teachers from the DIL Camp School at the Margbazar Zoo, Islamabad*



*Students and teachers from the DIL Camp School having lunch at the Japanese Park, Islamabad*



## DIL Projects



Islamabad  
DIL Office

Upper & Lower Dir - KK



Mastung, Pishin,  
Ziarat - SCSPEB



Rawalpindi - AB



Sheikhupura &  
Gujranwala - CARE



Khairpur - IRC



Karachi - Orangi Project



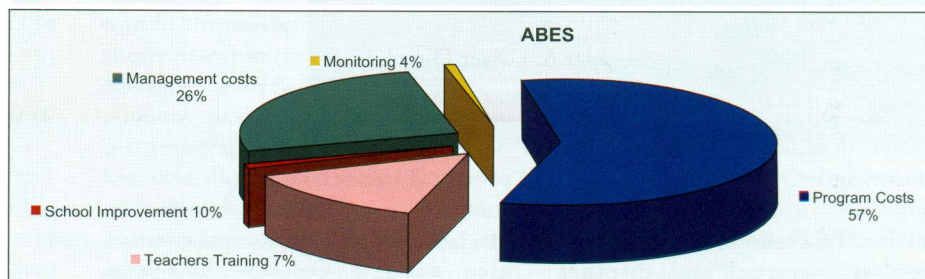
Khairpur - NOWA





## Adult Basic Education Society (ABES)

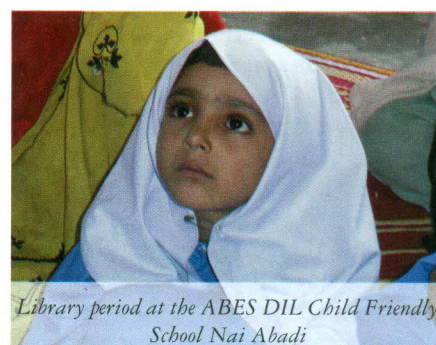
30 Community-Based Primary and Middle Schools  
 Location: Rawal Pindi, Punjab  
 Partner Organization: Adult Basic Education Society (ABES)  
 Project Period: 01.05.02 – 30.06.06  
 No. of students: 1167  
 Disbursements during the year 2005: Rs. 4,106,930/-



### Background

The DIL-ABES Child Friendly schools are well into their fourth year now, serving the rural communities of Rawalpindi District. Some significant changes have been made in the last year to keep up with community needs: 7 Middle schools have been added to the existing Primary schools wherever there was a sizable cohort of Primary school graduates and no government school within easy travelling distance. These schools have been functioning since September 2005 with 7 new teachers and a total enrollment of 1167. As this was a new venture, there were some initial hurdles but these have been smoothed out to a great extent.

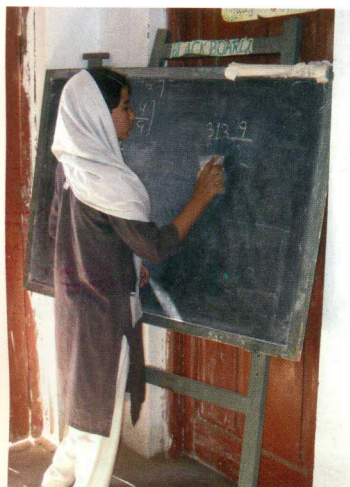
Overall, the total number of schools has been reduced to 30; 10 schools where enrollment was very low due to the non-cooperative attitude of the local population, were merged with other schools in close proximity, enabling DIL to increase cost effectivity without compromising the interests of any of the communities being served. The first quarter of the year was devoted to preparing the students and the teachers for the Board exam; the first batch of ABES-DIL students sat for the 5th grade Government Elementary School Board exam in March 2005. The overall result



*Library period at the ABES DIL Child Friendly School Nai Abadi*

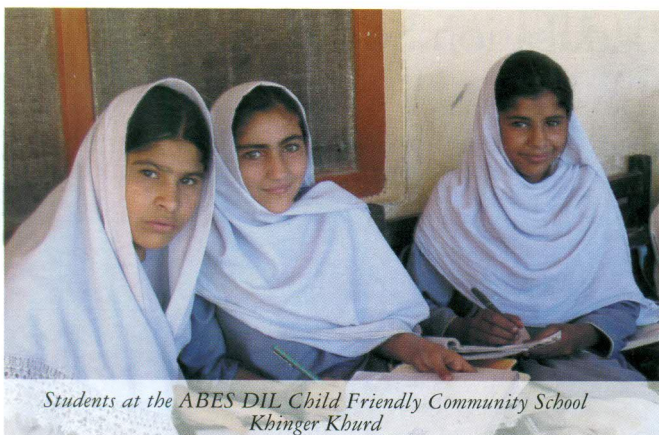
was extremely encouraging: 93% of the students passed the exam, and, it must be borne in mind that these were students who had completed the 5-year syllabus in 3 years. In 2006, a total of 59 students will appear for the Board exam. Their admission forms have already been submitted to the EDO Literacy, Rawalpindi.

As per the renewed vision of DIL, 2005 was devoted largely to improving the quality of existing schools through infrastructure improvement and capacity building of the teachers rather than simply adding to the number of schools. A complete restructuring of the ABES staff dedicated to the DIL project was undertaken to meet the specific targets that have been given to ABES to achieve within the current financial year. ABES is confident that this major reorganisation of their team will achieve the desired results.



*A student solving a sum at the ABES DIL Child Friendly Community School Gidpur*





*Students at the ABES DIL Child Friendly Community School Khinger Khurd*

### Monitoring

The DIL-ABES schools were regularly visited by external and internal monitors throughout the year. Monthly Review Meetings were held with all the teachers at the ABES office in Rawalpindi. The meetings in the 1st quarter focussed on facilitating the Examination process, not only of the Board exam but also of the annual school exams for the lower grades. Feedback of the previous month's progress was also part of the agenda in every Review Meeting. In August, ABES staff familiarised the teachers with the new annual academic calendar and also guided them in preparing lesson plans. Subsequent monitoring by the ABES staff dealt with improving the seating arrangements in every class and helping the teachers maintain proper records of attendance and fee collection.

The Executive Director DIL, and the Project Coordinator, visited Baga Sheikhan, Khinger Khurd and Dhoke Hafeezullah schools on 17th February. They conducted English handwriting lessons at each school. From 31st May to 2nd June, Anita Harris, a volunteer from USA, and Farzana Naqvi, the newly hired Educational Coordinator of DIL Islamabad, visited 9 schools to survey the general condition of the schools and also to assess the needs of the teachers before putting in place a training programme for the summer.

August was devoted entirely to an in-

depth, comprehensive survey of each and every school of the ABES/DIL project: Zeba Shafi, Programme Manager, Farzana Naqvi and Jalila Tariq, each accompanied by a coordinator from ABES, visited separate schools, inspecting

physical infrastructure, teacher competency and student performance. Ms. Lalarukh Rafi, an external monitor, also visited Qureshiabad and Maskeenabad schools accompanied by Ms. Zeba Shafi on 31st August; she suggested improvements in the areas of classroom management and teaching techniques.

A detailed report of the findings was prepared and forwarded to ABES, and in September, a meeting was held with ABES management to discuss concerns. It was the combined view of the DIL team that the teachers needed extensive capacity building and on-the-spot support in order to teach effectively. Also, supplies of stationery and furniture were not being provided promptly enough. Mr. Edwin Samson assured DIL management of his organisation's complete support in resolving all issues. Subsequently, he visited 6 schools personally to get a first hand picture of the situation. On 17th November 2005, Fiza Shah, Zeba Shah and Tauseef Hyat visited the Baga Sheikhan School. On 1st December, Ms. Sadia, a member of the L.A Board, visited the Nai Abadi school, accompanied by Ms. Zeba Shafi; she was satisfied with the progress of the children and the teachers' competence.

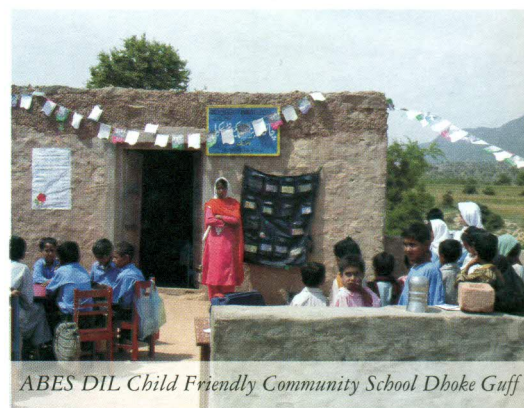
Ms. Tauseef Hyat and Ms. Zeba Shafi visited Ranjali Primary and Middle schools

and Dhoke Baba Hyder School on 12th December and conducted Maths and English lessons with 2 grades of the Ranjali Primary school. After seeing the low enrollment in Dhoke Baba Hyder, ABES management has been instructed to merge this school with the Ranjali School which is at a 15 minutes' walking distance. The building at Ranjali will be extended or changed in order to accommodate the extra students.

### Training

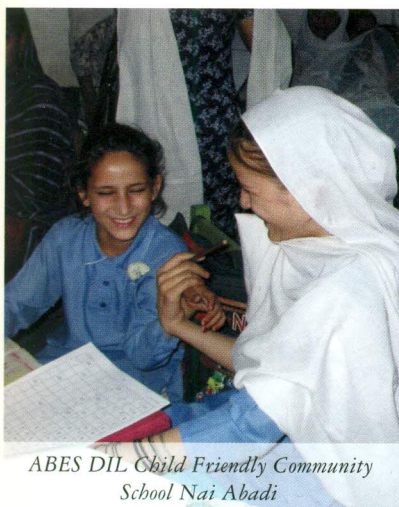
From 11th April to 18th April, ABES held training workshops for 19 phase II schoolteachers in all subjects, particularly for grade 4 syllabus as this was the new class promoted in all the schools after the March exams. In English and Urdu, the teachers were taught how to develop mini-dictionaries consisting of words from the textbooks. Ms. Fiza Shah and Ms. Zeba Shah conducted a 2-hour session in the afternoon of the 12th, during which they showed the workshop participants a video on teaching techniques.

During the summer vacation a comprehensive training programme was organised for 55 ABES DIL teachers and 4 ABES field coordinators: two 5-day workshops were conducted, the first was for English language and the 2nd for Mathematics. The English workshop, 27th June to 1st July, was designed by Anita Harris and implemented with the help of Farzana Naqvi and Zeba



*ABES DIL Child Friendly Community School Dhoke Guff*





Shafi; the teachers were divided into 3 groups. Besides reinforcing the teachers' knowledge, special attention was paid to lesson planning. The Maths workshop, 25th to 29th July, was designed and implemented by Anita Harris, Farzana Naqvi and Zainah Shafi, an intern.

On 10th July, Anita Harris worked exclusively with the Middle school teachers and ABES coordinators on Maths for grade 6. Feedback from both workshops showed that the teachers were happy with the training and many of their problems were clarified. However, constant reinforcement of the concepts taught is needed throughout the year, and DIL has requested ABES to ensure that.

ABES conducted two 5-day workshops in December, 9th to 14th December for one group and 16th to 21st December for the 2nd group; the topics covered were classroom management in a multi-grade environment, activity based learning, annual syllabus planning and development of teaching aids.

#### Miscellaneous

Extensive additions were made to all the school libraries in October, with special attention being paid to the 7 new Middle schools. A new room was built in the Dhoke Guff School, which was previously housed in a single room. The community

collected Rs.2100 and ABES matched the amount, labour was provided free of cost by the local community members.

The Pakistan Tobacco Company Green Schools project started in 2004 was further expanded: PTC donated an additional 5,000 plants to be planted in spring; an orientation programme was held for students and teachers of 20 schools to brief them on the correct way to germinate the seeds and look after the saplings.

The project staff developed a new scheme of studies for all the schools since, from 2005, the schools switched to the normal 5-year primary school plan in place of the previous one whereby students were required to complete 5 grades in 3 years.

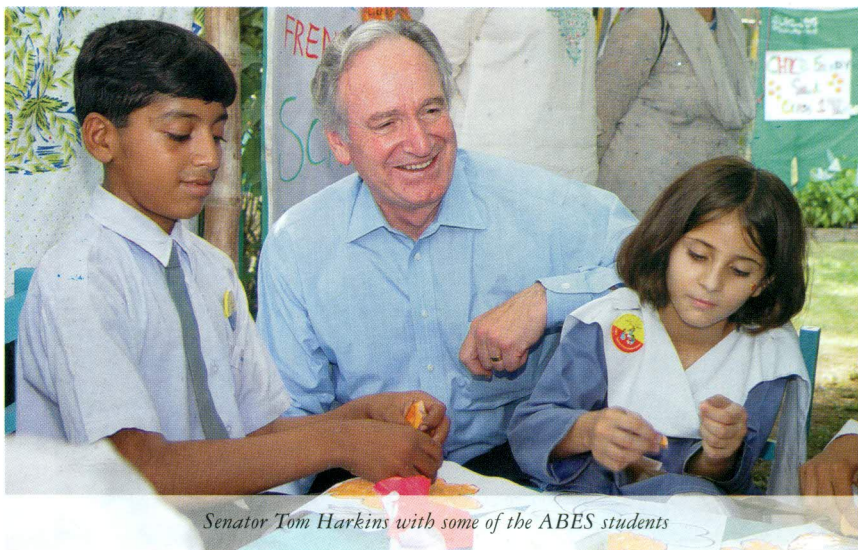
In May, meetings were held with the communities to apprise them of DIL ABES school policies and the opening of the Middle schools. On the 7th and 8th of June, tests and interviews were held by ABES to hire new teachers: 7 teachers were hired for the Middle schools and 15 more added to the existing Primary school staff. All the new teachers attended the summer training workshops.

At the beginning of the new school year, new furniture and water coolers were distributed wherever needed. Stationery and textbooks were also supplied to all schools. During August and September,

medical camps were organised in every village by Dr. Naureen Naz, a homeopathic doctor on the ABES staff; she regularly accompanies the field team on their monitoring visits and advises the students and parents on health issues. She also prescribes homeopathic medicines where required. The camps were held either in the school itself or in a community member's house and were well attended.

On 3rd September 2005, Senator Tom Harkins of Iowa, accompanied by the U.S ambassador to Pakistan, Mr. Ryan Crocker, and Ms. Lisa Chiles of USAID, visited the ABES facility in Rawalpindi, where they met the teachers and students of ShahJeevan, Thalian and Nai Abadi schools. Ms. Tauseef Hyat briefed him on the background and current status of all the DIL projects in Pakistan.

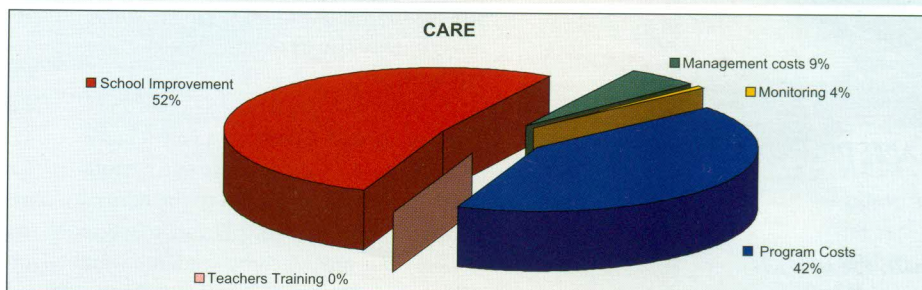
In most schools difficulties are being encountered due to lack of adequate space: most of these schools started out as one-teacher, one-classroom schools but have expanded into multigrade as additional classes were enrolled each year. Many communities are not in a position to provide extra space as land is becoming more and more valuable due to urbanisation. DIL is considering constructing proper school buildings in villages where the communities show a keen interest, for instance, the Dhoke Guff community.





## Cooperation for Advancement Rehabilitation and Education (CARE)

6 Government Primary and Middle Schools  
 Location: Sheikhpura and Gujranwala, Punjab  
 Partner Organization: Cooperation for the Advancement Rehabilitation and Education (CARE)  
 Project Period: 01.07.02 – 30.06.06  
 No. of students: 3220  
 Disbursements during the year 2005: Rs. 4,735,382/-



### Background

2005 saw several developments in this, now 3-year old, project: one school was added to the family of DIL/CARE schools on the insistence of the local community, and several improvements to the infrastructure of all schools were undertaken to enhance their physical environment as well as their academic performance. The newly added school is the boys' school at Nizampura Dhaka, a fairly large school with an enrollment of 627. The grounds are spacious and DIL has funded extensive additions to the

original building in order to improve the environment

Pleased with the success of the Kiran Library Project, this year Target and AMC approved a grant application by DIL to add computer labs to the DIL/CARE schools. A check in the amount of \$10,000 was presented to DIL by the Target AMC management on 1st December, 2005.

The issue of non-cooperation by government staff in all these schools has been taken care of to a significant extent but is not totally eradicated; several years' ingrained attitudes are resistant to change of any kind, even when it is evident that the change is positive for the community as a whole. Bhikki and Misali staff has been largely won over, whereas Kalla, Chandala and Nizampura Dhaka Boys' and Girls' staff is still rather unwilling due to the support of their head teachers who resent interference of any kind from non-government sources. However, as a minimum, regular attendance and punctuality on the part of all government staff has been ensured.

DIL decided to hire a separate manager dedicated solely to these 6 schools instead of sharing with other CARE projects; this will ensure better supervision and support to our schools. Mr. Tauqeer Sheikh, (who



*A colorful classroom at the Government Girls Elementary School Nizampura Dhaka, District Sheikhpura*





*Ms. Fiza Shah, Ms. Seema Aziz and Ms. Zeba Shafi at the Government Girls Primary School Bhikki*

has previously worked on the project), has been appointed and will take over from 2nd January 2006. Students' attendance remains a problem, albeit a seasonal one: children come late or are absent from school depending on the harvest. For instance, in March, many children pick flowers and make garlands to send to Lahore before they show up in school, usually by 10 a.m. This takes away from valuable school time, yet must be accommodated because the communities being served are very low income, and need the remuneration from their children's work to be able to survive. Permission was obtained from the EDO, Sheikhpura, by CARE to start a second shift in the Nizampura Dhaka Boys' and Bhikki schools to ease the congestion. The second shift commenced in September in the boys' school and in October in Bhikki.

### Monitoring

Each school is supervised by a separate internal coordinator appointed by CARE, and there is one manager overseeing all the 6 schools. CARE conducted monitoring through its internal and external coordinators throughout the year: staff meetings were held regularly in all schools to resolve any issues being faced by the teachers; timetables for the new academic year, syllabus planning etc.

visits several times during the year: Ms. Tauseef Hyat visited the schools in March and April, Ms. Zeba Shafi in July and October. On November 14th, Ms. Fiza Shah, Ms. Zeba Shah and Ms. Zeba Shafi were accompanied by Ms. Seema Aziz to Bhikki, Kalla and the 2 Nizampura Dhaka schools to monitor progress, especially since the construction of the new rooms had been completed.

Inspection visits were also made by the DEO and the EDO, Sheikhpura, to Nizampura Dhaka and Kalla schools in the last quarter of 2005. They checked the teachers' attendance and issued strict instructions about not charging fees from any student.

Ms. Rishm Najam, a volunteer from U.S.A, visited all CARE DIL schools during June and July 2005 and prepared a detailed project evaluation report; among other valuable recommendations, she strongly advised recruitment of a dedicated manager, and also a trainer for these 6 schools in order to ensure follow-ups on teacher training.

### Training

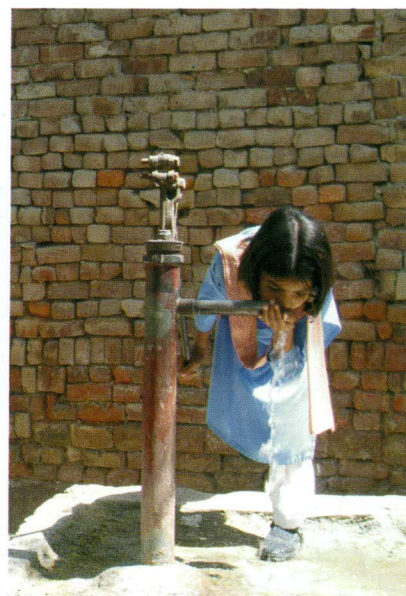
CARE held a training session on map-reading for the teachers on 30th March. During the first week of May, a workshop on teaching techniques was

were some of the topics addressed. Ms. Seema Aziz, CARE Managing Trustee, visited Nizampura Dhaka Girls' and Bhikki schools in May. DIL personnel also made monitoring

held at the Nizampura Dhaka Boys' school; the same workshop was also held for the teachers of Misali and Kalla in June. Training remains a bone of contention between CARE staff and government employees since the latter are unwilling to attend any workshop held outside of school timings, during holidays or at an out-of town location. A proposal to pay all attendees some reasonable monetary bonus as incentive is under consideration by the DIL management.

### Miscellaneous

Space remains a problem in nearly all the DIL/CARE schools due to the Punjab government's directive to enroll every child who applies. DIL has therefore concentrated mainly on additions to the buildings this year: 5 rooms have been added in the boys' section, and 3 rooms have been built on the same premises to house the junior classes of Nizampura Dhaka Girls' school which is presently in a deplorably congested building. These classes will move into the new structure by January 2006; the girls' area is separated from the boys' by a wall, still



*Student drinking water at the Government Girls Primary School Bhikki*



leaving enough space for a separate playground for the girls, sadly lacking in the present girls' facility. 2 rooms have also been added in Bhikki which has substantially improved the cramped conditions there, yet, even after the construction and the introduction of a 2nd shift, 2 classes are in the open.

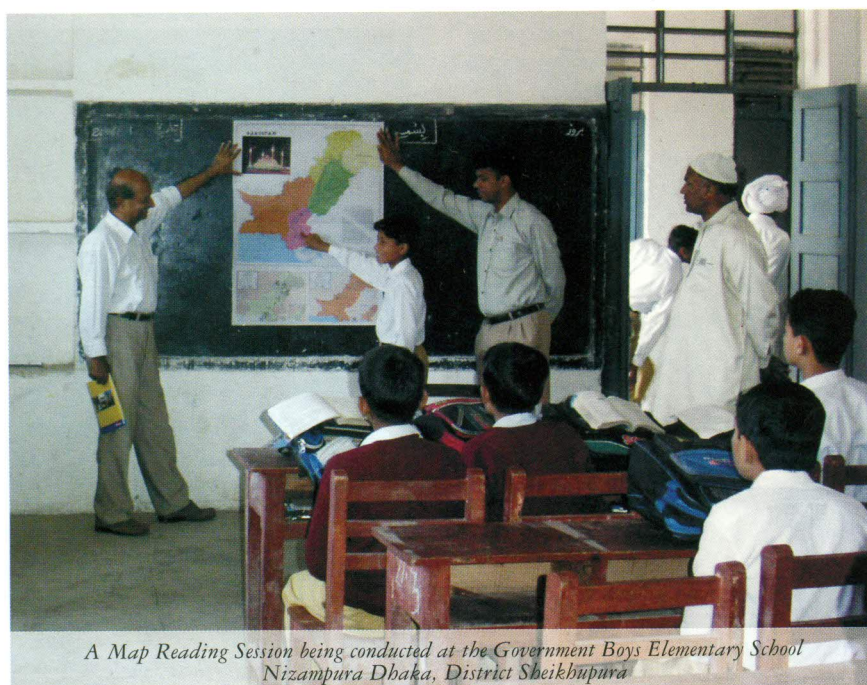
The Misali and Kalla schools are also in dire need of extra rooms, several classes presently being conducted in the open. Also, separate rooms for a library cum computer lab are needed in each school to ensure that the students of these schools do not lag behind children of other schools in any way. In the beginning of the year, parent teacher meetings were organized in all schools and regular attendance of students was stressed upon. In February, a field trip to the Lahore museum, the Wagah border and the Shalimar Gardens was organized for the students. The annual exams for all grades were held in March followed by prize distribution ceremonies to which all parents were invited. Kalla School was whitewashed with the support of the local Nazim; it still does not have electricity and applications have been

filed with the local electrical authority. This matter is urgent not only because of the physical discomfort to the students but also because it is holding up the computer project. Summer camps were held in all schools from June 11th to July 9th; the programme included English, Maths, Science and Urdu classes, plus an activity period. Handwriting sessions, spell-a-thons and flower-making classes were conducted for the children by CARE teachers. The attendance at these camps was very high.

Target has funded the computer labs being added to all schools: 15 computers are to be supplied to each school except Kalla which will receive 5 as there are fewer children here. Shelves and stools will also be provided. On 2nd December, Ms. Tauseef Hyat visited all 6 schools to survey space availability for the setting up of the computer labs; in most schools the larger classrooms will be divided with partitions since no separate room is available. Work on the labs will be completed by the end of the year, efforts are already underway to recruit local teachers to train staff as well as conduct

weekly lessons for all classes. The students are extremely excited about this project and waiting eagerly to begin.

Ms. Najmi Sarwar, DIL New York chapter, visited Nizampura Dhaka on 21st December to inspect the recently completed new block.



*A Map Reading Session being conducted at the Government Boys Elementary School  
Nizampura Dhaka, District Sheikhpura*



## Indus Resource Centre (IRC)

25 Community-Based Primary Schools and 7 Elementary Schools

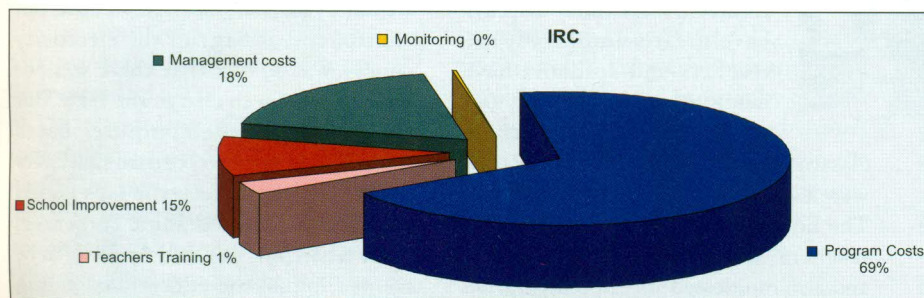
Location: Khairpur, Sindh

Partner Organization: Indus Resource Centre (IRC)

Project Period: 01.12.02 – 31.12.08

No. of students: 1249

Disbursements during the year 2005: Rs. 4,135,788/-



### Background

The Indus Resource Centre (IRC) has been working with marginalized communities in District Khairpur, Sindh since 1999, and with DIL since 2001. IRC aims to empower these communities by following a holistic, integrated approach to development that incorporates different aspects such as education, gender equality, environmental sensitivity, poverty alleviation and health. IRC is running the DIL schools in collaboration with the Levi Strauss Foundation, DIL and Save the Children Fund (SCF) UK.

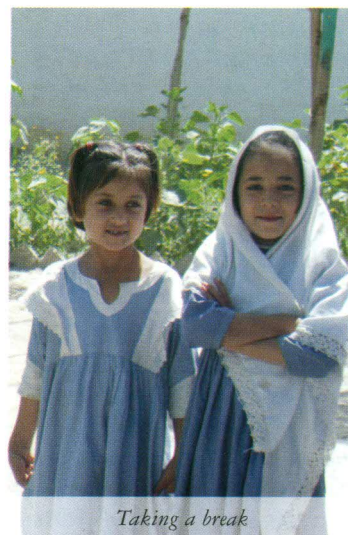
Since 2002 there has been a 100% increase in the number of students, and more significantly, there have been no drop-outs at all. This is a major achievement considering that student drop-out rate in Pakistan's Government-run schools is approximately 40%, with most students dropping out within the first two years.

The fact that DIL students did extremely well in competitive exams in comparison with other schools is a matter of great pride for DIL. All 33 students who appeared for the 8th grade examination passed, which amounts to a 100% success rate. The standard of education in the DIL schools is much better than in the state-run schools, and the Government supervisors who conduct exams in our

schools are amazed by the confidence of the children and their grasp over the subjects they are tested in. Computers and library books have improved their general knowledge and comprehension, and attendance figures have risen considerably.

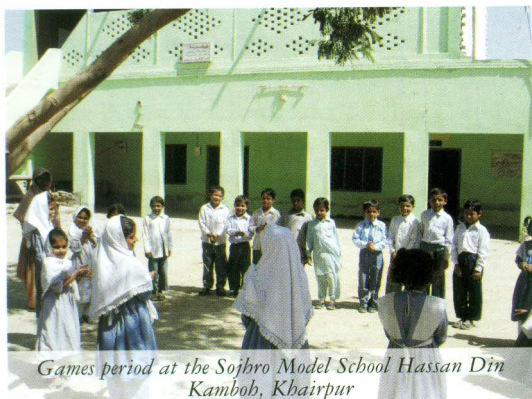
The continuous school and cluster based training, interspersed with training on health & hygiene, environment, teaching techniques etc. has helped the teachers perform better in schools, which in turn has positively affected the students' learning. Improving the infrastructure in many of the schools has also helped provide a more comfortable environment for both teachers and students, and DIL is hoping to build more school buildings where present school buildings are not suitable, or where we are running out of space.

Another significant development has been the interest mothers are taking in education. In some cases, the girls go home and teach their mothers the lesson they learnt in school, and some of the mothers have become literate. There is a great demand for adult literacy classes for mothers, many of whom are very young themselves. Our biggest success has been that we have helped the students who completed class 8 at the Sojhro Model schools to join Government Secondary schools and complete their schooling.



*Taking a break*





*Games period at the Sojbro Model School Hassan Din Kamboh, Khairpur*

At the same time, DIL is also providing support to these Government schools to improve their standard and the intervention will thus benefit a wider community of students. What has also been fortunate for the DIL project is that in the last 3 years, Khairpur has become a focus area for many of the development aid agencies, including USAID. Many of these agencies are working in the field of education and social awareness. The result of this has been that the DIL schools are no longer isolated islands, but part of a much bigger change. With job opportunities opening up in the development field, especially for women, the economic benefits of education are there for all to see. Parents now want their children to study, and furthermore, the educated girl is in great demand for would be husbands. So the previous fear that no one will marry an educated girl is a thing of the past.

### Monitoring

One Education Promoter for each of the 5 clusters i.e. Sagyun, Sobodhero, Khuhra, Kumb and Hassan Din Kamboh, has been appointed to monitor and provide the required support to Junior and Model Schools in their particular cluster. These Education Promoters report directly to the Project Officer; this is a prime example of decentralization of the IRC management system.

The cluster-based Education Promoters of all 5 clusters evaluated the students'

performance, teachers' teaching methodology, teachers' performance and the physical infrastructure of the schools. They observed the teachers conducting lessons in the classroom to make sure that they were implementing the varied training they have received. Classroom displays have greatly improved; the teachers and students have made charts and models and displayed them in their

classrooms using the techniques they were taught in their teacher trainings. The Education Promoters checked the teachers' Lesson Planning Registers and also monitored its implementation in the classroom. The Promoters made sample lesson plans for the teachers and also gave a demonstration on how to deliver a lesson with the help of a lesson plan.

The first visit this year was in March and the DIL Team included Ms. Fiza Shah, Chairperson of DIL, USA and Ms. Zeba Shah from the DIL Houston chapter and staff members from the Islamabad office. After visiting the Junior and Model schools in 3 clusters, DIL had meetings with the IRC Team to discuss progress, further improvements and management issues. It was decided that the Fellowship Schools would be returned to the Sindh Education Foundation as they had now managed to access funds and were once again able to support their own schools. The second visit to IRC was in August.

Apart from visiting the schools to see if some of the ideas agreed upon in March had been implemented, IRC was anxious to meet with DIL as they had come up with a new proposal for the students completing Middle School. Instead of getting these students admission in private schools, as previously planned, IRC wanted the girls to join a Government High School but at the same time wanted DIL to help improve the Government school as well. We visited the 2 Government

schools and later funds were approved for some basic infrastructure support to the Government school.

IRC's Program Manager briefed the DIL Monitoring Team on the problems of running the computer labs in the model schools. Electricity was off for much of the time, there were surges which even the stabilizers could not control and at Sagyun the electricity supply was so bad that there was not enough supply to charge the UPS. But the impact of the computer based learning has been so positive that every effort is made to keep the labs going. DIL had facilitated some carpenters from Khairpur, selected by IRC, to be trained in making educational aids in Lahore. These carpenters are now supplying IRC and the rest of Khairpur with a number of educational aids.

### External Evaluation

Mr. Muntasir Sattar and Ms. Luann Gronhovd, graduate students from the Department of International and Trans-cultural Studies at the Teachers College, Columbia University, New York, conducted an evaluation of DIL's Khairpur project from the 1st to the 16th of August. They visited all the Sojbro Junior and Model Schools in the Khuhra, Sobodhero and Sagyun clusters. They based their findings on their monitoring visits to the schools as well as interviews with the teachers, students, Village Education Committee members, Community Based Organization members, community members and the Education Promoters.

Mr. Sattar also conducted a half-day workshop on "Basic English Grammar and Report Writing" at IRC, Khairpur, for the IRC and Naz Old boys Welfare Association (NOWA) project staff. At the end of the visit, Ms. Gronhovd conducted a final feedback meeting with the IRC and NOWA project staff and shared her experiences based on the field visits that she had made. She also gave them some very useful suggestions for further quality improvement and community participation.



## Training

IRC is carrying out teacher training not only by utilizing its own capacity which has been built over the last couple of years but also benefiting from the services of Education Resource Development Center (ERDC) and the DIL staff. They have also got their staff trained at various outstation venues.

The year started with four Education Promoters and a Training Coordinator of IRC attending a 5-day training workshop organized at Rawalpindi by ABES in January 2005. This was followed by a cluster-based workshop on English Language Grammar in February 2005, which benefited fifteen teachers. In March 2005, the Chairperson DIL and Executive Director DIL conducted one-day workshops on Lesson Planning, Activity Based Teaching and Letter Formation respectively, which were attended by 44 participants. In April 2005, the Project Officer and the Training Coordinator IRC attended a 3-day workshop on "Environmental Orientation and Education" organized by IUCN at Karachi.

The summer vacations saw hectic training activity. In June 2005, ERDC conducted a 4-day workshop on English concerning articles, use of apostrophe, phonics etc. which was attended by 29 teachers. This was followed by a 3-day training that concentrated on Contents of English textbooks and phonetic methods for improving pronunciation. The next week was devoted to 5-day training on Math subjects, which not only brought benefit to 17 participants but also resulted in the indigenous development of a guide book. In July a cluster-based workshop on Math was then conducted by IRC, which concentrated on place value and was attended by 35 teachers.

Simultaneously, five IRC staff were attending a week long workshop in Islamabad conducted by DIL staff that concentrated on English Grammar,

speaking and writing skills. This was followed by 5 days of cluster – based workshops on Math fractions benefiting 37 teachers. September 2005 was devoted to 5-day training on Geometry for 17 teachers. In November 2005, three 1-day workshops on Science, English and Math were conducted. IRC has been innovative and experimental in its training, they tried local resource persons who conducted school based training and they took advantage of workshops designed and run by trainers from abroad. All these varied inputs have worked well and the results in the classroom are extremely encouraging.

## Social Impact of the Project

The actual long term impact of this program will be evident after another five to ten years, when hundreds of the Sojthro Model School students would have graduated from school and college, entered the work force, become wives and mothers, and changed the social scene of Khairpur District forever. However, changes are already visible, both physical and attitudinal. When DIL first started the project many of the girls were coming to school looking unkempt. Hair was not combed, personal hygiene was lacking, shoes were strewn all over the yard, and clothes were often torn and tattered. The same girls are now coming to school looking neat and tidy and clean. DIL's philosophy has been to promote a more holistic approach towards education- emphasizing that education is not just learning the alphabet but keeping the classroom clean, displaying good manners and learning to think and question.

The teachers have also come a long way and where previously they too would throw rubbish on the ground, now they make certain that the waste paper baskets are used. Corporal punishment, the norm in most rural schools, has been totally eliminated, resulting in happier students and calmer

teachers. Workshops on health and hygiene have helped them understand the importance of healthcare, and this learning has been transferred by them to the children and the community at large. The status of the teacher has improved considerably, and she has, in many cases, become a mentor for the village women. Where previously she had been looked down upon because she went out to work, she is now the envy of the other women because of her ability to earn. She has thus become the role model for her students and for other girls in the village.

It is too early to say what the impact on early marriages has been in terms of percentages, but the teachers do try their best to prevent these. Whenever they hear that a marriage is being arranged for one of their students, they discuss this with the coordinator and together both of them try and delay this event by pleading with the parents to let her finish her education. Often they manage to get some reprieve. The important thing is that at least there is awareness that early marriage is wrong. Some of the students have also been able to negotiate a later marriage. Change in rural societies is slow, but the fact that it is happening is a giant step forward. DIL has to step carefully when attempting to change age old cultural norms because a backlash could easily destroy all the work accomplished thus far. We hope that some day we are successful in breaking the barriers to women's progress and empowerment in the villages where we are working.

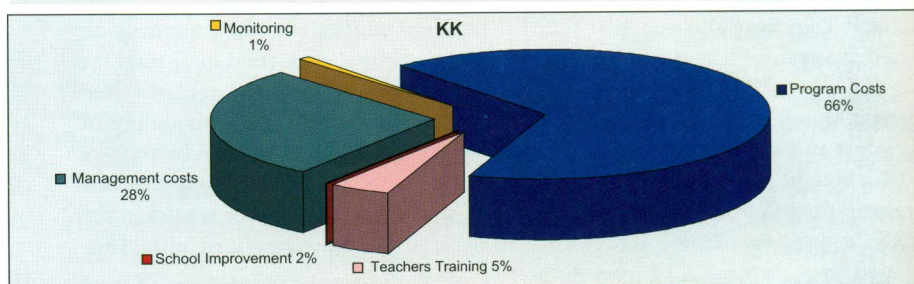


Teachers test being conducted at the IRC office, Khairpur



## Khwendo Kor (KK)

28 Community-Based Primary Schools  
Location: Upper and Lower Dir, NWFP  
Partner Organization: Khwendo Kor (KK)  
Project Period: 01.10.01 – 30.09.06 No. of students: 929  
Disbursements during the year 2005: Rs. 3,401,995/-



### Background

In NWFP, Khwendo Kor is the partner organisation selected by DIL to manage its project. DIL and Khwendo Kor (KK) launched a 40-school project in Districts Upper and Lower Dir, in October 2001. The schools have successfully reached those segments of the female population which previously had no opportunity for education.

It is due to this reason that KK has a very tough time looking for teachers in these areas – in fact 2 of the schools had to be shifted to other locations this year due to unavailability of teachers in the village to replace the previous teachers. The teacher at one school left to continue her education and the teacher at the other one left as she was unwell.

Located on the border of Afghanistan, Dir is home to several religious extremist parties and is known for its very conservative social set-up. Anti-NGO sentiments are widely prevalent and KK workers often receive death threats. In the face of such odds it is commendable that Khwendo Kor has been able to achieve such success not only in convincing parents to send their daughters to school, as a first step, but also in managing to maintain a very low dropout rate. Students are extremely motivated to pursue their studies and



*Students enjoying their lessons at the KK DIL Community Based Girls Primary School Khush Muqam, Lower Dir*

are continuing their education after they have completed primary education at the DIL schools.

In order to ensure the sustainability of the schools in the DIR project, 12 KK DIL schools were handed over to the government in May 2004. Working towards the same objective 3 more schools i.e. Chamyaran, Sheikhan and Munjai were handed over to the government in November this year.

The availability of text books continued to remain a problem through the year 2005 even though KK and DIL took various steps to try and overcome this issue. The KK staff held meetings with several government officials during the reporting year to discuss steps to resolve the issue of the non availability of text books in the market.



*A student at the KK DIL Community Based Girls Primary School Khambo Badwan, Lower Dir*



In a bid to attain recognition for the schools and improve relations with the government, Khwendo Kor (KK) signed an MOU (Memorandum of Understanding) with the Education Department of District Lower Dir on the 27th of August 2005. KK and the Government will work together on the following:

1. Enrollment Campaigns
2. District Education Plan
3. Setting up Middle Schools in unused government buildings
4. Training of Government officials
5. Forming model PTA's (Parent Teacher Associations) in selected villages
6. Sharing of Information

Ms. Aneela Qamar; Director Programme KK and various government officials were present during the signing of the document. During the meeting the EDO was very positive and said that he looked forward to working with KK to address the educational needs and issues in District Dir.

### Monitoring

In the beginning of the year, the KK team had difficulty monitoring the schools due to the heavy rain and snow fall; absenteeism was high as quite a few of the students were unable to attend school because of the weather conditions. Most schools gave their students holidays due to which the teachers could not complete the syllabus resulting in the examinations having to be rescheduled. Most of the schools organized prize distribution ceremonies where they invited the parents, VEC members and the KK staff.

Due to the numerous trainings attended by the teachers during the year 2005, a positive improvement was visible. The teachers implemented the trainings that they had acquired at the KK office by the KK field staff and the Gandhara

trainers. The KK Field Staff made full use of the trainings that they had attending during the year at the ABES and DIL workshops and conducted numerous trainings for the KK teachers at the KK office. After the trainings the KK Staff was also in a better position to provide the teachers with on the job support and to help the teachers with whatever problems or weaknesses that they had. The KK Field Staff also conducted a few classroom demonstrations for the teachers so that they could practically learn how to improve their teaching strategies.

The students in the KK DIL schools have become more confident due to the various co curricular activities conducted in the KK DIL schools. The students now take part in the various competitions and functions arranged by their schools, where they present different items such as plays, skits, speeches, poems and rhymes along with actions in English, Urdu and Pashto.

To ensure the students interest in their lessons the teachers also use various A/V aids such as flash cards, charts, models, globes etc. during their lessons. With some help from the KK staff the teachers conducted regular tests and exams in order to ensure learning. The students in the Qaziabad School are now well versed with computers and have even learnt to type out small paragraphs on it. Schools are also provided with library books in both English and Urdu so that students have a larger variety of reading material and can practice their reading skills on books other than their text books. This will ensure that they

move away from rote learning and will also improve their general knowledge.

16 KK-DIL students from the Daskor, But Qila and Kala Derai Schools appeared for their Grade V government examinations at the Government Middle School Asbanr in the beginning of the year 2005. DIL is pleased to announce that the success rate was 100% and amongst the 132 government and community school students the top three positions were secured by students from the KK DIL Community Based School But Qila. The KK team and the 3 KK schools also arranged a special prize distribution function for students who secured positions in the Grade V Government examination, the function was attended by the government school students and teachers as well.

The DIL Team along with a volunteer from the US; Ms. Anita Harris visited KK from the 11th to the 14th of June, to monitor the KK DIL Schools and to observe the training that was being conducted by the Gandhara Institute for Education Development at the KK office in Timergara.

DIL representatives once again visited the KK Project from the 29th of August to the 2nd of September 2005 to monitor 9 KK DIL schools and also to conduct a teacher's test which would



*Gulnaz helping a student with her lessons at the KK DIL Community Based Girls Primary School Qaziabad, Upper Dir*



determine their salary raises. A meeting was later conducted with the KK staff in order to give them feedback regarding the visit.

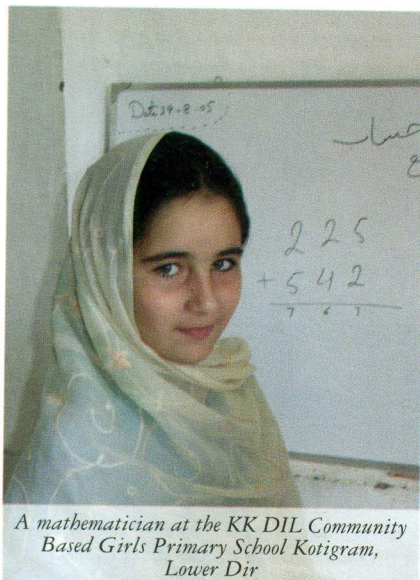
The KK DIL schools remained closed for a week after the 8th October 2005 earthquake, luckily none of the schools was badly affected; only one of the walls in CBS Misyalor was damaged. The community members helped reconstruct the wall by November and KK covered all the expenses.

### Training

In order to bring about meaningful improvement in the teacher trainings conducted at KK, DIL acquired the services of the Ghandhara Institute for Educational Development (GIED) in the year 2005.

The salient features of this change are the provision and development of Training Modules designed according to the teachers' needs, determined as per their level of comprehension and KK's requirements. The training was conducted to cover both content and methodology for the following subjects:

- Maths
- Urdu
- English
- Pashto

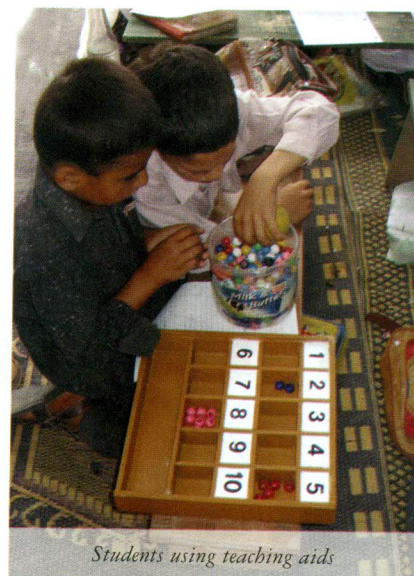


*A mathematician at the KK DIL Community Based Girls Primary School Kotigram, Lower Dir*

The unique feature of this scheme is the on-going development of lesson plans such that in the first semester, teaching modules were developed for Kachi followed by similar development for Pakki in second semester, for Grade 2 in third semester and so on. The modus operandi for this novel approach for any semester is 6 days training of teachers following which the teachers apply the lesson plans for 30-35 days during which Project Supervisors visit the schools for lesson observations and on-the-job training of teachers. This is followed by three days of assessment of the effectiveness of the teaching. In the year under review, the preparation of training modules till Grade 2 was completed. The attainment level for each year is gauged through indicators and learning landmarks, which are then used for revision of the lesson plans.

This training is helping in developing cognitive skills through activity-oriented and child-centered teaching, attitudinal changes, use of low cost teaching and learning materials and use of appropriate teaching methodologies. Some of the tools for teaching and development of skills and social norms include Questioning, Group Work, Presentation, Problem Solving, Role Play, Riddles, Drawing, Poems, Critical and Creative Thinking, Sense of Responsibility, Tolerance etc. All the teachers are trained once every semester and then monitored, which results in a better focus on teaching.

Additionally, in January 2005, three female and one male Field Coordinators were trained at Rawalpindi in a 5-day capacity building workshop. Concurrently, the Program Facilitator KK attended training on "Issues in Access to Quality Education in NWFP" and "Strategies for VSO Education Program in Pakistan" in Peshawar and later attended a conference in Lahore on "Issues in Education Sector Reforms Strategic Plan". In March 2005, a two-day workshop on "Formulation of Action Plan/Strategies for NBEF" was attended by the Program Facilitator



*Students using teaching aids*

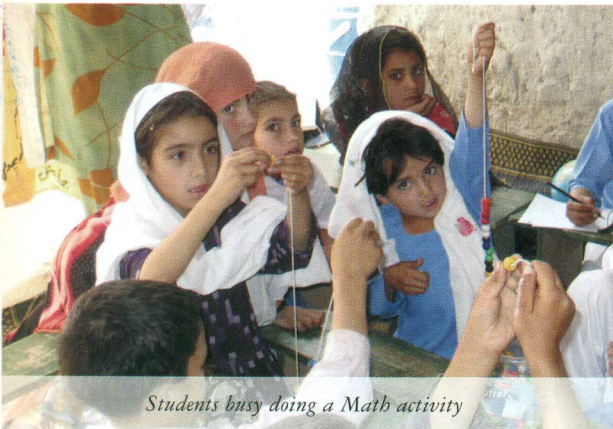
while a 3-day training on "TOT" was attended by the Community Facilitator Education in Islamabad. In June 2005, the Regional Monitoring Facilitator attended a 6-days training in Peshawar on "Educational Survey through Qualitative and Quantitative Approaches" while Community Facilitator Education also received six-day training in Peshawar on "Fundraising". In July 2005, three participants from KK attended a weeklong workshop on English organized by DIL in Islamabad. In December 2005, four Community Facilitators attended a two-day training on "Report Writing" in Peshawar.

### Miscellaneous

In the year 2005, 14 teachers completed their PTC (Primary Teaching Course), 1 teacher completed her CT (Certificate in Teaching) and 2 teachers are doing their F.A. from the Allama Iqbal Open University (AIOU) with financial support from DIL and Friends of KK – UK (FROK).

This year the number of VEC's applying for registration as CCB's (Citizens Community Boards) increased further, this is a very positive sign as CCB's (Citizens Community Boards) are registered with the government and can tap into government resources in





*Students busy doing a Math activity*

order to bring about improvements in their communities.

Maryam Bibi (Chief Executive, KK) and Ms. Carol Morris (member, Friends of KK –FROK) visited the Qaziabad and Munjai KK DIL Community Schools on the 17th of February 2005, they were pleased to see the quality of education in the schools. They also met with the EDO, Education to discuss the governments' future plans for education and other issues related to education in District Dir.

In order to build the capacity of the VEC's various trainings and exposure visits are organized throughout the year.

Most of the KK DIL schools celebrated Women's Day on the 8th of March; the teachers, students, Women's Organization (WO) members and community members participated actively in these functions. Students presented tableaux and speeches and members of the Women's Organizations debated the importance of education for girls and women's rights.

Mr. Chris Eijkemans (Head of South Asian Region, NOVIB) visited the Sadiqa Banda and Zarbaig villages on the 12th and 13th of May 2005. He monitored the schools in the two villages and later met with the community.

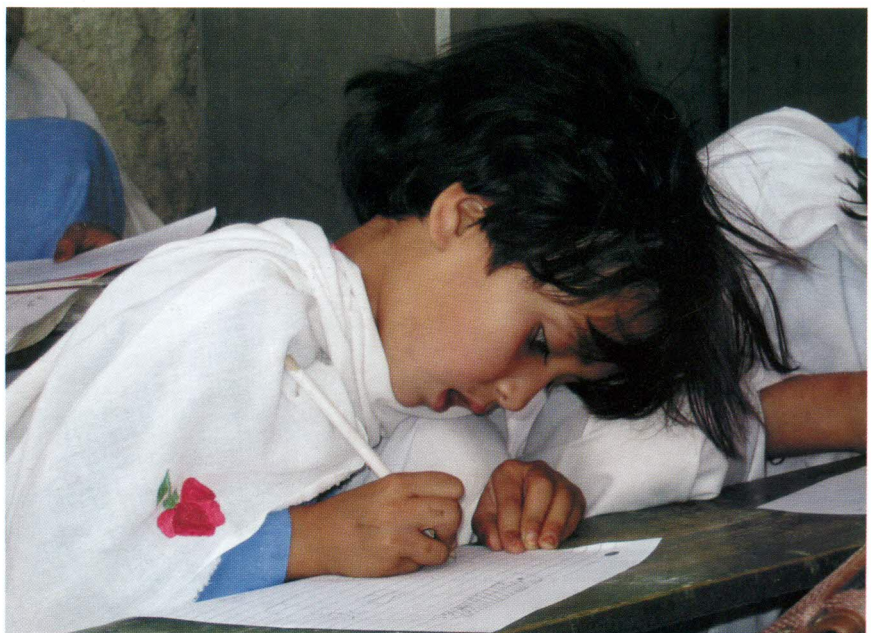
Two Social Development Specialists from the UN, Afghanistan - Ms. Rexandra Boros and Ms. Carol Le Duc visited the KK DIL Schools Khush Muqam, Zarif Khan and Khambho accompanied by the KK Monitoring Coordinator Ms. Samira Qazi on the

28th of May 2005. The purpose of their visit was to conduct research and then devise an education programme for Afghanistan.

All the KK DIL schools celebrated 14th August along with some help from the KK Community Facilitators who distributed sweets and flags amongst all the students.

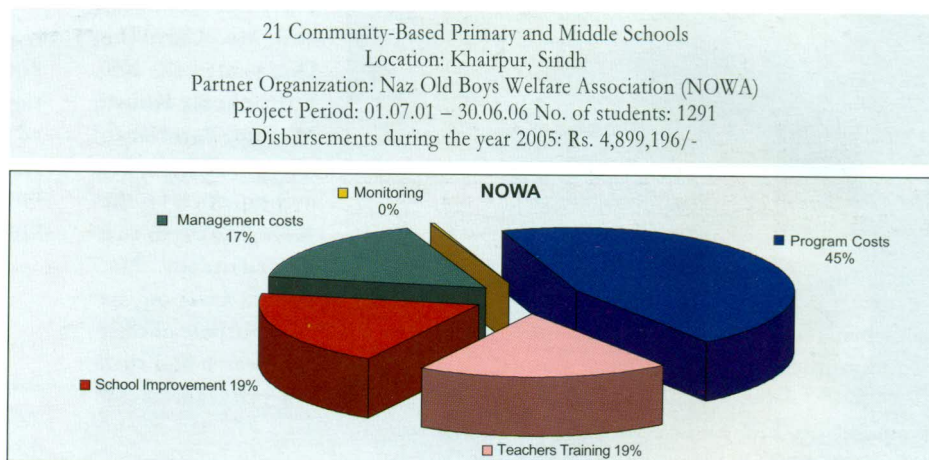
The Men's Organizations (MO) of in 8 villages signed contracts with KK for the construction of school buildings in their villages (Menglawar, Sadiqa Banda, Shawa, Saifabad, Zarbaig etc.). The construction of the school buildings at Zarbaig and Minglawar were completed by the end of the year

and the schools were shifted to the new premises. The community at Tor Gat also provided a building for the KK School in their village.





## Naz Old Boys Welfare Association (NOWA)



### Background

Naz Old Boys Welfare Association (NOWA) has been working in the field of education since 1996. The initial funding for their schools in district Khairpur came from the Social Action Program, but after the program was completed in 1998, DIL started supporting the 50 NOWA schools. As the schools started expanding, NOWA, in consultation with DIL, decided to hand half the schools to the Indus Resource Centre so that all the schools could be run more efficiently. At present NOWA is managing 21 schools and out of these, 6 schools are elementary schools, and go right up to class 8.

NOWA's persistent efforts at community mobilization have started paying off; the same communities that initially refused to send their daughters to school are now fully involved in all school activities and are having rooms, toilets, boundary walls and even entire school buildings constructed. One of the schools worth mentioning here is the one in the Khalifa village DIL paid for the construction of one room and the community went and built three along with a toilet and a boundary wall.

Through the reporting year NOWA has been putting in efforts to try and further improve their own management system as well as the educational quality of their schools. The Project Coordinator and the Education Promoters conducted numerous sessions during the year to develop school academic calendars for the years 2005 and 2006. To try and overcome a major issue affecting the NOWA DIL schools i.e. student dropout the NOWA staff developed a proper system to monitor drop outs in all the DIL schools. Teachers were instructed to follow the system and ensure that they informed the NOWA office of any possible dropouts during the academic year. Finally towards the end of the year, NOWA conducted a teachers' self appraisal. The teachers first evaluated their own performance with the help of forms developed by the NOWA staff; these forms were later graded by the Project staff.



*Students reciting a poem with actions at the NOWA Pirbhat DIL  
Girls Primary School Gadeji*





NOWA Pirbbat DIL Girls Primary School Gadeji

### Monitoring

The NOWA team initially consisted of two Education Promoters who used to monitor all the NOWA DIL schools. By the year 2005 NOWA realized that they required more field personnel for the effective functioning of the monitoring system that they had in place and also to ensure quality of education in all the schools. Therefore third a Education Promoter was hired for the Faiz Ganj Cluster in September 2005, this new person was to monitor, evaluate and provide on the job support to all the schools included in the Faiz Ganj Cluster and then report back to the NOWA office. This way NOWA ensured that each of the NOWA DIL schools would be visited by an Education Promoter at least once a month, meaning the quality of the schools would improve even further.

The NOWA DIL schools showed a lot of improvement in the year 2005, the trainings attended by the Education Promoters seemed to have quite a good impact on the quality of education in the schools. The Promoters found that most of the teachers were implementing the trainings that they had acquired. On their monitoring visits the Promoters helped the teachers with what ever problems they had and at times even demonstrated classroom lessons for some of the weaker teachers. Classroom displays were well done and all the schools were decorated with charts made by the students and the

teachers. The teachers were also using various teaching aids and activity based teaching methods to keep the children interested and involved in their lessons. The higher classes studied science with the help of practical experiments which helps clear the students' concepts to a great extent.

During the year 2005, NOWA closed down 2 schools— the reason these two schools were closed down was that the villages were small and the enrollment was quite low, the fact that the families here kept migrating to other areas added to the problems and resulted in a decision to close down the two schools.

3 NOWA DIL schools were merged with other already existing NOWA schools during the reporting period. The schools Meenho Khan Jamro I and II consisting of one and three teachers respectively were both situated in the same village. NOWA decided to merge the two schools by asking the teacher in M.H. Jamro I to merge her school

with M.H. Jamro II, the fact that the teachers' father would not allow her caused problems for NOWA. After untiring efforts the NOWA team managed to have the school shifted successfully, resulting in one school in the village rather than two separate ones.

During the year 2005 NOWA also decided to merge the primary and middle sections of schools that were initially independent of each other into elementary schools, meaning the primary and middle schools would now have one name rather than two separate ones. The schools A.H. Mungia I and II have now been merged and it is now called the A.H. Mungia Elementary School, as is the case with the A.A. Bhangoo School.

The first DIL monitoring visit was made during the month of March 2005, the DIL team; comprising of Ms. Fiza Shah (Chairperson, DIL), Ms. Zeba Shah (Executive Board member, DIL) and Ms. Tauseef Hyat (Executive Director, DIL) visited the NOWA project. During their visit the DIL team held meetings with the NOWA staff, monitored the DIL schools and also conducted a training workshop for the teachers.



Studying in a child friendly environment at the NOWA Pirbbat DIL Girls Primary School Gadeji



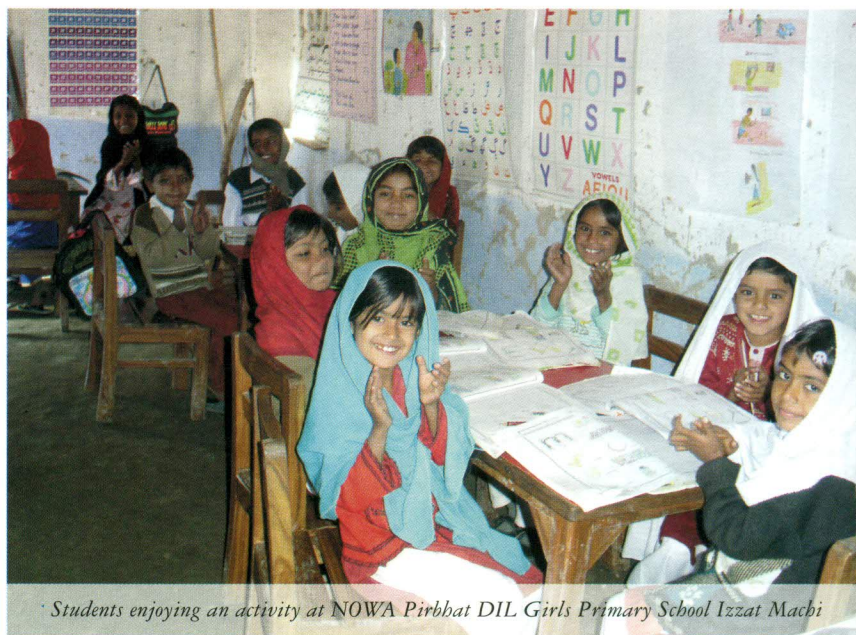
The DIL Executive Director visited the NOWA project once again during the month of May 2005. She held meetings with the Project Director and the rest of the NOWA staff, monitored the Madina Colony School and also conducted an English Grammar Training session for the NOWA Education Promoters.

The ERDC team visited the NOWA project from the 26th of May to the 1st of June 2005, to assess the impact of the trainings conducted by them previously and also to observe the kind of problems faced by the teachers in the classroom in order to include solutions to them in future training plans. One of the year's major successes was that the community at D.B. Katohar was motivated through various meetings and sessions with the Promoters, to send their children who had passed their Grade V examinations to the Middle School at M.M. Katohar. This was a major achievement since both these communities have political differences and are not on friendly terms with one another.

A teachers test was conducted by DIL on the 12th of August on three subjects, i.e. English, Math and Pakistan Studies. The purpose of this test was to check the teachers' content knowledge and also to judge the impact of the training they had received.

#### External Evaluation

Mr. Muntasir Sattar and Ms. Luann Gronhovi, graduate students from the Department of International and Trans-cultural Studies at the Teachers College, Columbia University, New York, conducted an evaluation of the NOWA project from the 29th of July to the 14th of August 2005. Ms. Gronhovi and Mr. Sattar first observed the ERDC training workshop that was in session, then they monitored eight of the NOWA schools and later held interviews with the teachers, students, community members and finally the



*Students enjoying an activity at NOWA Pirbhat DIL Girls Primary School Izzat Machi*

Education Promoters.

Mr. Sattar also conducted a half-day workshop on "Basic English Grammar and Report Writing" at IRC, Khairpur, for the IRC and Naz Old boys Welfare Association (NOWA) project staff.

At the end of the visit, Ms. Gronhovi conducted a final feedback meeting with the IRC and NOWA project staff and shared her experiences based on the field visits that she had made. She also gave them some very useful suggestions for further quality improvement and community participation.

#### Training

The NOWA team conducted regular monthly reviews through out the year, during these reviews the Education Promoters and the NOWA office staff conducted small training sessions and model classroom demonstrations for the teachers of the NOWA DIL Community Schools. The teachers also made use of this opportunity to share their experiences and achievements and also to discuss any suggestions they might have for further improvement of the project.

The Educational and Resource Development Center (ERDC) was entrusted the task of training NOWA teachers. The Training focused on three main areas English Language, Mathematics and Early Childhood Education.

The English Language training embraced all the teachers who attended three 6-day workshops each. The Mathematics training benefited thirty participants who attended two workshops each of six days duration. The Early Childhood Education training benefited 30 participants who attended two 6 – day workshops. ERDC also carried out two follow-up visits in order to evaluate the effectiveness of the training.

Three of the NOWA Field Promoters attended the 5-day ESRA funded capacity building workshop organized by the DIL team at the ABES office, Rawalpindi in January 2005.

In March 2005, a one-day training at Khairpur on Teaching Techniques was conducted by Ms. Fiza Shah Chairperson, DIL with the help of a video. It was attended by 50 participants. Towards the end of the year the Project Coordinator



conducted a follow up of this training session on Teaching Techniques. In July 2005, three participants from NOWA attended a six-days training on English Language Development in Islamabad, which was conducted by a DIL Volunteer - Ms. Anita Harris and the DIL Staff. This regular training has helped in improving the skills of not only the teachers but also the Coordinators and Promoters.

### Miscellaneous

Annual examinations were held in all the NOWA schools during the months of March and April – internal exams were conducted by the NOWA teachers for Grades KG to IV, whereas the Grade V and VIII exams were conducted by Government Education Supervisors. After the results were announced the senior students were issued school leaving certificates so that they would be able to get admission in colleges to continue their education. The Assistant District Officer, Education (ADOE) also verified the certificates of all the senior students who took their government board examinations. In order to announce the students' results, annual functions were arranged by all the NOWA schools. Students performed various plays and tableaux and also recited poems to entertain their audience consisting of their parents, the community members as well as some of the NOWA staff.

NOWA also arranged an exposure visit for the students from some of the DIL schools, the students visited historical monuments such as the Kortdiji Fort, Saint Sachal Sarmasts' Tomb, the Masoom Shah Tower and finally the Lab-e-Mehran Park. Along with having a good time on these exposure visits the students also develop their confidence and learn more about the history of the area that they belong to. M.M. Katohar arranged an Eid-Milad-Un-Nabi function where the students recited naats in praise of the Holy Prophet Mohammed (PBUH). This

event was attended by all the mothers and the female community members – once the Milad was over the NOWA team took advantage of the opportunity and conducted a meeting to discuss various school issues and matters related to education with all those in attendance.

A Seminar – “The Annual Performance Review” was conducted by the NOWA Pirbhat – DIL Project team in the Sachal Auditorium, Khairpur; in order to encourage all the community schools to participate in large events and also to give them a platform through which to share their experiences and problems with each other.

A “Taleemi Mela” (Educational Fair) was arranged by the Lyari Development Organization in the village Lyari. Two of the NOWA DIL schools i.e. M.M. Katohar and Gadeji participated in the function where they set up stalls and also performed different items for the audience.

IRC (Indus Resource Centre, Khairpur) arranged an “Eid Mela” in Gambat; two of the NOWA DIL schools i.e. Khalifa and Meenho Khan Jamro took part in the function and set up refreshment and handicraft stalls.

During the year an extra room was constructed at M.M. Solangi, a new school building was built at Khalifa, the boundary wall at M.M. Katohar was completed, a classroom and a computer laboratory were constructed at Izzat Machi, a computer laboratory was set up at Kortdiji and finally an extra room was constructed at Sadar Ji Bhatyun. Fans, furniture, text books and slates were distributed amongst all the NOWA DIL schools.

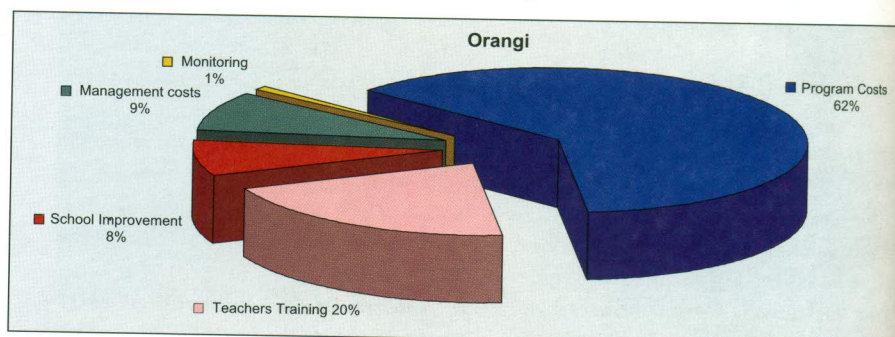


NOWA Pirbhat DIL Girls Primary School Izzat Machi



## Orangi Project

20 Community-based Primary Schools  
Location: Orangi Town, Karachi  
No. of students: 3015  
Disbursements during the year 2005: Rs. 5,758,025/-



### Background

Orangi lies on the outskirts of Karachi. It originally came up as a squatter colony where workers from all over Pakistan came and settled till gradually it emerged into one of the largest slum developments in the whole of Southeast Asia. Many of the Biharis from former East Pakistan

also made Orangi their home and helped make it one of the most educated areas of Pakistan with a literacy rate of nearly 90%. The various ethnic groups here tend to live in enclaves of their own and the schools reflect this division. There are schools where the majority of the children are Pathans or Baloch, schools where all the children are from Urdu speaking Bihari families, and each area brings with it a culture and language entirely its own.

Poverty and crime are rampant, the roads are practically non-existent and overflowing

sewerage and piles of garbage make it a most unsavory place to live in. There is a high rate of sickness, and the children are malnourished and suffer from skin and eye diseases. Water is scarce and has to be bought from the tankers which come daily to sell water unfit for drinking. Families work hard eking out a living and as you walk along the narrow lanes the sound of looms fills the air. Others work on embroidery which is sold to the middlemen at very low rates. Many of the women make money peeling garlic for the market and in all these activities the children are active participants. Many of the DIL students work after school, and education for them will one day be the way out of this vicious cycle of deprivation.

DIL was originally working in Orangi in partnership with Faran Educational Society, (FES) but finally after years of dissatisfaction decided not to renew the contract with them at the end of 2004. We were hoping that FES would be able to continue supporting the schools, but as it turned out that they were not able to find funding for even a single school. The Head Teachers requested DIL to continue working with the schools directly, and after a lot of internal discussion on the pros and cons of a direct intervention it was decided that the future of the over 3000 students was at stake



Activity based learning





*A student at the DIL Al-Imran School, Orangi*

and we needed to give more time to the schools to become sustainable.

In January 2005 we signed individual agreements with all the School Heads and appointed a Manager in Karachi to oversee the project. It was not an easy task to work with 25 diverse individuals who were not used to being monitored so strictly. Books and registers were brought up to date, attendance registers were checked regularly and a policy of financial discipline was implemented.

There was a certain amount of resentment, especially from some of the schools who were not following proper procedures, or not paying the teachers the salaries they should be. DIL continued interacting with the Heads and the teachers and worked patiently on improving the schools, providing written targets for the schools to meet, supporting them with training and improving the salary structures of the teachers. Our aim was to win the hearts and minds of the teachers, so that we could work together as a team with the sole purpose of providing a better and brighter future for the 3015 children presently studying in the DIL Orangi schools.

### Monitoring

DIL was now the implementing agency as well as the donor and so monitoring

took on a whole new meaning. We could no longer visit the schools, have a discussion with our Partner and leave the implementation for them to carry out. It was a new challenge that DIL took on with its eyes open, knowing that many areas

of work could prove difficult.

In December 2004 we had a meeting with the Head Teachers and proprietors of the 25 Orangi schools where they all, without exception, decided to continue working with DIL. We then chalked out the responsibilities that DIL would undertake, such as paying the salaries of the teachers and helping the teachers and Head Teachers in building up their capacity. We agreed that we would sign an Agreement which would be binding on both parties, and the appendix to the Agreement would give targets that DIL would like the Heads to meet. This included things like no corporal punishment, discouraging rote learning, keeping school premises clean and teaching with comprehension. The Heads agreed to select a committee of five persons to coordinate the schools and liaise with DIL.

The Project Manager, Mr. Hafeezullah Jan, was interviewed by a Selection Board and appointed to manage all the schools. Later he requested an assistant to help him and Mr. Adil was selected, who is a local Orangi person. Mr. Hafeezullah visited the schools each day, and soon familiarized himself with the geography of the area, so that he could visit schools without prior warning. He spent a lot of time at the schools and helped the Head Teachers to improve their accounting and book

keeping. Problems which had previously been brushed under the carpet were now dealt with in a more open way, and solutions found. Absenteeism is a big problem as children are often taken away for long visits to their villages or engaged in seasonal work or quite often the children are sick.

The first few months were a period of transition and change and it took the schools quite a while to accept the new order. But Mr. Jan's hard work and incorruptibility gave dividends and the Heads realized that there was no getting away from hard work and proper procedures. We were also fortunate to have Ms. Talat Chaudry, President of the DIL Canadian chapter, staying in Karachi and she spent a lot of time helping to sort out the day to day problems and providing valuable advice on the project as a whole. Similarly Ms. Mehar Jawad from the Washington Chapter was also very supportive and her monitoring visits to Orangi during the months she was visiting Pakistan, provided Islamabad with extremely useful feedback.

When the Executive Director of DIL visited the Orangi Schools in May the improvements in most of the schools were clearly visible, although there was still a long way to go. Some of the non-performing schools were put on probation. A policy for the hiring and firing of teachers was agreed upon after some debate. It was decided that teachers would be hired by a committee consisting of the Head Teacher, the DIL Project Manager and a member of the School Committee.

A meeting was held with the teachers as we felt it was important to involve the teachers in some of the decisions and develop in them a sense of ownership and pride in their schools. Indicators were discussed with them and a translated version was provided. The teachers were told that the salary structure had been improved but teachers would have to pass a competency test in August



before they could avail the higher salary.

We administered the test in August in English, Math and General Knowledge to the teachers and the Head Teachers. The teachers had prepared for the test and most of them managed to pass the test. The higher salary scales helped motivate the teachers and the Heads and in conjunction with the teacher training the quality graph started going up in many of the schools. Apart from academic improvement the additional furniture, fans, whitewashing of schools, display boards plus a workshop on classroom displays has improved the physical outlook of the schools and made it a much better learning environment for the children. Monthly funds for art and craft materials are being provided so that the children can enjoy some creativity.

In November the Chairperson of DIL, USA, Ms. Fiza Shah, a Member of the DIL Houston chapter, Ms Zeba Shah, Ms. Mehar Jawad from Washington and Ms. Talat Chaudry visited various schools and also had a meeting with the Head Teachers and owners. Various issues were discussed and the Chairperson informed the Heads that teachers must be paid by cheque and therefore needed to open Bank accounts.

On the whole the USA team was pleased with the improvements, the impact of the teacher training and Mr. Jan's vigilance in all matters. Their report ends as follows - "Finally, I would like to state that I saw an improvement in all the schools that we visited. DIL Nation and Paradise were a pleasure to visit. All the schools visited were spick and span. The teacher training given by ERDC is being appreciated by the teachers and it must continue. Mr. Jan, we all felt, is doing a very good job and has a very good understanding of each school. His presence has made a big difference to the Orangi project. If we can get put into place all the needed checks and balances, this may yet emerge to be a model project."

Out of the five schools we had put on probation, two improved significantly but the three schools which showed no signs of improvement were told that DIL would no longer be funding them from January 2006. One school, DIL Tanyaba decided

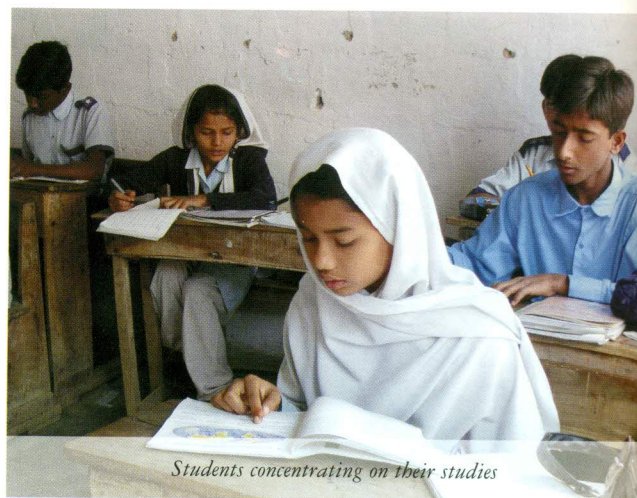
not to continue with DIL as they could not manage to meet DIL's targets. The result of stopping funding to some of the schools had a salutary effect on all the other schools and we managed to put through reforms which had been pending for a while, like a uniform curriculum. One of our volunteers from Islamabad, Zeba Shafi, has now moved to Karachi, and her presence there will impact positively on the academic improvement of the schools.

### Training

In January 2005, three teachers from the Orangi schools attended the five-day ESRA refresher workshop "Capacity Building of Field Coordinators" at the ABES office, Rawalpindi.

In April 2005, the task of teacher training was entrusted to the Educational Resource Development Center (ERDC). ERDC has implemented a comprehensive training program that focuses on four areas; English Skills Development, Early Childhood Education, Teaching of Mathematics and Effective School Management.

The English Skills Development program involved 55-60 teachers who attended 2 six-day workshops that helped them understand basic concepts and develop their skills. The teaching of Mathematics program has enabled



*Students concentrating on their studies*

45-50 teachers to grasp basic mathematical concepts by attending 2 six-day workshops. Finally, the Effective School Management program was attended by 25-30 School Heads and Administrators who attended 3 six-day workshops that helped develop their leadership and management skills to improve the quality of the schools.

Additionally, ERDC carried out three follow-up visits, the duration of each being six days, during which they not only revived the implementation but also provided on-the-job support to the teachers.

### Miscellaneous

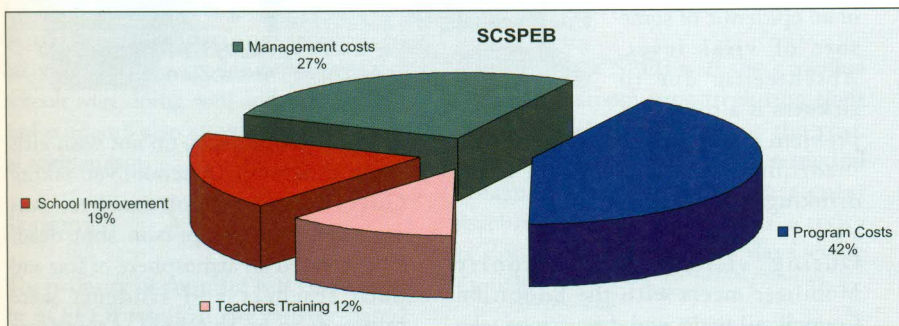
An exposure visit to the World Wildlife Foundation (WWF) was arranged for the participants of the "Effective School Management" workshop conducted by the ERDC on the 13th of November 2006.

In February 2005, DIL organized a trip to the Aladin Amusement Park for the students from all the DIL Orangi schools, the students enjoyed all the various rides and were later served with free refreshments sponsored by Pak Beverages. The day was a great success and all the children had a wonderful time. This was the first time that the children from the DIL schools had left the Orangi area in order to enjoy an extra curricular activity.



## Society (SCSPEB)

10 Community-Based Middle Schools  
Location: Mastung, Pishin and Ziarat Districts, Baluchistan  
Partner Organization: Society (SCSPEB)  
Project Period: 01.04.03– 31.03.08 No. of students: 374  
Disbursements during the year 2005: Rs. 3,751,979/-



### Background

Society for Community Support for Primary Education in Balochistan (SCSPEB) is a Non-Government Organization which provides support services for sustainable development in the social sector. The UN has awarded SCSPEB the UN Award 2001 for promoting female education in the far flung areas of Balochistan. Society has established over 1000 schools in the Community Support Process program, 30 Rural Fellowship Schools, 23 Urban Fellowship Schools, 17 Home Schools and 10 Middle Schools for girls supported by Developments in Literacy.

The Middle School Project in partnership with Society was started in April 2003 in three districts of Balochistan: Pishin, Mastung and Ziarat. It has become a model for the successful implementation of a Middle School Project for girls in Balochistan because of the flexibility and innovation of the program. Enrollment in the schools was slow and compared to other provinces is still not very high. But compared to the extremely low enrollment in the Government Middle Schools the much higher enrollment at the DIL schools is a major achievement.

In District Pishin, for example, the DIL schools are catering to 12 % of the total

Middle School female population. It took a while for DIL to build its credibility and prove that it was there to stay. Once the community was convinced of DIL's seriousness of purpose they started sending their girls to school. In fact the communities have been extremely supportive and have helped to subsidize transport costs. The Educational Councils are active and have helped raise funds to build rooms, make water channels, dig water tanks and whitewash the school buildings. In Haikalzai, Pishin, the students themselves collected Rs.1200 and purchased windows for their school.

A major problem in Pishin was that young girls were not allowed to walk long distances to reach school. Two vehicles were hired and now even girls living at a distance can access the schools. Once transport was provided it also made it much easier for the teachers to come to school.



Community Girls Middle School Kach Rode Mulazai, District Pishin



### Monitoring

After the completion of the Teacher Training, the Society Staff began their follow up visits to help the teacher implement what they had been taught during training. This classroom support went a long way in helping individual teachers in areas where they were still not comfortable. Math and English were the subjects which needed constant reinforcement. Urdu pronunciation is also something which needs help and since the Trainer herself, Ms. Nargis, is a native Urdu speaker she can provide support. One of the difficulties is that most of the teachers pronounce 'P' as an 'F' because of the influence of their own language, thus changing the meaning of the word. On the whole Society reported a positive change where teachers were following the timetable and the schools were neat and clean.

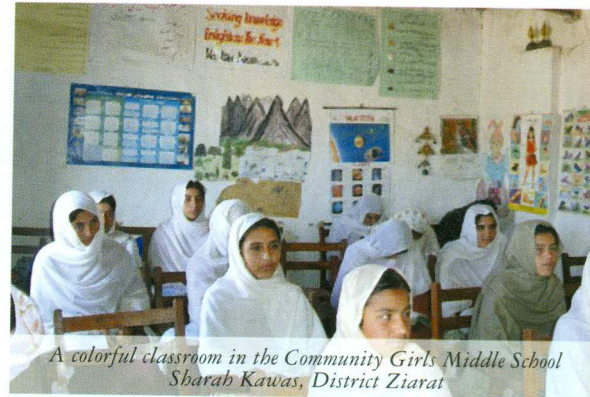
During monitoring the staff also checks on enrollment and drop-outs, and if any student has been absent for a while they visit the girls house to find out what the problem is. Sometimes mother's are reluctant to send their daughters as they are useful to have around for domestic work, and they

have to be persuaded to allow their daughter to come to school. Most of the girls do their domestic chores in the morning before coming to school. In June the enrollment in some of the schools in Pishin was low because of an epidemic of some sort of viral fever. Absenteeism due to sickness is a recurring problem due to poor health facilities, inadequate diet and lack of clean drinking water in many areas.

During visits the Community Mobilizer meets with the Education Council, all male, and discussions take place regarding building rooms, collection of funds, improving enrollment, absenteeism and where computers have been supplied the Education Council takes the responsibility of making certain they are secure.

Some of the problems faced in the field are the reluctance of Education Councils to visit Girls' Schools because of the cultural taboos, although some of the older members have less of a problem. Teacher turnover is high because teachers, especially after they have been trained, are snapped up either by the Government, which ensures a permanent job, or by multinational donor agencies who pay salaries three times higher than the normal Pakistani rates and are impossible to compete with. Since the Earthquake this has become a major problem all over Pakistan, as demand exceeds supply of skilled personnel.

Another problem in Pishin has been the threatening attitude of the



*A colorful classroom in the Community Girls Middle School, Sharab Kawas, District Ziarat*

fundamentalists who do not wish girls to go to schools. A school van taking Government school teachers was attacked and one person shot dead. This created an atmosphere of fear and both teachers and students were reluctant to go to school. Attendance is still erratic and at the slightest sign of tension students refuse to come to school. The constant episodes of violence have created problems for monitoring of the schools. In 2005 we could manage only one trip to Balochistan as Society would advise us not to visit. Trainers from Islamabad refused to do training even in Quetta and the situation continues to be tense and uncertain. Punjabi have been particularly targeted and in some instances shot dead.

Society is also reluctant to send its staff into the field and have now provided its staff an insurance cover in case of any eventuality. If the situation remains dangerous, we will have to find a monitor from Balochistan who may be able to visit the schools on a regular basis.

As part of a campaign to increase enrollment, Society has also had meetings with Radio Pakistan to broadcast programs in local languages such as Brahvi and Pushto to explain the importance of education and to persuade parents to send their daughters to school. The producers were planning to spend time in the field and record interviews of student's teachers and the local communities.



*Community Girls Middle School Sharab Kawas, District Ziarat*



Ms. Fiza Shah (Chairperson, DIL), Ms. Zeba Shah (DIL Executive Board member) and Ms. Farzana Naqvi (Education Coordinator, DIL) visited the SCSPEB project from the 9th till the 12th of November 2005 to monitor 7 of the DIL schools there. The team found that the community was starting to take an interest in their daughters' education and in some places such as CGMS Rode Mulazai had even started constructing additional rooms to accommodate the students. Most of the schools were doing well and the teachers and students also showed a great deal of enthusiasm.

### Training

The majority of training was conducted by SCSPEB itself in the cluster-based on-site model. This training largely concentrated on teaching methodologies promoting activity-based learning and use of training aids to assist learning.

In January 2005, two members from SCSPEB attended a 5-day capacity building workshop in Rawalpindi. A one-month training course on Teaching Methodologies and Syllabi Contents was conducted in Agro Technical College, Quetta in February 2005. This

was attended by 31 teachers of 10 middle schools and the certificate distribution ceremony was presided over by the Provincial Education Minister Balochistan.

In June 2005, twelve teachers attended a three-day training on "School Development". In July 2005, 24 teachers attended an intensive Refresher Course in Quetta.

In addition, SCSPEB staff also provided regular classroom support during their numerous visits throughout the year, which provided immediate remedial measures that suit the particular teaching environments. This activity is done for two to three days every month.

### Miscellaneous

Society is working closely with the Government of Balochistan in order to garner additional support. In December 2005 the Governor of Balochistan, Mr. Owais Ghani visited the Community Girls Middle School Rode Mulazai as Chief Guest for the Prize Distribution. He was accompanied by the representatives of the Education Department and Board Members of Society. At the end of the ceremony

the Chief Guest presented the school with three computers, adding to the computers already given by DIL, and praised the standard of the school and the performance of the students.

DIL has also provided books for the school libraries to help develop the reading habit among the students and increase general knowledge. Nine computers have also been provided to the schools where electricity is available. A Text Book Bank has been organized so that text books can be recycled and the girls who cannot afford to buy books are provided books from the Book Bank.



*Community Girls Middle School Manzaki Bostan, District Pishin*





## Audit Reports



# DIL Pakistan Audit Report

Anjum Asim Shahid Rahman  
Chartered Accountants

Grant Thornton 

## AUDITOR'S REPORT TO THE BOARD OF TRUSTEES


We have audited the annexed balance sheet of the Developments in Literacy as at December 31, 2005, and the related income and expenditure account together with the notes forming part thereof (here-in-after referred to as the financial statements) for the year then ended.

It is the responsibility of the management to establish and maintain a system of internal control, and prepare and present the financial statements in conformity with the generally accepted accounting principles. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with the generally accepted auditing standards as applicable in Pakistan. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting policies used and significant estimates made by management, as well as evaluating the overall presentation of the financial statements. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Developments in Literacy as at December 31, 2005, and of its deficit for the year then ended in accordance with the generally accepted accounting principles.

Islamabad  
Date: 03 MAY 2006

  
Anjum Asim Shahid Rahman  
Chartered Accountants

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**DEVELOPMENTS IN LITERACY  
BALANCE SHEET  
AS AT DECEMBER 31, 2005**

	Note	2 0 0 5 Rupees	2 0 0 4 Rupees
<b>Assets</b>			
<b>Operating fixed assets</b> - (At cost less accumulated depreciation)	3	147,235	40,593
<b>Current assets</b>			
Advances and prepayments	4	595,825	352,858
Cash and bank balances	5	5,591,078	3,037,883
		6,186,903	3,390,741
		6,334,138	3,431,334
<b>Current Liabilities</b>			
ESRA and Kiran Library Project	6	9,954	9,954
Accrued and other payables	7	810,158	266,176
Deferred income	8	4,769,698	2,196,164
		5,589,810	2,472,294
<b>Contingencies and commitments</b>	9		
<b>Net Assets</b>		744,328	959,040
<b>Represented by:</b>			
Surplus (brought forward)		959,040	1,152,452
Surplus / (Deficit) for the year		(214,712)	(193,412)
		744,328	959,040

The annexed notes from 1 to 14 form an integral part of these financial statements.

  
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**DEVELOPMENTS IN LITERACY  
INCOME AND EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED DECEMBER 31, 2005**

	Note	2 0 0 5 Rupees	2 0 0 4 Rupees
<b>INCOME</b>	<b>10</b>	34,925,148	27,163,635
<b>EXPENDITURE</b>			
Implementing agencies expenses	11	30,789,295	21,010,066
Expenditure during the year	12	3,067,724	1,826,097
Institutional development		1,281,305	4,477,395
Financial charges	13	1,536	43,489
		35,139,860	27,357,047
Surplus / (Deficit) for the period		<u>(214,712)</u>	<u>(193,412)</u>

The annexed notes fro 1 to 14 form an integral part of these financial statements.

  
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**DEVELOPMENTS IN LITERACY  
NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED DECEMBER 31, 2005**

---

**1. Status and Operations**

Developments in Literacy (DIL) is a voluntary, non-profit organization, founded in February 1997 by expatriate Pakistanis in the USA and registered in Pakistan in 2000 under the Societies Registration Act, 1860. Its basic aim is to promote literacy among children who have no access to education. DIL does this by supporting the existing setup of primary schools, mainly in the rural areas and the focus is on enrolling girls, since they have fewer opportunities for education in comparison to boys.

**2. Summary of Accounting Policies**

The following accounting policies have been applied in dealing with the items which are considered material to the preparation of financial statements.

**2.1 Accounting convention**

These accounts have been prepared under the historical cost convention in accordance with the generally accepted accounting principles.

**2.2 Operating Fixed Assets and Depreciation**

Operating fixed assets are stated at cost less accumulated depreciation. Depreciation is charged on reducing balance method at the rates specified in Note 3, whereby the cost of the asset is written off to the profit & loss account over its estimated useful life. Gains and loss on disposal of assets are taken to profit and loss account currently.


Maintenance and normal repairs have been charged to income as and when incurred, while major renewals and improvements are capitalized. Gains and losses on disposal of fixed assets, if any, are included in income currently.

**2.3 Income**

Markup on bank accounts is recognized on accrual basis. While all other income, including receipts from DIL USA is recognized on receipt basis.

**2.4 Foreign Currency Translation**

Foreign currency transactions are translated into Pak Rupees at the exchange rate prevailing on the date of transaction. Assets and liabilities in foreign currency are translated into pak rupees at the rate of exchange prevailing at the balance sheet date. Exchange gain and losses are included in the income currently.





**DEVELOPMENTS IN LITERACY**  
**NOTES TO THE FINANCIAL STATEMENTS - Continued**  
**FOR THE YEAR ENDED DECEMBER 31, 2005**

**3. Operating fixed assets**

Particulars	C O S T			Rate %age	D E P R E C I A T I O N			Written Down Value as at 31-Dec-05 Rupees
	As at 1-Jan-05 Rupees	Addition (Deletion) Rupees	As at 31-Dec-05 Rupees		As at 1-Jan-05 Rupees	For The Year Rupees	As at 31-Dec-05 Rupees	
Furniture and Fixture	21,900	43,947	65,847	10	4,026	6,182	10,208	55,639
Office Equipment	9,535	37,050	46,585	20	2,811	8,755	11,566	35,019
Computers	30,500	64,830	95,330	30	14,505	24,248	38,753	56,577
<b>2005</b>	<b>61,935</b>	<b>145,827</b>	<b>207,762</b>		<b>21,342</b>	<b>39,185</b>	<b>60,527</b>	<b>147,235</b>
<b>2004</b>	<b>51,550</b>	<b>10,385</b>	<b>61,935</b>		<b>10,820</b>	<b>10,522</b>	<b>21,342</b>	<b>40,593</b>
							<b>2 0 0 5</b>	<b>2 0 0 4</b>
							<b>Rupees</b>	<b>Rupees</b>

**4. Advances, deposits, prepayments and other receivables**

Advances :-

Adult Basic Education Society

Faran Education Society

Naz Old Boys Welfare Association

Society for Community Support for Primary Education in Balochistan

Security deposit

Loan Receivable

Advance to Hafeez Ullah Jan

Other receivable

Prepaid rent

Accrued Interest

-	258,253
1,575	1,575
21,734	18,245
-	31,655
23,309	309,728
32,800	-
52,700	-
37,061	-
13,476	-
377,200	16,900
59,279	26,230
<b>595,825</b>	<b>352,858</b>

**5. Cash and bank balances**

Cash in hand

Cash with bank - (Deposit Accounts)

6,965	10,083
5,584,113	3,027,800
<b>5,591,078</b>	<b>3,037,883</b>

**6. ESRA and Kiran Library Project**

Opening balance

Funds received

Less: expenditure

2 0 0 5		2 0 0 4	
ESRA Rupees	Kiran Rupees	ESRA Rupees	Kiran Rupees
Note 6.1	Note 6.2	Note 6.1	Note 6.2
-	9,954	-	277,102
149,775	-	748,875	-
(149,775)	-	(748,875)	(267,148)
<b>-</b>	<b>9,954</b>	<b>-</b>	<b>9,954</b>



**DEVELOPMENTS IN LITERACY**  
**NOTES TO THE FINANCIAL STATEMENTS - Continued**  
**FOR THE YEAR ENDED DECEMBER 31, 2005**

- 6.1 The amount was received from Education Sector Reform Assistance Program (ESRA) for various teacher training and capacity building activities. DIL has also contributed Rs. 264,040 towards this program under its cost share participation.
- 6.2 The amount was received from Target Cooperation and AMC for the establishment of 71 libraries in various regions of Pakistan in collaboration with the implementing partners of DIL, already working there.

	2 0 0 5	2 0 0 4
	Rupees	Rupees
<b>7. Accrued Liabilities and Other Payables</b>		
Payable to:-		
Cooperation for Advancement, Rehabilitation & Education	109,589	8,016
Society for Community Support for Primary		
Education in Balochistan	230,350	241,396
Adult Basic Education Society	156,951	-
Indus Resource Centre	211,224	-
	708,114	249,412
Accrued Liabilities	18,994	16,764
Audit fee payable	50,000	-
Other Payable	33,050	-
	810,158	266,176
<b>8. Deferred Income</b>	<b>8.1</b>	
	4,769,698	2,196,164
8.1 Deferred income represents the unspent balance of donations / funds received during the year. The balance is converted into income, when expenses are available against the funds, in the proceeding year.		
<b>9. Contingencies &amp; commitments</b>		
There are no contingencies and commitments at the year end ( 2004: Nil).		
<b>10. Income</b>		
Receipts from DIL USA	33,710,470	27,058,942
Local donations	1,170,007	-
Interest on deposit account	43,502	34,915
Membership fee	500	1,000
Exchange Gain	669	-
Refund	10.1	68,778
	34,925,148	27,163,635

10.1 These represent refund of unconsumed amounts by various implementing agencies to DIL.

**11. Implementing Agencies Expenses**

	2 0 0 5					2 0 0 4
	MOU	SIP	Training	Monitoring	Total	Rupees
	R u p e e s					Rupees
Adult Basic Education Society	3,460,418	42,109	602,403	2,000	4,106,930	3,157,680
Cooperation for Advancement, Rehab & Education	2,228,202	2,480,080	-	27,100	4,735,382	1,353,857
Faran Education Society	-	-	-	-	-	4,044,217
Indus Resource Centre	3,602,103	393,700	125,200	14,785	4,135,788	3,415,174
Khowendo Kor	3,215,846	-	154,042	32,107	3,401,995	3,415,744
Orangi Schools Project	4,087,244	450,625	1,165,362	54,794	5,758,025	-
Naz Old Boys Welfare Association	3,034,598	942,520	909,283	12,795	4,899,196	2,954,784
Society for Community Support for Primary-						
Education in Balochistan	2,597,590	706,389	448,000	-	3,751,979	2,668,610
	22,226,001	5,015,423	3,404,290	143,581	30,789,295	21,010,066

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DEVELOPMENTS IN LITERACY  
NOTES TO THE FINANCIAL STATEMENTS - Continued  
FOR THE YEAR ENDED DECEMBER 31, 2005

12. Expenditure During The Year

	2 0 0 5			2 0 0 4		
	Program	Administrative	Total	Program	Administrative	Total
Salaries	920,798	920,797	1,841,595	556,069	556,068	1,112,137
Printing and Stationery	40,246	40,246	80,492	33,446	33,446	66,892
Entertainment	2,770	2,770	5,540	1,333	1,333	2,666
Travelling	13,233	13,233	26,466	150	150	300
Utilities	38,249	38,249	76,498	20,964	20,963	41,927
Communication	46,668	46,667	93,335	35,265	35,265	70,530
Office repair and maintenance	22,953	22,953	45,906	8,367	8,366	16,733
Postage	7,997	7,996	15,993	7,796	7,795	15,591
Office rent	154,150	154,150	308,300	100,890	100,890	201,780
Depreciation	19,593	19,592	39,185	5,261	5,261	10,522
Auditor's fee	-	50,000	50,000	-	101,340	101,340
Miscellaneous	19,372	19,371	38,743	75,608	75,608	151,216
Reimbursements	-	-	-	16,898	16,897	33,795
Office supplies	5,170	5,170	10,340	-	-	-
Photocopying	10,521	10,520	21,041	-	-	-
Promotional expenses	414,290	-	414,290	-	-	-
Tax on bank profits	-	-	-	334	334	668
	<u>1,716,010</u>	<u>1,351,714</u>	<u>3,067,724</u>	<u>862,381</u>	<u>963,716</u>	<u>1,826,097</u>

2 0 0 5	2 0 0 4
Rupees	Rupees
	43,260
<u>1,536</u>	<u>229</u>
<u>1,536</u>	<u>43,489</u>

13. Financial charges

Exchange loss  
Bank charges

14. General

14.1 The figures have been rounded off to the nearest Rupee.

14.2 Corresponding figures have been rearranged and reclassified for disclosure and comparison purposes.

  
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## DIL USA Audit Report

## Link, Murrel &amp; Company

A PARTNERSHIP INCLUDING PROFESSIONAL CORPORATIONS

## INDEPENDENT AUDITORS' REPORT

The Board of Directors  
Developments in Literacy, Inc.  
Garden Grove, California

We have audited the accompanying statement of financial position of Developments in Literacy, Inc. ("the Organization") as of December 31, 2005, and the related statements of activities, functional expenses, and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2004 financial statements and, in our report dated May 31, 2005, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Developments in Literacy, Inc. as of December 31, 2005, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.



Irvine, California  
April 17, 2006



DEVELOPMENTS IN LITERACY, INC.

STATEMENT OF FINANCIAL POSITION

December 31, 2005  
(with summarized totals for 2004)

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>2005 Totals</u>	<u>2004 Totals</u>
Assets:					
Cash	\$ 876,271	\$ 55,073	\$ -	\$ 931,344	\$ 861,518
Pledges receivable, net of allowance of \$14,300	17,655	111,417	-	129,072	219,430
Grant receivable	-	25,000	-	25,000	47,000
Other receivables	12,607	-	-	12,607	-
Prepaid expenses	81,179	-	-	81,179	38,037
Investments	340,832	-	-	340,832	264,960
Property and equipment, net	<u>3,609</u>	<u>-</u>	<u>-</u>	<u>3,609</u>	<u>4,569</u>
Total Assets	<u>\$ 1,332,153</u>	<u>\$ 191,490</u>	<u>\$ -</u>	<u>\$ 1,523,643</u>	<u>\$ 1,435,514</u>
Liabilities and Net Assets:					
Liabilities:					
Accounts payable	\$ 2,127	\$ -	\$ -	\$ 2,127	\$ 152
Net Assets:					
Unrestricted:					
Designated	340,000	-	-	340,000	264,960
Undesignated	990,026	-	-	990,026	933,647
Temporarily restricted	<u>-</u>	<u>191,490</u>	<u>-</u>	<u>191,490</u>	<u>236,755</u>
Total Net Assets	<u>1,330,026</u>	<u>191,490</u>	<u>-</u>	<u>1,521,516</u>	<u>1,435,362</u>
Total Liabilities and Net Assets	<u>\$ 1,332,153</u>	<u>\$ 191,490</u>	<u>\$ -</u>	<u>\$ 1,523,643</u>	<u>\$ 1,435,514</u>



## DEVELOPMENTS IN LITERACY, INC.

## STATEMENT OF ACTIVITIES

For the Year Ended December 31, 2005  
(with summarized totals for 2004)

	Unrestricted	Temporarily Restricted	Permanently Restricted	2005 Totals	2004 Totals
<b>Revenues and Other Support:</b>					
Fundraising	\$ 639,615	\$ -	\$ -	\$ 639,615	\$ 547,536
Contributions	191,963	96,433	-	288,396	195,298
Interest and dividend income	21,935	-	-	21,935	13,632
Net unrealized gain	1,715	-	-	1,715	6,453
Net assets released from time restriction	104,026	(104,026)	-	-	-
<b>Total Revenues and Other Support</b>	<b>959,254</b>	<b>(7,593)</b>	<b>-</b>	<b>951,661</b>	<b>762,919</b>
<b>Expenses:</b>					
Program services	551,821	-	-	551,821	462,511
Supporting services:					
Management and general	64,331	-	-	64,331	40,615
Fundraising	211,683	-	-	211,683	155,671
Loss for uncollectible pledges	-	37,672	-	37,672	23,733
<b>Total Expenses and Losses</b>	<b>827,835</b>	<b>37,672</b>	<b>-</b>	<b>865,507</b>	<b>682,530</b>
<b>Increase (Decrease) in Net Assets</b>	<b>131,419</b>	<b>(45,265)</b>	<b>-</b>	<b>86,154</b>	<b>80,389</b>
<b>Net Assets, Beginning of Year</b>	<b>1,198,607</b>	<b>236,755</b>	<b>-</b>	<b>1,435,362</b>	<b>1,354,973</b>
<b>Net Assets, End of Year</b>	<b>\$ 1,330,026</b>	<b>\$ 191,490</b>	<b>\$ -</b>	<b>\$ 1,521,516</b>	<b>\$ 1,435,362</b>



## DEVELOPMENTS IN LITERACY, INC.

## STATEMENT OF FUNCTIONAL EXPENSES

For the Year Ended December 31, 2005  
(with summarized totals for 2004)

	Program Services	Supporting Services		2005 Totals	2004 Totals
		Management and General	Fundraising		
Education:					
ABES	\$ 51,504	\$ -	\$ -	\$ 51,504	\$ 60,317
CARE	51,601	-	-	51,601	55,151
FES	74,437	-	-	74,437	60,218
IRC	58,383	-	-	58,383	70,326
KK	59,833	-	-	59,833	49,444
NOWA	54,386	-	-	54,386	49,766
SCSPEB	40,832	-	-	40,832	53,324
Project monitoring	6,602	-	-	6,602	24,633
School upgrades	26,661	-	-	26,661	5,217
Pakistan office	70,333	23,444	-	93,777	30,120
Teacher training	33,443	-	-	33,443	1,552
Other	12,083	441	-	12,524	-
Bank charges	-	266	-	266	37
Depreciation	-	1,726	-	1,726	2,892
Dinners	-	-	29,795	29,795	48,364
Employer taxes	-	1,417	-	1,417	793
Flowers	-	-	746	746	225
Hotel rental	-	-	128,228	128,228	63,062
Insurance	-	3,303	-	3,303	3,052
Miscellaneous	-	5,171	-	5,171	8,623
Music	-	-	11,917	11,917	18,030
Newsletter	-	-	2,638	2,638	2,398
Office supplies	-	2,334	-	2,334	1,474
Payroll	7,238	7,238	-	14,476	11,306
Professional fees	-	12,535	-	12,535	10,564
Rent	4,485	4,485	-	8,970	8,640
Supplies	-	-	17,696	17,696	15,000
Telephone	-	1,971	-	1,971	1,942
Video and audio	-	-	17,913	17,913	2,327
Website	-	-	2,750	2,750	-
Total Expenses	<u>\$ 551,821</u>	<u>\$ 64,331</u>	<u>\$ 211,683</u>	<u>\$ 827,835</u>	<u>\$ 658,797</u>



## DEVELOPMENTS IN LITERACY, INC.

## STATEMENT OF CASH FLOWS

For the Year Ended December 31, 2004  
(with summarized totals for 2003)

## Increase (Decrease) in Cash

	<u>2004</u>	<u>2003</u>
<b>Cash Flows from Operating Activities:</b>		
Increase in net assets	\$ 80,389	\$ 243,294
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Depreciation	2,892	1,542
Unrealized gain on investment	(4,581)	(13,960)
In-kind donations	(1,003)	(8,000)
Allowance for doubtful pledges	23,733	36,645
Changes in operating assets and liabilities:		
Decrease (Increase) in receivables	71,491	(90,359)
Decrease (Increase) in prepaid expenses	54,724	(46,113)
Increase (Decrease) in accounts payable and accrued expenses	30	(4,997)
Total adjustments	<u>147,286</u>	<u>(125,242)</u>
Net Cash Provided by Operating Activities	227,675	118,052
<b>Cash Flows Used in Investing Activities:</b>		
Purchase of investments	(115,652)	(21,847)
Sale of investments	<u>10,015</u>	<u>5,999</u>
Net Cash Used in Investing Activities	<u>(105,637)</u>	<u>(15,848)</u>
Net Increase in Cash and Cash Equivalents	122,038	102,204
Beginning Cash and Cash Equivalents	<u>739,480</u>	<u>637,276</u>
Ending Cash and Cash Equivalents	<u>\$ 861,518</u>	<u>\$ 739,480</u>
<b>Supplemental Disclosure of Cash Flow Information:</b>		
Cash paid during the year for:		
Interest	\$ -	\$ -
Income taxes	\$ -	\$ -
Non cash investing transactions:		
Donated property and equipment	\$ 1,003	\$ 8,000



# Glossary

## A

1. A/V Aids  
Audio Visual Aids
2. ABES TEC  
Adult Basic Education Society - Teachers  
Education Centre
3. ADP  
Association for the Development of Pakistan
4. AIOU  
Allama Iqbal Open University

## C

5. CARE  
Cooperation or the Advancement Rehabilitation  
and Education
6. CBS  
Community Based School
7. CCB  
Citizens Community Board
8. CGMS  
Community Girls Middle School

## D

9. DEVCON  
Teacher Training Organization in Sindh
10. DRC  
Decentralized Resource Centre

## E

11. EEF  
Elementary Education Foundation
12. ERDC  
Education Research and Development Centre
13. ESRA  
Education Sector Reform Assistance Program

## F

14. FES  
Faran Educational Society

## I

15. IRC  
Indus Resource Centre
16. IUCN  
International Union for the Conservation of  
Nature and Natural Resources

## K

17. KK  
Khwendo Kor

## L

18. LIME  
Laurel Institute of Modern Education
19. LRC  
Learning Resource Centre

## M

20. MO  
Men's Organization

## N

21. NGO  
Non Government Organization
22. NOWA  
Naz Old Boys Welfare Association

## P

23. PRA  
Participatory Rural Appraisals
24. PTC  
Pakistan Tobacco Company

## R

25. RSDP  
Rural Support Development Program

## S

26. SCSPEB  
Society for Community Support of Primary  
Education in Balochistan
27. SPDC  
Social Policy and Development Centre
28. SPELT  
Society for the Promotion of English Language  
Teaching
29. SAHE  
Society for the Advancement of Higher  
Education

## T

30. Target & AMC  
Target & Associated Merchandising Corporation

## V

31. VEC  
Village Education Council

## W

32. WO  
Women's Organization



"Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential."

*Kofi Annan*

*Secretary General United Nations*



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