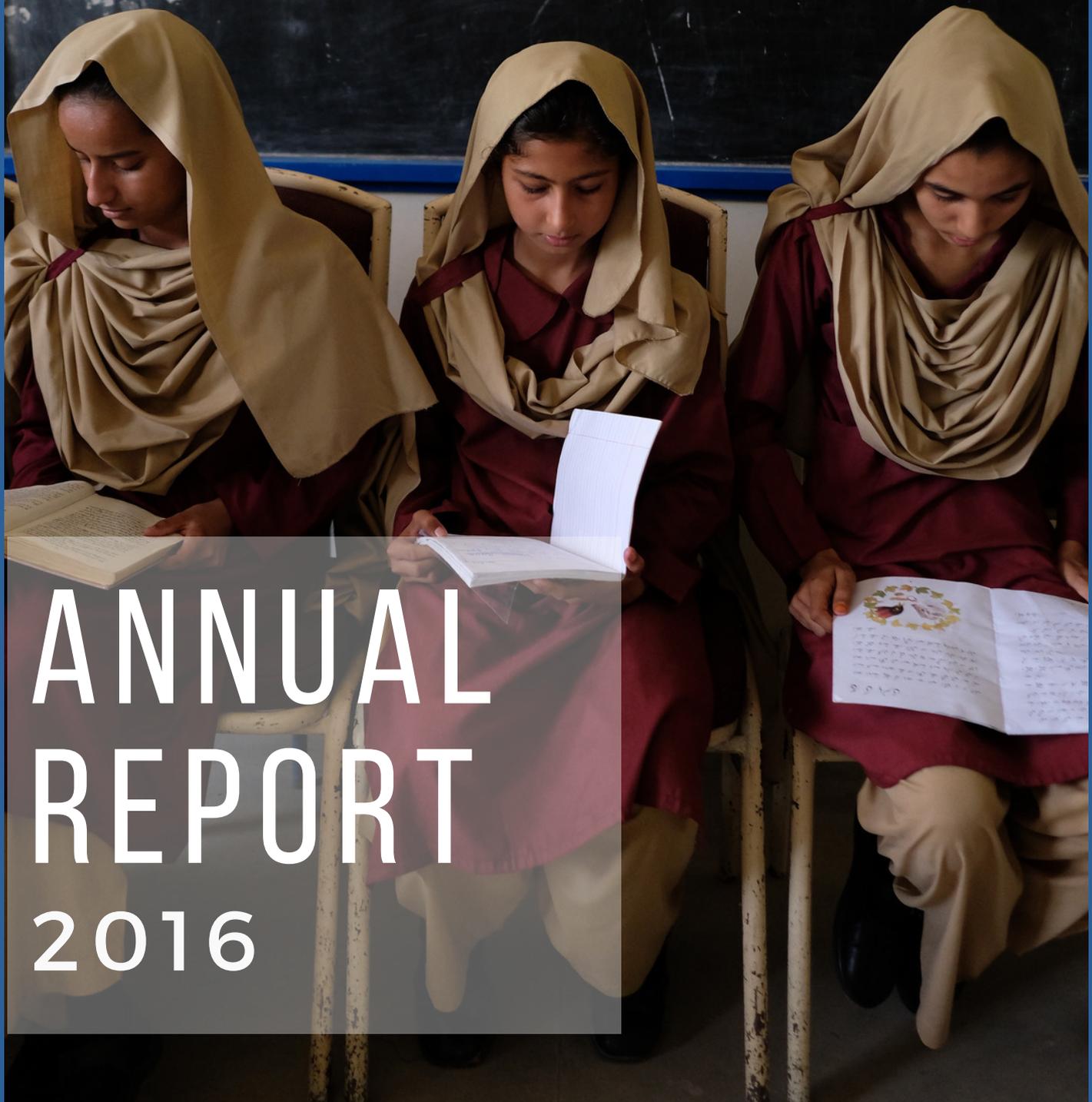




Developments in Literacy

Educating Children • Empowering Communities

Waleed



ANNUAL REPORT 2016

MESSAGE FROM THE LEADERSHIP

Dear Friends,

Quality education has the power to impact lives and change futures –it's not only about learning to read and write but about human dignity, making the right choices and taking charge of one's destiny.

Through child-centered approaches, tailored curriculum and classroom instruction, DIL schools equip students with the abilities, attitudes and aspirations to succeed. DIL's child-friendly schools provide comprehensive concept knowledge through evidence-based pedagogy, relevant low-cost materials, and ongoing monitoring and assessment.

Our confident, respectful and curious learners enjoy co-curricular activities, IT programs, and Project Based Learning collaborations. We inspire students' self-motivation through a nurturing classroom environment and offer opportunities for life skills development. DIL schools are not only serving as educational models for the surrounding communities, but as torchbearers for grassroots change.

None of the above would be possible without the generous support of our many dedicated patrons and volunteers. A very special thank you to them for enabling almost 22,000 students to stay in school and receive the education they deserve.

CEO and Founder
Developments in Literacy

Fiza Shah



ACKNOWLEDGMENT

Developments in Literacy extends its deep gratitude to the volunteers, donors and supporters who believe in its vision and mission. Their invaluable support and confidence in our work motivates us to further strengthen and expand our school programs that open a world of opportunity to children from underserved Pakistani communities.

We are extremely thankful to our affiliates; DIL US, DIL Trust UK, DIL Canada and DIL Hong Kong, for their longstanding support and tireless efforts in securing grants and raising funds for our programs, and to our Karachi, Lahore and Islamabad chapters for their unstinting support to the DIL cause.

We are also thankful to Punjab Education Foundation for partnering with us and giving us the opportunity to finally work with the public sector

The dedication and commitment of the DIL teachers and staff who are the backbone of our endeavors deserves a special mention, as does the confidence and trust the communities place in us by entrusting us with the .

"Education is the most powerful weapon which you can use to change the world"

NELSON MANDELA

To educate and empower underprivileged students, especially girls, by operating studentcentered model schools; and provide high-quality professional development to teachers and principals across Pakistan

MISSION

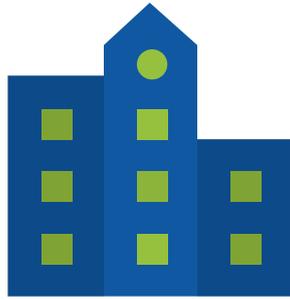
VISION

No child in Pakistan, no matter how poor or underprivileged, should be denied access to quality education. All children should have equal opportunity to reach their full potential and contribute towards the socio-economic betterment of their communities.



149

Schools



26,325

Students



183,253

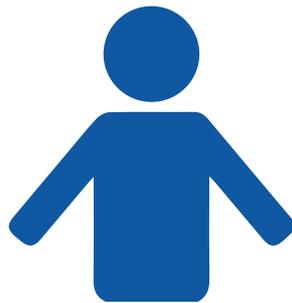
Cumulative
enrollment

1990-present



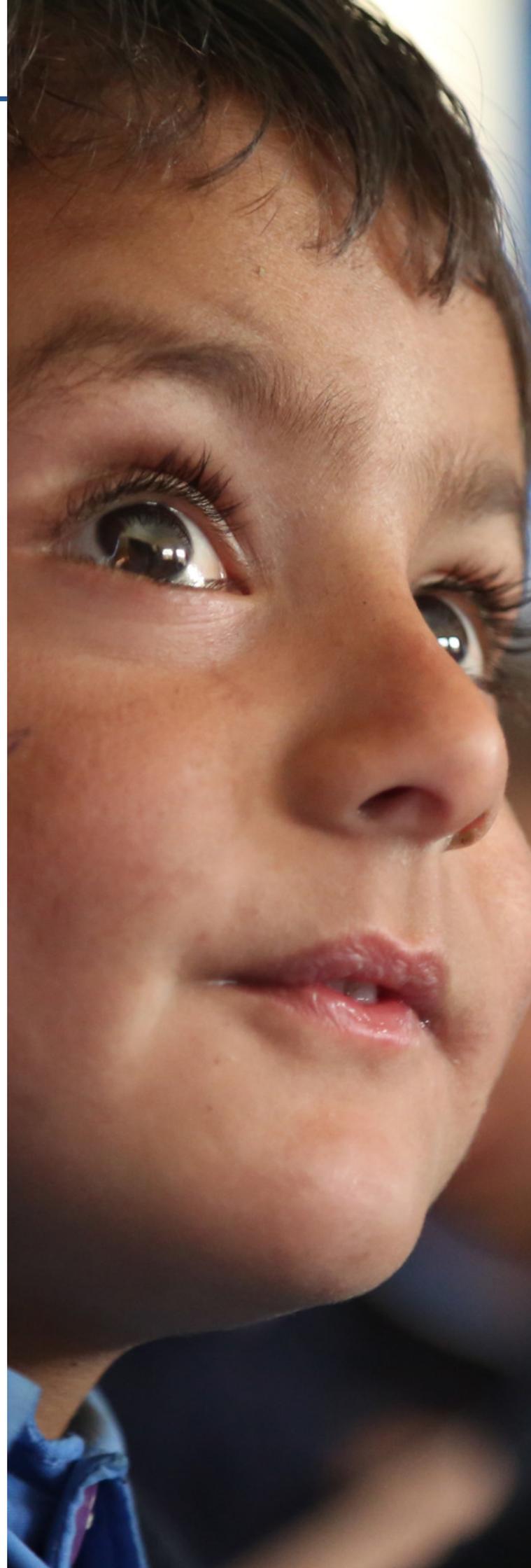
1,349

Teachers
and
principals



20:1

Student-
teacher ratio



SCHOOLS PROGRAM

In 2016, the DIL school network of 149 schools had a total enrollment of 26,325 students from under privileged communities across Pakistan, and an impressive 65 percent were girls. With a presence in three provinces of Pakistan, DIL projects spread across Pakistan from Upper and Lower Dir in the north to Orangi in the south.

DIL has a well-structured program team that manages the schools. Each project location has a Project Manager and field monitoring staff that are responsible for a cluster of 6 to 7 schools; they regularly monitor and provide support to the school staff. The quality of DIL schools is well recognized by the communities; evidenced every year, when at the time of admission the schools have a long list of children vying for a limited number of seats.

DIL has adopted 30 low-performing government schools from Punjab Education Foundation (PEF) under the Public-School Support Program. These schools are in remote, marginalized localities of Tehsil Gujar Khan, District Rawalpindi. A Regional Office in Mandra city was set up for the project management team, which includes a Project Manager, a Project Coordinator, Administration Staff, Finance and Procurement Officers and four School Officers to manage field operations.

GOVERNMENT GIRLS PRIMARY SCHOOL DHOKE KHOKHRAN

By: Zakia Ambreen

In my village, the community is very conservative, and little attention is given to girls' education. There are only a few girls that have done Matric, and even they do not have permission to work as teachers. When the government school in Dhoke Khokhran was privatized, the community did not react well to the change.

They began shifting their children to other government schools in nearby villages. My colleagues and I had meetings with the PTA and the members fully agreed that students should receive quality education within their own village. With their help, we organized meetings with the community members and convinced them to start sending their children to the DIL PEF School.

Through our combined efforts, the enrollment in our school increased, with female students eventually surpassing the number of male students. We have also identified a local donor who has pledged to begin construction of two rooms in the school. Land for this purpose has already been allocated.



TRAINING AND CURRICULUM DEVELOPMENT



Principals receive an Orientation Induction Course for newly hired teachers, piloted in Orangi under VITOL

As the years' progress, the DIL training team is continuously making strides to reach out to a greater number of teachers every year. In 2016 DIL provided the Foundation Courses that were designed by the DIL Training Department to 2,160 DIL and Non- DIL teachers, bringing the cumulative number of trained teachers to 13,115 since 2010.

DIL has 17 different subject courses ready for face-to-face and online trainings. 2016 gave DIL the opportunity to design additional modules in areas identified as a local need, including courses on School Enterprising for Entrepreneurs.

Another milestone for the Training Department was the development of the Independent Learning Induction Course for new hires. An instructional manual, teacher's manual, and a set of 23 subject and pedagogical skill based video lessons were developed for this course. The course was piloted in Orangi where Principals were trained on its delivery. It will be scaled out to all projects in 2017. The Training Department worked towards self-sustainability through conducting trainings on cost bearing and cost-sharing models. Trainings were provided in Early Childhood Education (ECE), English, Urdu, Mathematics and School Leadership. A total of 144 Non-DIL teachers were catered under the cost bearing/sharing model.

MS. ARIFA SHAH

Ms. Arifa Shah began teaching at NOWA New Bhatyoon School in 2011. She was promoted to the position of school principal on September 1, 2016. Even though she had been teaching for the past five years, she says that she never imagined getting promoted.

"I used to feel very guilty about conducting the English lesson in Urdu. I was schooled completely in Sindhi which is why I never thought I would be able to teach in English."

After completing DIL English Language Proficiency course, Arifa began teaching in English.

"It was not easy teaching in English. I would stop talking in English and switch to Sindhi, but I gained confidence at the end of module 2 and started using more English."

Initially the students hesitated but gradually they started responding to her instructions and requests. She believes that learning English is one of the driving forces behind her promotion. Now, she communicates in English with her teachers regarding their duties and the day to day affairs of the school. As principal, she wants all of her teachers to be proficient in English.

LIBRARIES AND READING PROGRAM

DIL's Libraries and Reading Program aims to ignite student curiosity and nurture an interest in reading by providing a pleasant and serene reading environment with a plethora of carefully selected books in English, Urdu and local languages.

During 2016, libraries were furnished with approximately 12,000 interesting and informational books, bringing the total number of books in stock to 118,519. A new classification system was introduced to ensure students were able to access books which matched their reading abilities. Students across all DIL schools benefit from these leveled books. Resources were managed by the school staff, while technical assistance was provided by three library coordinators that service schools in different geographic locations.

READ TO GROW, READ TO KNOW: E-LIBRARIES

To accelerate students' English reading development and comprehension, DIL received a grant from the U.S. Agency for International Development (USAID) Small Grants Ambassador Fund Program (SGAFP). This was a 20-month pilot program that started in December 2015.

Starfall.com generously provided access to their vocabulary-controlled e-stories beginning with phonics-based decodable e-books to longer, more complex stories. Starfall's e-books, designed to build reading proficiency among users, comprised the core content of the program. This was supplemented by electronic children's stories that were curated and leveled from open educational resources (OERs). Beneficiaries had access to about 300 leveled e-books in all. Teachers and school librarians were trained to guide students to access the e-library using tablet devices.



After using the tablets off-line for reading regularly for eight months, students made significant improvements in all areas assessed. The results were as follows:

- Familiar word reading skills increased by 117%
- Oral reading fluency rates increased by 138%
- Reading comprehension improved by 217%



50
Libraries



121,670
Books



50
Computer
labs



59%
Students
have
access to
technology

ICT PROGRAM FOR SCHOOLS

DIL's IT Program for Schools initiative is focused on reducing the digital divide and improving the quality of education by providing a technology-assisted learning environment, interactive learning resources and capacity building of local staff members. The investment in giving students access to technology is one that will continue to have a significant impact on their future. In order to develop technology literacy among rural teachers and students, most schools are equipped with laptops or computer labs.

The core objectives of DIL's IT Program for Schools are to:

- Develop technology literacy among rural teachers and students. Most schools are equipped with laptops or computer labs.
- Integrate technology to support teacher development, accelerate student learning, and measure outcomes.
- Improve 21st-century skills of students and teachers through computer enabled project based learning (PBL).

DIL partners with organizations such as iEARN, and Learn Smart Pakistan to provide students with authentic opportunities to collaborate on designing solutions to community issues. A databank comprising of more than 40 different education software and 50 websites was created for self-paced learning. During the year the department established 10 computer labs (6 DIL + 4 Non-DIL). Lab monitoring visits were conducted in 35 schools in all project areas and issues were identified and conveyed to the concerned IT coordinators for prompt resolution.



TIMELINE

1997-2000

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

2003

First computer lab setup.
Established DIL Canada affiliate.

2007

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

2009

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

2000-2003

Secondary schools established.

2006

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

2008

DILS's teacher training program is formalised.

2010

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

2011

Trained non-DIL teachers and school management teams.

2013-2014

Focus on research and program development; formalised Teacher Education and Management College (TEaM College); launched mobile learning project and Gateway Initiative to promote student success beyond school. Initiated new project in Punjab; building 2 schools in Khyber-Pakhtunwa.

2016

Under Read to grow Read to know (RGRK) we established full academic year timetable of E-Libraries for all primary grades in 16 intervention schools.

2012

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

2015

Enrolment numbers set to cross 25,000. 40% of DIL 10th grade students score A/A+ in board exams; trailblazing alumni admitted into medical, engineering and business colleges across the country.

GATEWAY INITIATIVE

The Gateway Initiative Program is designed for DIL secondary grade students, graduates, and community members. Its objective is capacity building and skill development in students and DIL community members, enabling them to access better economic opportunities. The program structure has 2 components: in-school training in Life Skills and after-school vocational training.

The Personal Economics and Head Start modules are delivered in collaboration with INJAZ Pakistan. The second component of Gateway i.e. Vocational Training has 3 programs: IT, English and sewing & stitching. IT VTC teaches basic and intermediate level computer skills to communities in the underprivileged areas of Orangi, Khairpur, ICT and RRP, whereas English language vocational centers operate in Khairpur and Orangi. Sewing & Stitching VTC is currently operational in Orangi only.

The Life Skills component has several programs:

- Basic Life Skills, such as decision making, problem-solving, confidence building etc., are taught to the 8th-grade students.
- Personal Economics training is given to 9th-grade students to introduce them to basic concepts of finance and economics such as investment opportunities, bank accounts, personal budgeting, and more.
- Head-Start training is provided to 10th grade students, equipping them with basic entrepreneurship skills as well as preparation for job interviews.

In 2016, 492 students were trained on the Life Skills module, 205 on Personal Economics, and 48 on Head-Start. 348 students, teachers, and DIL community members completed the 3 month English VTC course, 516 completed the IT VTC course, and 145 completed the VTC course for sewing and stitching.

GATEWAY ACHIEVEMENTS

- More than 86% of students went on for higher studies after Matric in Orangi and 100% in Khairpur.
- 3 students from IRC/DIL Sobhodhero School Khairpur received full scholarships from KIREA, a Canadian based organization, to continue their higher education.
- 6 students completed 1-year diploma course at the Hunar Foundation.
- An ex-student of English VTC received a job in Eureka- an English language institute.

CASE STUDY

FROM A DREAM TO REALITY

WRITTEN BY MUZAMIL AHMED KHAN

My name is Muzzammil Ahmed Khan, and I am a professional English Language Trainer. I still remember the day when a friend told me about the English VTC classes in my community. I took admission in the course in 2014 and spent six months enhancing my English language skills. Even after completing the course, I continued receiving guidance from the VTC trainer.

The course always challenged my abilities. Eventually, the day came when I had the chance to start teaching English in my community. Now, I have been appointed as an English Language teacher at Eureka Pakistan, which is one of the leading English Learning Centers in Pakistan. I am supporting my family financially and bearing all of my academic expenses as well. I believe all this has happened just because of the DIL VTC course on English Language Proficiency.



I am extremely grateful to the trainer and DIL management who are doing such great work in our community. I hope that they continue to provide these wonderful opportunities to other members of the society as well so that they can also grow and support their families and communities.

FINANCIAL OVERVIEW

ASSETS

2016(PKR)

Cash and bank balances	34,095,338
Property and equipment	40,946,801
Advances	4,714,036
Short-term deposits and pre-payments	2,670,546
All other current and non-current assets	649,606

TOTAL ASSETS	83,076,327
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LIABILITIES

Deferred grant	41,286,387
Restricted grant	31,497,276

TOTAL	72,783,663
Accrued and other liabilities	10,292,664

TOTAL LIABILITIES	83,076,327
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REVENUE

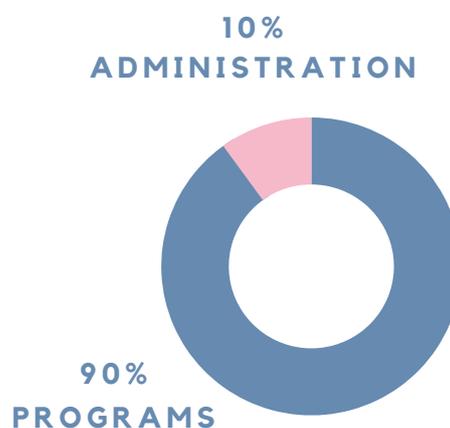
Grants and Contributions	352,130,225
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EXPENSES

Programs, partners and projects	318,828,820
General and administration	33,301,405

TOTAL EXPENSES	352,130,225
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FUNDS ALLOCATION



BOARD OF TRUSTEES

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Chairperson

Ms. Shahida Afzar

Deputy Chairperson

Ms. Fiza Shah

Ms. Saeeda Fancy

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Ms. Perveen Malik

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Dr. Anjum Riyaz ul Haque

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