



# 2017 Annual Report



**Developments in Literacy**

Educating Children • Empowering Communities

**LETTER FROM** FIZA SHAH, CHIEF EXECUTIVE OFFICER

*Dear Friends,*

This year, we have much to celebrate – from our 10th grade students' outstanding exam results to the amazing success of our E-libraries tablet project. These accomplishments are the result of the strong foundations laid in previous years by DIL's robust and contextual curriculum, teacher training, libraries and IT programs.

The outcomes of our efforts and approach are evident in improved student enrolment, retention and attainment. We aim to enhance our student's 21 century skills through computer enabled project based learning (PBL) by providing our students authentic opportunities to collaborate on designing solutions to community issues. We encourage our students to become critical thinkers, problem solvers and lifelong learners as we prepare them to survive in today's world.



In most of our programmatic areas, we have already expanded beyond DIL students' population to benefit students from surrounding communities by engaging them in PBL, providing training to their teachers and principals and by opening our libraries to families.

We continue to innovate to incite positive change – and our latest initiative, Technology Enabled Accelerated Learning (TEAL), uses android tablets to bring videos and assessments directly to students to support core subject instruction in the classroom. Combined with our rigorous program of analysis and evaluation, TEAL will ensure that every child in the classroom is progressing. Our essential, life-changing work could not be possible without the generous support of our donors and volunteers, for which we remain forever grateful.

Warm regards,

*Fiza Shah*

DIL Founder and CEO  
*Developments in Literacy*



## PROGRAMS

During the year 2017, Developments in literacy had a network of 134 schools and a total enrollment of 25429 students, 64% of whom were girls. DIL operates in some of the most marginalized communities, with projects spreading all across Pakistan from Upper Dir in KPK and Orangi in Sindh.

DIL's program team is structured in such a way that each project location has a project manager and field monitoring staff that are responsible for a cluster of 6 or 7 schools. The staff regularly monitors and provides support to the school staff. DIL is known to provide quality education to its students, which is reflected each year when annual results are announced. In the year 2017, 56% DIL's students scored 70 percent and above in primary school board examination, while 45% of the students scored 70% and above in middle school board examinations.

DIL believes that ALL children should have access to quality education. Keeping this agenda in mind DIL is focusing its efforts towards inclusive education and has enrolled a number of students with various forms of disabilities.

Mohammed Daniyal Kurban, a student of Grade 7 has a disorder of the nervous system and faces several difficulties particularly in speech, walking and control of hands. He has a very high IQ though, and is performing very well at school.

"DIL has provided me this opportunity to study like all my siblings. They allow me to take the help of my friends to complete my classwork"

Mohammed Daniyal Kurban, a student of Grade 7 has a disorder of the nervous system and faces several difficulties particularly in speech, walking and control of hands. He has a very high IQ though, and is performing very well at school.

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*"I want to graduate from DIL and be the first one from my family to go to an engineering collage"*

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## TRAININGS AND CURRICULUM DEVELOPMENT



Developments in Literacy employs a training team, consisting of 17 skilled Master Trainers and Trainers specializing in 8 subjects, providing high-quality professional development for teachers throughout Pakistan. Using a two pronged approach, DIL's training model includes capacity building for teachers in their respective subject areas as well as pedagogical skill development for improving teaching delivery. In addition to the trainings work, DIL's training team also develops and implements standards-based enhanced curriculum tailored to the needs of the rural population.

During the year 2017, the training team made continuous strides to reach out to greater number of teachers. DIL provided training to 1576 DIL and 403 Non DIL teachers SOs and principals, bringing the cumulative number of trained teachers 27189 since 2010.

Another milestone for the training department in 2017 was the initiation of Fauji Cement Company limited (FCCL). During the reporting period, the team has successfully delivered nineteen modules of eight subject areas and trained a total of 33 teachers. The training on different courses significantly added to teachers' understanding of the content and facilitated them to expand their delivery skills. School visits for monitoring and support proved valuable in observing the teaching practices and providing support for improving implementation.

## ICT FOR SCHOOLS

There is an emerging broad consensus worldwide about the benefits that can be brought to school education through the appropriate use of evolving information and communication technologies. The range of possible benefits cover practically all areas of activity in which knowledge and communication plays a critical role. These include improved teaching and learning processes in order to obtain better student outcomes as well as increased student engagement to seamless communication with parents.

To follow the same lines, DIL ICT Program for Schools has taken many initiatives to reduce the digital divide and to improve the quality of education in rural areas of Pakistan by providing a technological assisted learning environment, interactive learning resources as well as building capacity of local staff members. During 2017 DIL ICT program made the following strides

- ‘Mobile Taleem App’ - developed with the help of Netsol Technologies in order to facilitate teachers/students to watch videos and take embedded assessments using android enabled device in a real time.
- A total of 52 successful PBL projects were conducted in RRP, ICT, KSK, Mansehra, Orangi, NOWA and IRC projects in which 926 students participated in PBL activities.
- DIL ICT Program engaged 67 students of grade 9 and 10 from 14 DIL schools, out of whom 5 of DIL students earned top positions in Learn Smart Pakistan 2017.
- DIL ICT Program for Schools developed an enhanced SMS support mechanism for the IT teachers



## TECHNOLOGY ENABLED ACADEMIC LEARNING (TEAL)



DIL recognizes that quality education can transform destinies. DIL drew on the depths within its Curriculum, Training, Programs and ICT Departments to initiate Technology Enabled Academic Learning (TEAL). This project aims to address the unique instructional needs of rural students and teachers by providing them with android tablets with installed videos and assessments of core subjects. This initiative ensures that every child in the class room is progressing. DIL aims to develop technology literacy among rural teachers and students

- Thorough Integrate technology DIL support's teacher development, accelerate student learning and measure outcomes.
- Improve 21st century skills of student and teachers through computer enabled project based learning (PBL) and Technology Enables Academic Learning (TEAL).

TEAL brings videos and assessments to support core subject instruction in the classroom. It is a variation on the flipped classroom model, TEAL shifts the function of the teacher from direct instruction delivery to guiding students in constructing their own understanding through activities and formative assessments.

A pilot for TEAL was initiated in 12 school with a total of 295 students (213 girls and 82 boys). These schools were provided with 290 newly procured Huawei T3 tablets, along with access to 4G internet for smooth operations.

### How it works

- Teacher introduces lesson objective and guides students to view video
- Students view on individual devices with earbuds
- Teacher guides students in learning activity so they can apply new understanding
- Students take quick assessment on tablet
- Student receives immediate feedback on lesson mastery
- Teacher receives simple assessment report to further guide students



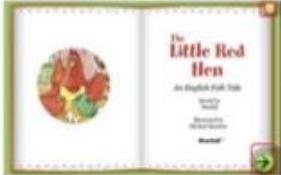
## LIBRARIES AND READING PROGRAM

DIL has created child-friendly library spaces at its schools which provide access to quality reading experiences with the help of designated library periods, after-school reading clubs, book borrowing, and levelled e-books delivered through tablets to support reading development. For many of our students, DIL school libraries provide their only opportunity for reading for enjoyment. DIL's Libraries and Reading Program is designed to ensure students get the practice they need to become successful at reading, at school and in life.

One way we've increased access to books and boosted reading comprehension is by partnering with Starfall to provide an off-line tablet reading program, Read to Grow Read to Know (RGRK). Here is how the program works:



Train on tablets  
for reading



+ Provide leveled  
e-stories for  
recreational reading



+ Students given time to  
enjoy hearing and  
reading ebooks at  
their level



= Improved reading  
fluency and  
comprehension

The measurable improved gains in reading among students participating in Read to Grow Read to Know has made expansion of this intervention a priority for DIL. During the year, human and capital resources needed for expansion were identified and funding avenues were explored.



## GATEWAY INITIATIVE

The Gateway Initiative Program is designed for DIL secondary school students and graduates. It aims to make better economic opportunities more accessible to them through capacity building and skill development. The program structure has two components:

1. Skill development through Life skills program
2. Capacity building through in-house as well as external programs.

The life skills program designed by Creatives Against Poverty (CAP) for secondary level students, emphasizes on helping students learn and develop basic skills in life such as decision making, problem solving, stress management, negotiation as well as critical thinking etc.

To be able to make better decisions and seize better economic opportunities, it is also important for the students to identify their future goal and develop the capacity to achieve them. Hence, the second module focuses on knowledge and capacity building courses such as workshops on Career guidance and Interview Techniques. In addition to that, English language classes were also taught to develop language skills and academic support classes are given to prepare the students for higher education and scholarship programs. Students were also provided with an opportunity to participate in youth conferences, motivational workshops as well as technical and vocational courses.

- 223 Students given training on IT skills in IT VTC
- 291 students completed English VTC course
- 341 Students are trained on specific skills that will contribute in their economic activity like sewing and stitching and improving soft/hard skills.
- 537 students were trained on interpersonal skills, including 304 on basic life skills and 233 on work readiness.



## MONITORING, EVALUATION, ANALYSIS AND LEARNING (MEAL)

Established in 2015, MEAL department caters the program quality, evaluation and analysis and learning aspects of DIL's interventions. The department is responsible to evaluate the interventions for impact by conducting researches, monitor the ongoing activities, facilitate data driven decision making by providing the stakeholders with accurate and up to date data trends as well as document all the understandings and best practices from interventions.

The department consists of two subunits, i.e. program quality and data management. Program quality unit caters the ongoing monitoring of interventions and measures the needs of interventions as well as evaluates how impactful these interventions by DIL are. The unit closely monitors the activities carried out by DIL implementation teams and ensures quality as well as efficiency in DIL's work. As an independent department, it objectively assesses whether DIL interventions are playing effective role in changing its beneficiary's lives and transforming them as per intervention plans or otherwise.

In 2017 the department significantly contributed in planning and designing of new projects. These projects include ILM Ideas 2, Fauji Cement Company Limited (FCCL), TEAL and Mari Petroleum projects wherein the department contributed in planning, designing standard documents and developing budgeting as per projects framework. MEAL was able to meet its target of monitoring visits by conducting 47 visits to implementation sites / schools and reporting important findings to senior management.



# Developments in Literacy

## Balance Sheet

Date: 31/12/17

<b>Assets</b>		<b>2017</b>	<b>2016</b>
	(Rupees)	(Rupees)	
<b>Current Assets</b>			
Advances - unsecured, considered good	4,350,483	4,714,036	
Short term deposits, prepayments and other receivables	4,282,949	2,670,546	
Cash and bank balances	38,081,364	34,095,338	
	<i>Total current assets</i>	46,714,796	41,479,920
<b>Fixed (Long-Term) Assets</b>			
Property and equipment	42,793,933	40,946,801	
Intangible assets	271,668	339,586	
Long term repayments	369,360	310,020	
	<i>Total fixed assets</i>	43,434,961	41,596,407
<b>Total Assets</b>		<b>90,149,757</b>	<b>83,076,327</b>

<b>Liabilities</b>			
	(Rupees)	(Rupees)	
<b>Current Liabilities</b>			
Accrued and other liabilities	10,609,343	10,292,664	
<b>Long-Term Liabilities</b>			
Deferred grant	43,065,601	41,286,387	
<b>Funds</b>			
Restricted grant	36,474,813	31,497,276	
<b>Total Liabilities and Owner's Equity</b>		<b>90,149,757</b>	<b>83,076,327</b>

# Developments in Literacy

## INCOME AND EXPENDITURE ACCOUNT

Date: 31/12/17

<b>Income</b>		<b>2017</b>	<b>2016</b>
	(Rupees)	(Rupees)	
Restricted grant recognised as income			
-Education and other program activities	279,917,673	347,358,390	
Deferred grant recognised as income	3,941,584	4,771,835	
<b>Total Income</b>		<b>283,859,257</b>	<b>352,130,225</b>
<b>Expenditure</b>			
Grants to partner organisations	78,685,988	104,019,409	
General and administration expenses	29,079,813	33,301,405	
Project expenses	87,633,869	102,732,666	
Program expenses	88,459,587	112,076,745	
<b>Total Expenditure</b>		<b>283,859,257</b>	<b>352,130,225</b>

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