



Developments in Literacy

Educating Children • Empowering Communities

2020 Annual Report

A Year of Perseverance

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A MESSAGE FROM OUR CEO

As I reflect on the many challenges the coronavirus pandemic posed to DIL in 2020, I am deeply moved by the resilience and determination of our students and teachers, who have endured hunger, financial insecurity, and illness. The experience of the past year has brought into sharpest relief the necessity of our work.

With more than 1 billion children across the world at risk of falling behind academically because of Covid-19, societies have had to quickly implement remote education programs. Poorer children lack access to internet and computers, making remote learning even harder and amplifying inequalities.

DIL students, too, lack access to technologies needed for effective home-based learning. Throughout 2020 teachers supplied them with homework packages, compressing subject syllabi to accommodate the limitations of learning outside the classroom and meeting with students one-on-one in a socially distanced setting.

During a lockdown that came and went several times, we continued compensating our teachers and staff, many of whom are the sole breadwinners of their families, their income essential for their survival. We also continued training our teachers virtually.

Crucially, we continued having our staff develop DIL's signature Technology-Enabled Academic Learning (TEAL) program, our holistic education program that standardizes the learning of concepts through scripted video lessons, concept-to-real-life application activities, and assessment reports. A success for our Grade 6 students, it is now being extended to Grades 7 and 8. In May 2020, TEAL was featured in the Pakistani government's PTV Tele School initiative that helped students learn from home.

Right now, students are returning to school with considerable learning loss. We cannot allow the pandemic to roll back the gains that DIL has made over the last 22 years. With your help, we can salvage a future of hope and dignity for some of the world's most deserving children.

Sincerely,



Fiza Shah
Developments in Literacy, CEO

MISSION

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



VISION



DIL believes that no child in Pakistan, no matter how poor or underprivileged, should be denied access to high-quality education. All children should have an equal opportunity to reach their full potential and contribute toward the socioeconomic betterment of their communities. Today our students work in fields as diverse as medicine, engineering, and public service, charting the future of their country.

A STORY OF TRIUMPH



I am Dr. Neelum Bibi from an extremely conservative village in Dir, Khyber Pakhtunkhwa, called Asbanr. I recently graduated from Fatima Jinnah Medical University, Lahore. Earning a degree from such a prestigious college—let alone securing a house job—had been a distant dream growing up, but I'm thankful it came true.

As a child, I watched my parents toil in the fields in torn clothes. They could barely put food on the table, but insisted that we attend school. Sadly, the quality of education at the solitary local girls' school was so poor that my friends and I lost interest in learning, preferring to stay at home.

Until one day, Ammi came home brimming with excitement—a new DIL school had opened close by. "This is your chance to build a future that lies beyond Asbanr," she urged. I didn't believe her until I met the teachers. They sparked in us a joy for learning. It was there that I learned my ABCs and 123s, and the values of hard work and compassion.

I'm the first woman in the entire locality to become a physician, and I know that many more young girls will follow. With Covid-19 affecting Pakistan, I'm happy to have the privilege to care for the sick. I can't express how grateful I am to DIL not just for my early education, but also for covering my medical college expenses.

Thank you, DIL!

SUMMARY OF STATISTICS



131 School Campuses



28,212 Students



1,317 Teachers & Principals



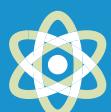
23-to-1 Student Teacher Ratio



128,431 Library Books



52 Computer Labs



65% Students Have Access to Technology



68% Female Enrollment Rate (vs. 49% Pakistan Average)

OUR NETWORK OF SCHOOLS

DIL's Program Department's mission is to (a) run low-cost, student-centered schools providing strong education in underserved areas of Pakistan, and (b) engage communities for school support. We manage a network of 131 schools in the country's most marginalized areas, from Upper Dir and Mansehra in Khyber Pakhtunkhwa (KPK) to Orangi and Khairpur in Sindh.

Students Enrolled at Schools in DIL's Projects

IRC Project, Sindh	2,450
NOWA Project, Sindh	3,809
Orangi Project, Sindh	5,071
Sheikhupura Project, Punjab	302
CARE Project, Punjab	4,930
RRP Project, Punjab	2,452
ICT Project, Punjab	506
KK Project, KPK	1,306
Mansehra Project, KPK	559

Government Projects:

PEF (Punjab Education Fund)	1,656
FDE (Federal Directorate of Education)	5,177

DIL Graduates Serving As Teachers at DIL Schools

IRC (Indus Resource Center) Project Schools, Sindh	75
NOWA Project Schools, Sindh	47
RRP Schools, Punjab	23
Orangi Project Schools, Sindh	14
Dir Project Schools, KPK	2

Project Expansion



In 2020, student enrollment increased by 458 students from the previous year (Nursery ~ 10th standard), bringing the total number of students across all schools to **28,212**. DIL also adopted 14 new schools from the Federal Directorate of Education (FDE) and the Vision Project.

Orangi Project

The Orangi Project consists of **21** schools (10 secondary, 5 middle, and 6 primary schools). In 2020, **349** new students enrolled, bringing the total enrollment to 5,701 students.

The year also saw the addition of Grade 7 to the Korangi campus, Grade 9 to DIL Junior 2 (J-2) and Junior 7 (J-7) schools, Grade 8 to DIL's Data Nagar schools, and Grade 7 to DIL Junior 14 (J-14) school.

NOWA (Naz Old Boys' Welfare Association) Project

The NOWA Project has a total of 3,809 students with a roughly **2:1 girls to boys** ratio.

In 2020, **185** teachers taught across **18** schools, and Sheesham Colony school was upgraded from Grade 5 to Grade 6.

STRATEGIC PARTNERSHIPS

Although joint activities with our strategic partners could not take place in 2020 because of the Covid crisis, our relationship continues.

The British Council

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



Taskeen

Our partnership with Taskeen, an organization that teaches ways to manage mental illness and holistic wellness, continued in 2020. Two focal persons are trained to conduct motivational sessions on grappling with mental illness in DIL's Orangi schools.

Girl Rising

ICT (Islamabad Central Territory) and RRP (Rawalpindi Rural Program) schools continue their collaboration with Girl Rising on a program funded by Unilever Sunsilk. Girl Rising is a nonprofit which crafts media and curricula that cultivates self-empowerment, confidence, and social skills among young girls.

IBB

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

Aahung

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



CURRICULUM DEVELOPMENT

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



In 2020, DIL's Curriculum team made significant strides in extending our *sui generis* Technology-Enabled Academic Learning (TEAL) program from Grade 6 to Grades 7 and 8. Covering the four core subjects of math, science, English, and Urdu, this program enables students to construct their own understanding of a concept through a synthesis of video lessons, student-centered activities, and assessments (see page 18).

TEACHER TRAINING

The mission of the Teacher Training Department is to (a) continue strengthening the content knowledge and teaching skills of teachers in underserved areas, and (b) generate income through service delivery for sustainability and outreach. After February 2020, training shifted to independent self-study via WhatsApp.

Induction Course

Induction helps new teachers orient themselves toward sound pedagogy, and is continuously upgraded and delivered across all projects on a quarterly basis. 102 newly hired teachers completed their induction in 2020.

Leadership & Management Support

Principals receive regular training in the form of various modules of the Leadership and Management course. Topics covered include the roles and responsibilities of a school head, academic planning, maintenance of a healthy learning environment for children, operational management, and school improvement planning. In 2020, 70 principals (as well as a total of 14 school officers and project managers) were trained in the use of a new classroom observation tool designed to collect data conducive to enhanced teaching and learning.

Foundation Courses for Primary & Middle Grade Teachers

Primary and Middle Grade teachers receive training over 10 to 20 days in 8 subjects based on national curricular requirements. Each foundational course is a complete package consisting of trainers' lesson

plans, supplementary resources, and assessment tools. The courses focus on fortifying teachers' competencies in the delivery of the national curriculum.

There are now **48** distinct training modules that help teachers master content knowledge and pedagogical skills in multiple areas, an increase of 16 modules from 2019. These include Early Childhood Education (ECE), English, Urdu, math, science, social studies, pedagogy, and principal training. A total of 119 teachers completed these modules, scoring 87% or above in assessments, in the pre-Covid months of 2020. After the onset of Covid-19, 808 teachers completed these modules, switching to WhatsApp-based self-study due to epidemic-related restrictions.

Post-training Support

To ensure that our teachers are implementing the training they receive, DIL's Training team visits schools from various projects, evaluating at least two lessons taught by a given group of teachers in a school cluster. Typically, experienced teachers from other schools accompany the team, assisting in the pedagogical critique of one teacher at a time as she or he conducts a mock class. The Training team visited 42 school clusters and evaluated the performance of 177 teachers in 2020.

Non-DIL Projects

DIL's teacher training has significantly impacted upon diverse types of non-DIL schools that seek to improve their own curricula and methods, covering material from all 8 subjects integrated into DIL's Foundation Courses. In 2020, a total of 73 principals and teachers were trained for instruction at schools run by the NGO, Behbud, alongside schools run by the government's FDE.

Teach and Educate Adolescent Girls with Community Help (TEACH)

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

The Center of Economic Research in Pakistan (CERP): Targeted Instruction Program (TIP)

In the second half of 2020, DIL furnished technical support for a new venture by the Center of Economic Research in Pakistan (CERP) called the Targeted Instruction Program (TIP). TIP proffers remedial educational intervention to make up for learning losses incurred after several months of school closure.

Meeting students 'where they are,' the program assesses their level of comprehension at the time of school reopening. TIP simultaneously aids teachers in adapting curricula and delivering tailored lessons to students that will bring them up to speed. In addition to producing a blueprint for these lessons, DIL created teacher manuals and a customized set of teacher learning materials for this type of targeted instruction.

STORIES OF STRUGGLE & HOPE



"My favorite things at school are math, reading in the library, and hanging out with my friends. But since Covid-19, I've been caged at home feeling frustrated, so I often end up fighting with my little sister. Sometimes I struggle to do homework without my teacher's guidance, and my parents

can't help me as they're not educated. Every day I just think about when I'll go back to school and see my friends and teachers again."

~ Ali Haider, Class 6

"I can't wait for school to start again. This rollercoaster lockdown has taught me about what really matters. I've learned how important it is to stay healthy and keep our environment clean. Because of this valuable lesson my ambition to become a doctor has grown even stronger."



~ Omaima Hasan, Class 7

TECHNOLOGY FOR SCHOOLS

Computer Labs

As cutting-edge technology has been introduced to our schools, some **65%** of our students have access to computers and computer labs.

One Laptop Per Child (OLPC)

One Laptop Per Child (OLPC) is a program that was developed in response to the repeated opening and closing of schools, allowing students to complete their grade's respective science, math, and English syllabi at home.

For this purpose, **839** XO-4 Touch laptops were imported and distributed to Grade 9 and 10 students by mid-2020. DIL's Information and Community Technology program created an accompanying guidebook with which to train teachers in class-specific digital learning content, device operation, and assessment rubrics for assignments to be done after watching video lessons.



These laptops were made available in a total of 23 schools: 7 in RRP, 2 in ICT, 1 in Mansehra, 2 in Sheikhupura, 3 in IRC, and 8 in Orangi project schools.

Capacity-building Training for IT Teachers

After March 2020, DIL's Information and Community Technology program organized virtual training sessions for IT teachers. These sessions covered basic computer usage, multimedia, Microsoft Office, computer maintenance, and internet/online communication.

Digital Learning Video Platform

The Information and Community Technology program also fashioned a digital repository for students, uploading all learning content to DIL's Pakistan website on a cloud server that can be freely accessed by students all over the country.

E-LIBRARIES & READING

Since children living in rural communities have little or no access to library books that would help them become avid readers, DIL's Libraries and Reading Program has been designed to inspire in children a love and habit of reading, furnishing ample books to match students' reading abilities and interests.

In 2020, an average of **3,934** library books were borrowed by students per month. Librarians continue to get trained in conducting library reading periods and deploying reading strategies for enrichment.

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

Over the year, a total of 20 new librarians were oriented to RGRK in person and 10 new librarians were oriented online. Training teams used WhatsApp to lead a refresher course for all librarians and to discuss effective read-aloud techniques. RGRK was also introduced to 7 FDE schools, with 170 new tablets purchased and distributed among students.



TEAL

DIL's latest innovation, **Technology-Enabled Academic Learning (TEAL)**, represents the pinnacle of all our successes and learnings over the past 20+ years, using videos and assessments to give ballast to core subject instruction in the classroom. The main purpose of TEAL is to help students **form their own understanding of a concept** through virtually guided hands-on activities. It has transformed the way teachers teach and students learn by having teachers **guide students' acquisition of knowledge** and making students **active rather than passive learners**. Successfully implemented among Grade 6 students, the program is being expanded to Grades 7 and 8 .

Unique to TEAL is its holistic nature. Reducing teacher talk time and carefully structuring student engagement with learning content, the program permits students to use their creativity and imagination in practically demonstrating their comprehension of new ideas.

In 2020, a total of **57** science, **79** math, **94** English and **20** Urdu language lesson packages were developed. Each subject lesson package is comprised of (1) a video explaining the Standard Learning Objectives (SLOs), (2) a complete lesson plan, and (3) a pre-assessment and post-assessment instrument for the student's performance. Further, 52 math and 48 English videos were shared with the FDE for use in the state-sponsored, nationally broadcast Tele School initiative, enabling children across the nation to profit from TEAL content.

What if there were 48 mangoes as well?

136, 88 and 48

Last divisor 8

HCF of 48, 88 and 136 = 8

We can make 8 boxes.

To augment the facility of device use, the Information and Community Technology team tested a new software patch. After sharing their findings with Netsol, a global software technology provider, with whom the team commissioned the design of new devices that employ a clicker in lieu of a tablet and feature larger screens.

In addition, the Information and Community Technology team joined hands with Norwegian telecom service provider, Telenor, to assist Sheikhupura's renowned Amna Inayat Medical College in producing a controlled, mobile phone-based virtual schooling platform via TEAL's connectivity mechanism. The endeavor underscores the TEAL software's versatility in facilitating home-based learning during lockdown.



In terms of maintenance, DIL conducted 15 virtual training sessions targeting 84 teachers and created 5 WhatsApp groups to provide immediate technical support to teachers. Furthermore, schools that use TEAL submit a weekly update, with special emphasis laid on teachers' progress in maximizing the benefit of assessment instruments to students who encounter learning difficulties.

GATEWAY INITIATIVE

The mission of DIL's Gateway Initiative is to (a) develop the psychosocial skills ('Life Skills') of students and alumni, and (b) ensure that the maximum number of DIL graduates are transitioning to higher education and technical institutes.

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

- Sahil: Sahil continues to partners with DIL to raise community awareness of child abduction, child sexual abuse, and early forced marriages.
- Sewa: Sewa Development Trust Sindh is a humanitarian nonprofit that implements philanthropic and development projects across Sindh, focusing on social development, capacity-building, and volunteer development. Sewa has conducted motivational sessions for Grade 9 and 10 DIL students in these areas.
- MOVE: The Motivated Volunteer Empowerment program offers training in leadership skills and social entrepreneurship. They have helped DIL students by conducting motivational sessions on social action, goal-setting, strategy, fundraising, and presentation. The students are often assigned an entrepreneurial social action project to test their newly acquired skills. In 2020, 83 parents attended some of these motivational sessions with their children, discussing how to navigate the sociocultural barriers that stand in the way of their children's flourishing.

Over the year, 150 DIL secondary school students were introduced to workshops led by DIL alumni and career guidance experts on how to make informed decisions, identify their future goals, take advantage of scholarship programs, prepare for job interviews, and seize opportunities for career growth. These students were also offered English language classes to fine-tune speaking ability before entering the job market.



Moreover, in Khairpur, Sindh, 3 recent DIL graduates submitted applications for the Pakistan Higher Education Commission's Ehsaas Undergraduate Scholarship Program and 6 recent graduates submitted applications for the Dalda Foundation Trust Scholarship Program, both of which strive to eliminate unequal access to higher education. All 9 students have been shortlisted.

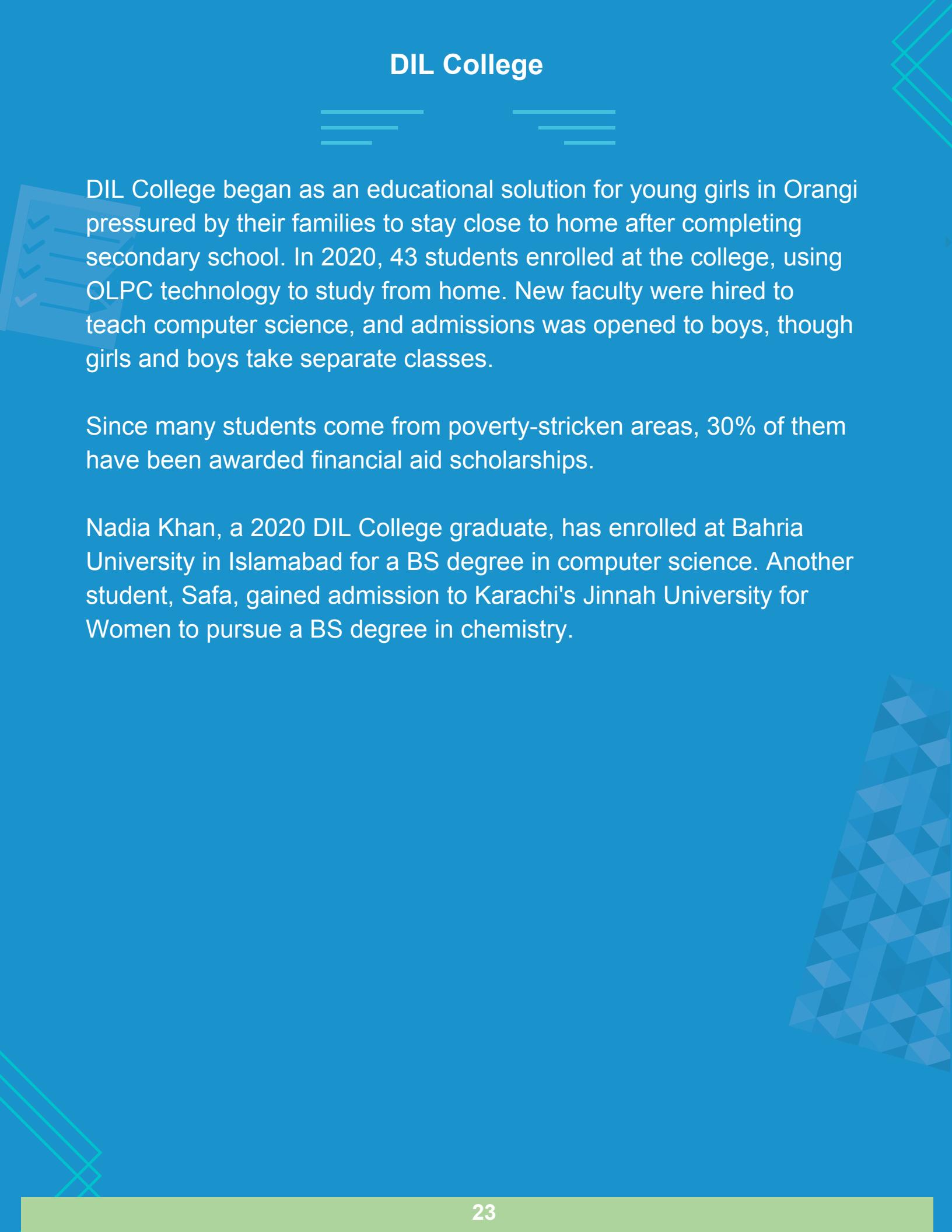
The Gateway Initiative has made possible some noteworthy achievements:

- 9 Gateway Initiative participants from Orangi completed coding and digital marketing courses by Tech Karo CIRCLE, a social enterprise which helps women better their lives and communities by honing their technological, problem-solving, and financial planning skills.

- 3 Orangi project school participants—Fatima Murad, Misha Asghar, and Tahira Asghar—completed online courses under the Pakistan Ministry of IT and Telecommunication's DigiSkills training program.
- Muskaan Shahid of DIL J-9 school gained admission to the reputable **NED University of Engineering and Technology**: Polymer and Petrochemical Engineering Program.
- Muhammad Usama, who was a student of DIL J-6 school and completed his Higher Secondary Certificate (HSC) exam in 2020, secured employment at the automotive manufacturing giant, **Toyota**.
- Hamza Ahmed, a DIL graduate from Orangi, was selected for an internship at automobile component manufacturing company, Sunbeam Auto Pvt. Ltd. upon completion of coursework administered by the vocational training organization, Hunar Foundation.
- DIL graduate Farah Sohail, financially supported by DIL during her student years, recently enrolled at the University of Karachi for a Bachelor of Business Administration degree.
- Farheen Nizam gained admission to the Federal Urdu University of Arts, Sciences, and Technology for a BS degree in mathematics.
- DIL graduate Ariba Iqbal was admitted into a Doctor of Pharmacy program at Iqra University in Karachi.



DIL College



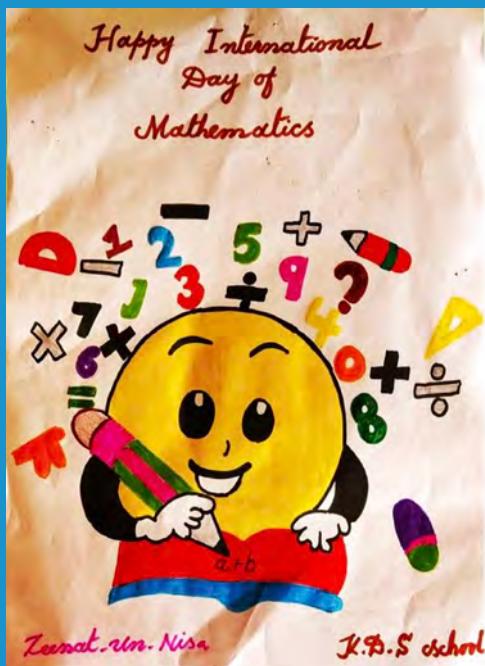
DIL College began as an educational solution for young girls in Orangi pressured by their families to stay close to home after completing secondary school. In 2020, 43 students enrolled at the college, using OLPC technology to study from home. New faculty were hired to teach computer science, and admissions was opened to boys, though girls and boys take separate classes.

Since many students come from poverty-stricken areas, 30% of them have been awarded financial aid scholarships.

Nadia Khan, a 2020 DIL College graduate, has enrolled at Bahria University in Islamabad for a BS degree in computer science. Another student, Safa, gained admission to Karachi's Jinnah University for Women to pursue a BS degree in chemistry.

CELEBRATING ON THE CANVAS

In spite of all of the obstacles 2020 placed in their way, DIL students took time throughout the year to celebrate annual international days through art.

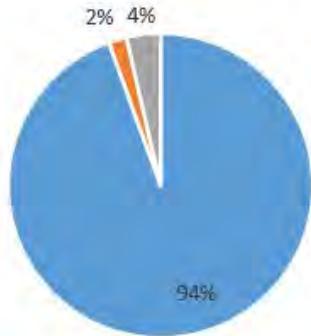


BALANCE SHEET

2020 Financial Summary

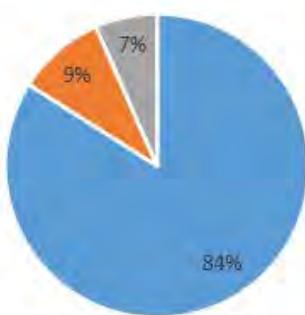
	2020		2020
Assets			
Cash	\$ 466,761	Revenues and Other Support	
Investments	\$ 667,148	Special Events	\$ 219,801
Receivables	\$ 185,484	General Donations	1,279,259
Other Assets	\$ 73,489	Grant Revenue	30,000
Fixed Assets	\$ 2,587	Interest and Dividend Income	17,151
Total Assets	\$ 1,395,469	Unrealized Gain/(Loss)	40,116
		Total Revenues and Other Support	\$ 1,586,327
Liabilities and Net Assets			
Liabilities		Expenses	
Accounts and Credit Cards Payable	8,679	Program Services	\$ 1,205,294
Accrued Vacation	17,029	Supporting Services	
Other Liabilities	137,122	Management & General	135,184
Total Liabilities	162,830	Fundraising	94,524
Net Assets	1,232,639	Total Expenses	\$ 1,435,003
Total Liabilities and Net Assets	\$ 1,395,469		
		Change in Net Assets	\$ 151,324
Sources of Funds			
Contributions	94%	Use of Funds	
Grants	2%	Program	84%
Other	4%	General	9%

Sources of Funds



■ Contributions ■ Grants ■ Other

Uses of Funds



■ Program ■ General ■ Fundraising

Footnote:

2020 audit scheduled for 5/2021. These numbers are unaudited.

BOARD OF DIRECTORS

Aneeqa Akhtar

Shahzad Bashir

Mohammed Ali Dhanani

Maha Hayat

Wajid Mirza

Fiza Shah

Muhammad Shahzad

Shaila Zamir

Ameena Mohyuddin Zia



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