

Developments in Literacy

Educating Children • Empowering Communities



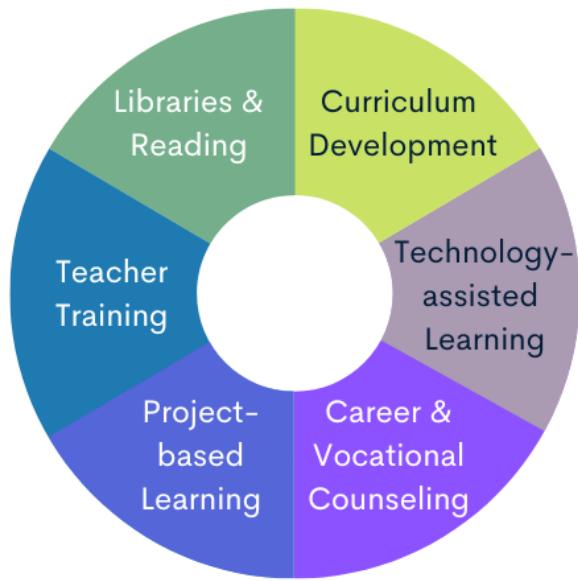
Donor Impact Report

September – December 2022



WHERE WE STAND TODAY

At DIL, we seek to improve the prospects of underserved Pakistani children, helping them acquire the skills they need to fulfill their calling in life. We remain grateful to you, our generous donors, for investing in our schools and making it possible for DIL students to leave their mark on the world—something they can only do with a strong education. We are delighted to share with you that the number of students benefiting from a DIL education has grown from 29,323 students in 2021 to **59,278 students in 2022**, almost doubling our impact.



Between September and December 2022, we laid emphasis on five key areas:

- (1) The advancement of teacher training and teacher capacity-building for both DIL and non-DIL (government or FDE school) teachers
- (2) The continued enrichment of DIL's signature Technology Enabled Academic Learning (TEAL) program
- (3) The continuation of the Targeted Instruction Program (TIP) in partnership with the Center for Economic Research in Pakistan (CERP) to remedy student loss of learning
- (4) Offering material relief to our school communities affected by the summer floods
- (5) Streamlining the process of reintegrating students who missed school because of natural calamity and rehabilitating damaged school property.

TECHNOLOGY ENABLED ACADEMIC LEARNING (TEAL)

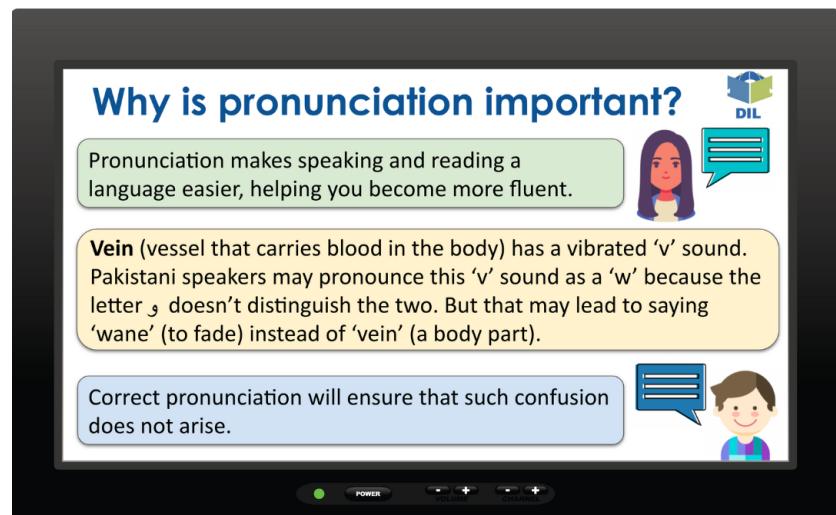
The TEAL program emblematises our successes in EdTech intervention over the past 25 years, using video lessons on LCD screens to strengthen core subject instruction in English, Urdu, math, and science. We continue to create TEAL content for Grade 7 and 8. In the second half of 2022, the program was extended to the following beneficiaries:

- 42 DIL schools, 215 teachers, 1,574 female students, and 635 male students received full TEAL program components, including lesson packages and LCD screens
- 17 government schools, 69 government school teachers, and 2,566 government school female students received full TEAL program components
- When the foregoing data are combined, a total of 4,775 students became beneficiaries of the full breadth of TEAL programming.

TEAL development has succeeded at a qualitative level too:

- Project teachers have been fully participating by sharing their feedback on TEAL lessons via WhatsApp
- Where schools are facing teacher turnover, principals have conducted TEAL classes and arranged TEAL orientation
- Students have shown increasing enthusiasm about TEAL lessons, particularly the introduction of the new single large screen format in the classroom.

Lastly, DIL's ICT program team uploaded a total of 340 TEAL videos and post-lesson assessment instruments onto the server used by both DIL and FDE (Federal Directorate of Education) schools. Also, to generate uninterrupted power supply to schools implementing TEAL, the team installed a hybrid solar power system in 8 schools. This was paralleled by the total provision of 15 50-inch LCDs and 15 new laptops to 5 Lahore Punjab Education Foundation (PEF) schools.



Why is pronunciation important?

Pronunciation makes speaking and reading a language easier, helping you become more fluent.

Vein (vessel that carries blood in the body) has a vibrated 'v' sound. Pakistani speakers may pronounce this 'v' sound as a 'w' because the letter *و* doesn't distinguish the two. But that may lead to saying 'wane' (to fade) instead of 'vein' (a body part).

Correct pronunciation will ensure that such confusion does not arise.

School Project	Number of Participants	Designation
LHR	20	Teachers + Principals
PSP	2	Subject Teachers
FAS Karachi	22	Principals
Jhandhala FDE	2	Subject Teachers
IRC	9	SO + Principals
NOWA	2	SO + Principals
FAS Khairpur	6	IT Teachers + Principals
Orangi	14	SO + Principals
ICT/RRP	13	SO + Principals
KSK	2	SO + Principals
DIR	3	SO + Principals

RESPONSE TO FLOODS

Immediately after the floods struck Pakistan in August 2022, and despite not being a disaster relief organization, DIL sprang into action to help our school communities. The following milestones were reached between September and December 2022:

- The establishment of relief goods distribution centers in affected school communities, helping 2,628 families in need
- The distribution of 2,532 ration bags—the equivalent of over **1 million meals**
- The provision of 1,100 quilts, 1,765 bed nets, and 2,602 pieces of winter clothing
- The assembly of 10 medical camps with local doctors and hospitals.

Moreover, we joined hands with Sehat Kahani to furnish not only 50 tents, but also online medical support for women.

Our local partner in Orangi, Food Project Trust, funded support for 497 families and made acetaminophen available for use in medical camps. Rangoon Wala Trust donated 25 ration bags while the Rotary Club contributed 50 bed nets to the relief effort.

Approximately 90% of students who missed school because of the floods are back in the classroom. However, many of them continue to experience psychological distress. To address this, DIL teamed up with a mental health NGO called Taskeen to help principals comfort troubled students, referring them to Taskeen's therapists when necessary.

As of December 31st, 2022, all 30 DIL schools in Khairpur, Sindh are operational albeit with certain makeshift arrangements where physical safety requires adjustments in the use of space. All libraries have been refurbished, books replaced, and IT labs fixed. The current challenge entails repairs of fixtures after liquefied land has fully dried out and been cleared of sludge. The rehabilitation process will continue in 2023.



TRAINING AND CAPACITY-BUILDING

In the period between July and December 2022, DIL's Training Department coordinated teacher training in both DIL and non-DIL schools.

Teacher Training for DIL and Partner Schools

Induction Course: This IT-derived independent learning course was completed by 95 newly hired teachers. The course is run on a quarterly basis across projects.

Foundation Courses for Primary and Middle Grade Teachers: A total of 164 teachers received 9 subject modules for foundational courses. The modules help build the capacity of teachers to master content knowledge and pedagogical skill. A post-test assessment instrument for gauging content knowledge revealed that the teachers scored an average of 96% in each subject.

Post-training Support: The Training team goes to schools in various projects to meet teachers in cluster school visits (CSVs). The purpose is to observe volunteer teachers give at least 2 lessons, and then conduct a focus group discussion on building better practices and delivery methods. In the second half of 2022, the team carried out 34 CSVs, meeting 68 teachers, running 4 need-based workshops, and giving tailored support to 25 teachers through these sessions.

Teacher Training for Non-DIL Schools

FDE Projects: The team made arrangements for Early Childhood Education (ECE) training at 84 FDE schools.

School Education Department (SED) Lahore: The ECE team trained 9 teachers from SED Lahore.

Behbud Project: In respect of the Behbud Project, science training was conducted for 39 teachers whilst 16 principals were given training in operational management. In addition, the English team visited 3 schools to run a need-based workshop for 17 teachers.

TEACHING PROJECTS & PARTNERSHIPS

Targeted Instruction Program (TIP)

Grappling with the loss of learning caused by prolonged school closure, DIL continues to work alongside the Center for Economic Research in Pakistan (CERP) to implement a remedial teaching program that offers targeted support to students. Based on a new plan devised by TIP for all DIL schools, the program scheduled orientation sessions that covered its standard implementation model. In total, 41 teachers were trained in the use of this model.

The model consists of the following elements:

- The development and recording of 13 videos for blended training of MTs and mentors at the DIL Pakistan office
- The recruitment of 2 DIL Math trainers
- The expansion of training material to include 4-day training sessions for MTs and mentors, 2-day training sessions for teachers (using a training manual and worksheets), and a 1-day orientation for head teachers
- The delivery of training to a total of 70 MTs and 66 mentors
- These 70 MTs in turn training 56 cohorts of teachers, leading a total of **2,200 teachers from 570 schools (DIL and non-DIL) being trained.**

Teach and Educate Adolescent Girls with Community Help (TEACH)

DIL partook in a consortium led by the International Rescue Committee (IRC) and composed of downstream partners at the Balochistan Education Foundation and the Tameer-e-Khalq Foundation. The girls' education program has:

- 2,400 girls who have completed vocational training
- 22,660 clients in home-based classes
- 5,436 TEACH clients who have transitioned to mainstream educational opportunities
- 506 business grants
- 29 schools with complete school improvement plans.



UNESCO GRANT

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) offers \$100,000 grants to help fund both NGO and non-NGO projects that promote a diversity of cultural expressions, including cultural goods, services, and activities. UNESCO has arranged this funding in conjunction with the International Fund for Cultural Diversity (IFCD), a multi-donor fund that supports sustainable development and poverty reduction.



In the second half of 2022, DIL held project inception meetings both in-house and with the FDE team, conducting a needs assessment survey in all target schools across three sectors of the FDE. Furthermore, a project inception report was submitted to UNESCO, outlining DIL's findings from the latter survey as well as recommendations for implementation. Other action items included:

- Arranging orientation sessions to bring the relevant stakeholders, including the FDE field staff, on board in three target sectors
- Administering tests and conducting interviews that led to the employment of 32 primary grade teachers at 10 FDE schools in three sectors (with the support and approval of the FDE)
- Organizing the induction training of the newly hired teachers.

U-GO SCHOLARSHIPS



U-Go provides financial scholarships to young women in low-income countries so they can pursue higher education. In the latter half of 2022, DIL identified 105 girls for university-level education on their approved subject list. Ninety-two of these girls have already secured admissions. A total of 4 slots

were earmarked for candidates supported by the IRC, DIL's partner in the project. Confirmation of their admissions is pending, as is that of 9 students in Orangi and Dir.

VIRTUAL BOOK CLUB PILOT

In late summer, DIL launched the Virtual Book Club Pilot to engage senior high school students as interns.

Orientation sessions were held in Orangi. The objective of the pilot was two-fold:

- To improve English pronunciation, vocabulary, and fluency by practicing conversation with native English speakers within the context of discussing a book club selection
- To enhance reading comprehension by reflecting upon and discussing important ideas expressed in the stories.



To maximize benefit to the participating Pakistani students, American students fluent in English were oriented over Zoom, familiarized with the relevant book club selection, and supplied facilitating guidelines for the pilot. A total of 16 DIL students took part in the project. At the same time, one DIL student in Islamabad and 3 US students partook as interns.

DIL's Library Coordinator shared the collective feedback obtained from participating students at DIL's J-3 and J-12 schools:

The screenshot shows a digital document titled 'Virtual Book Club Guide' for the story 'Fatima the Spinner and the Tent' by Irshad Shah. The document is organized into sections: 'Summary', '1. Objectives', '2. Materials', and '3. How the virtual books clubs will work'. The 'Summary' section includes a brief description of the story and its themes. The 'Objectives' section outlines the goals for the DIL students. The 'Materials' section provides links to the story (Fatima the Spinner Tent by Irshad Shah, ISBN 9789691058765), a reader's theater script, a personal response journal, and discussion questions. The 'Virtual books clubs will work' section describes the process where DIL students record responses to tasks related to the book and send them to native English speakers for review and feedback.

"In [the pilot] sessions, [the DIL and American students] discussed a story named 'Fatima the Spinner and the Tent.' Fatima was a struggling girl. The students learned from the story that hard work never goes to waste, and that you will enjoy the fruits of your efforts one day. The DIL students improved their proficiency in reading whilst learning vocabulary and pronunciation through activities. Progressively, they felt very confident ... After completing the Book Club, they are inspired to read more difficult books and can't wait to do the pilot a second time."