

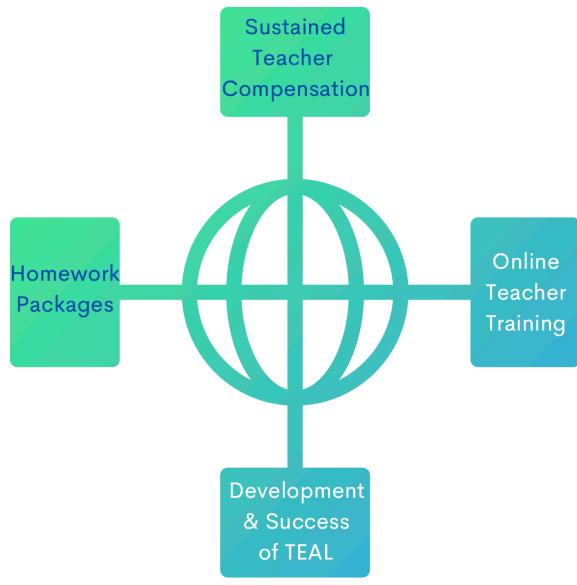
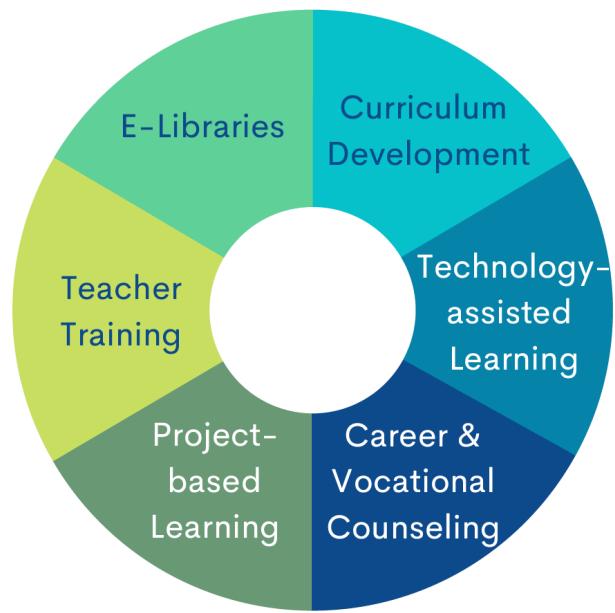


DONOR IMPACT REPORT

JANUARY—DECEMBER 2020

WHERE WE STAND TODAY

DIL places a premium on making a positive impact on our students, equipping them with the skills they will need to build a new and better world. We are indebted to you, our generous donors, for investing in our schools and making a real difference for our students' future prospects, which depend entirely on the strength of their education. To that end, we would like to share with you the specific ways in which DIL has been improving the education we provide children across Pakistan and the fruits of these efforts, particularly in the context of the coronavirus pandemic, which shut down schools in Pakistan for the better part of 2020.



Despite the ravages of Covid-19, DIL ensured that children continued to receive a quality education. During lockdown, we continued compensating teachers and staff, many of whom are the sole breadwinners of their families, their survival dependent on what they earn. Teachers continued instructing students by giving them monthslong homework packages. We continued to train teachers online, and further developed TEAL (Technology Enabled Academic Learning), our signature tablet-based learning program which standardizes the quality of teaching and the learning of new concepts through engaging video lessons and application activities. In

May, the Federal Directorate of Education (FDE) reviewed 400 TEAL instructional modules, electing to feature TEAL on the Pakistan government's PTV Tele School initiative, a nationally televised program designed to help students learn at home. DIL also adopted 12 additional FDE schools with a total enrollment of 2,605 students.

What if there were 48 mangoes as well?

136, 88 and 48

88 $\overline{)136 \quad 1}$
88 $\overline{-88 \quad 1}$
48 $\overline{)88 \quad 1}$
48 $\overline{-48 \quad 1}$
40 $\overline{)48 \quad 1}$
40 $\overline{-40 \quad 5}$
40 $\overline{)40 \quad 0}$
40 $\overline{-40 \quad 0}$

Last divisor $\rightarrow 8$

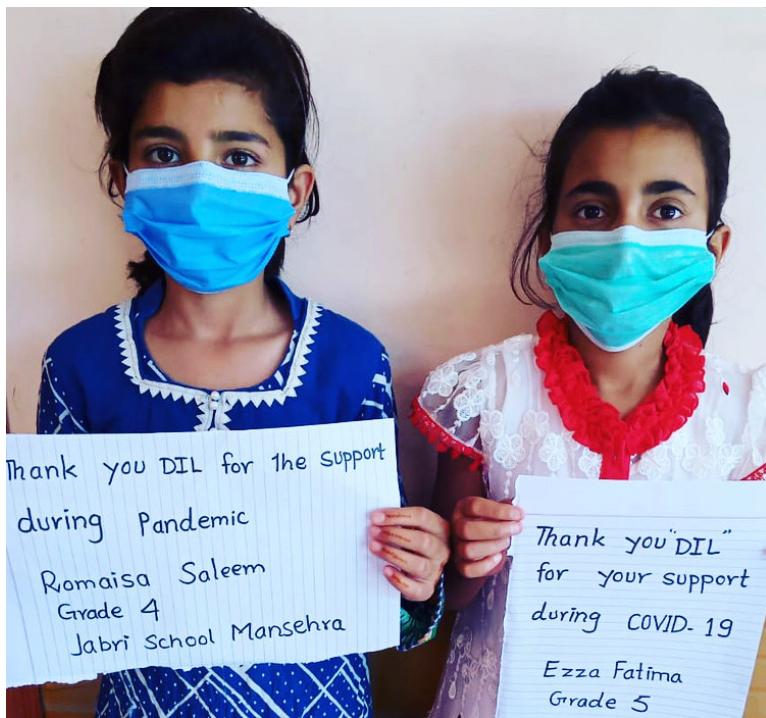
6 $\overline{)48 \quad 0}$
48 $\overline{-48 \quad 0}$

Last divisor $\rightarrow 8$

HCF of 48, 88 and 136 = 8

We can make 8 boxes.

STUDENT CHALLENGES



DIL students faced a raft of challenges since the onset of the school lockdown between March and late September. The parents of our 27,000+ students are generally day laborers and low-income earners who lack the resources, such as computers or internet, to support their children's education at home. Students had to meet with their teachers, who assigned them 2-month homework packages, compressing subject syllabi to accommodate the limitations of learning outside a classroom. Teachers also made themselves available to meet regularly in a socially-distanced setting with students.

However, doing homework without the

structure and reinforcement of a classroom has created a large lacuna in student learning. As such, since the end of the school lockdown in September, we have prioritized testing students for loss of learning and providing remedial intervention.

STUDENT ACTIVITIES

In spite of the foregoing challenges, DIL students made time to serve their communities safely and responsibly. Early in the lockdown, many students joined hands with school principals and teachers to distribute rations to the hungry across projects. Moreover, for some children, art has proved a healthy medium of enrichment, enabling them to express their fears, struggles, and hopes after their lives were turned upside down.



PROGRAM DEVELOPMENT

Response to Covid-19 Crisis

Since the lockdown, DIL pursued innovative online learning solutions to keep our students on track and new training strategies to maintain a high quality of teaching. We worked with local cable operators to increase student access to education-oriented television channels. Teacher training, in contrast, entailed sharing learning packages through WhatsApp groups and using our indigenous TEAL app to upload training videos for teachers to view at home. Further, our curriculum support teams started to enhance curricular guides, improve course design, and create 7th- and 8th-grade TEAL lessons.

Digital Learning Platforms



XO laptops uploaded with digital content were given to 730 students in Grades 9 and 10 across various projects to assure continuity of education during lockdown. They are still using these devices after reopening as a means to reinforce concepts in core and tertiary subject themes.

In addition, we have uploaded a digital repository of content to an e-learning portal on our Pakistan website, allowing students across the country to access our sui generis educational materials. The unavailability of devices and internet packages for many such students presents an obstacle, so we seek to cultivate relationships with donors who can sponsor these devices and are talking to technology partners about obtaining free, subsidized data packages for our students.

Improved Assessment Instruments

Using data from Q4 2019, DIL formed new, more stringent criteria for assessing project managers, school officers (SOs), principals, and teachers. Directors inspect the work of project managers, project managers evaluate SOs, SOs appraise principals, and principals assess teachers, scoring overall performance according to detailed metrics applied consistently across all schools. In particular, these evaluations consider whether, and if so in what ways, SOs, principals, and teachers are encouraging behaviors that conduce to intellectual growth and civic duty. Regularly conducted evaluations have at once strengthened and streamlined the process of giving and receiving constructive criticism.

Read to Grow, Read to Know (RGRK)

Although the lockdown was still in effect in the autumn, we expanded our tablet-based reading program, RGRK, at 8 partner government schools, reaching an additional 3,006 children. A class set of tablets for each school—170 devices in total—were installed with DIL’s e-library, featuring leveled stories from content partner Starfall. As of the end of Q4 2020, 52 schools are drawing on RGRK’s reservoir of invigorating books that fortify critical reading skills.



TEACHER TRAINING DEVELOPMENT

Digital Teaching Platforms

Teacher trainers switched to computer-based means of communication and instruction, specifically capitalizing on the TEAL app to assign teachers capacity-building tasks. The app contains an assessment instrument enabling trainers to provide instant feedback to teachers concerning areas in need of improvement. This platform is responsible for the development of new syllabi and lesson plans.

Training Progress

Digital training presents certain logistical challenges that impeded DIL’s ability to maximize the efficiency inherent in in-person instruction. Nevertheless, in 3 key projects (Orangi, NOWA, and IRC), we reached our target numbers for teachers trained in Social Studies, and surpassed targets for teachers trained in Urdu and Science. We are still collecting data from the remaining projects.

POST-LOCKDOWN STATUS

Reopening schools in the fall demanded careful attention to the safety of teachers, staff, and students. DIL sanitized all school buildings and facilities before classes resumed. However, the Pakistan government has announced another nationwide school shutdown in December 2020, which will require us to continue teachers’ online training in our new, accelerated curriculum, compensating faculty and staff, assigning students comprehensive homework packages, and enhancing TEAL such that its success among Grade 6 students be extended to Grades 7 and 8 in Spring 2021.