EDUCATING CHILDREN, EMPOWERING COMMUNITIES

ANNUAL REPORT 2021
A YEAR OF HOPE

EDUCATING CHILDREN, EMPOWERING COMMUNITIES
25 YEARS OF EDUCATION

INTRODUCING DIL
Developments in Literacy (DIL) aims to equip students with the skills they need to build a better future by providing them a strong education. We are deeply grateful to our donors for investing in our schools and making a real difference in our students' future prospects. To that end, we would like to share with you the specific ways in which DIL has been improving the education we provide to children across Pakistan. These improvements are best evaluated in the context of the coronavirus epidemic, which continued to close schools intermittently throughout the year.

Despite the effects of Covid-19, DIL has ensured that Pakistani children continue to receive the highest quality of teaching. We have laid emphasis on five key areas:

1. The continued adoption of government schools
2. The continued enhancement of DIL's signature Technology Enabled Academic Learning (TEAL) program
3. To remedy loss of learning caused by school closure in partnership with the Center for Economic Research in Pakistan (CERP)
4. To teach students coding, creative computing, and problem-solving
5. A new strategy to educate out-of-school young girls called Teach and Educate Adolescent Girls with Community Help (TEACH) in partnership with the International Rescue Committee (IRC) and the Balochistan Education Foundation.

Although 2021 has presented its fair share of challenges, we have, thankfully, seen the majority of our efforts come to fruition.

Sincerely,

Fiza Shah
CEO, Developments in Literacy
Developments in Literacy (DIL) believes that no child in Pakistan, no matter how poor or underprivileged, should be denied access to quality education. All children should have an equal opportunity to reach their full potential and contribute to the socioeconomic betterment of their communities.

To achieve this, DIL educates and empowers underserved students, especially girls, by operating student-centered model schools and offering high-quality professional development to teachers and principals throughout Pakistan.
"I was the girl with the messy hair who used to sit in the back of class to avoid the teacher's glare and couldn't wait for recess to play with my friends. When holidays were announced, I'd dance with joy—I even prayed for school to close.

And then it happened. Month after month, our school stayed closed. At first, I was happy just staying at home and playing with my siblings. But as time passed, I started feeling trapped inside and lonely. And that's when something changed within me. My school bag became my new friend, and I wanted to do my homework. I started doing one assignment after another. Slowly, my yucky handwriting and expression improved.

When schools opened again, my teachers were delighted to see my positive attitude—and my neatly made hair! I pray that God ends the pandemic and lets us stay in school."

*Adeeba (DIL Rehmat Chowk School)*
DIL'S WORK: WHAT WE DO

OPERATE SCHOOLS
DIL operates and manages a network of student-centered schools, including a number of adopted government schools, across Pakistan.

DEVELOP EDUCATORS
DIL provides pre-service and in-service training to build the conceptual knowledge and pedagogical skills both of government school teachers and our own.

INNOVATE FOR IMPACT
DIL creates innovative EdTech solutions, activity-oriented curricular materials that foster problem-solving and critical thinking skills in our students.

WORK WITH PARTNERS
DIL works with regional partners, including policy institutions like the Centre for Economic Research in Pakistan (CERP) and Teach and Educate Adolescent Girls with Community Help (TEACH).
DIL was inaugurated with a single aim: TO TRANSFORM THE LIVES OF UNDERSERVED CHILDREN AND CHANGE THEIR COMMUNITIES FOR GOOD.
INTRODUCING DIL

DIL'S FOOTPRINT: WHERE WE WORK

DEVELOPMENTS IN LITERACY - FOOTPRINT ACROSS PAKISTAN

138 School Campuses
11 Project Locations

- Lower Dir (6 Schools)
- Mansehra (3 Schools)
- KSK - Kala Shah Kaku (2 Schools)
- SED - Lahore (5 Schools)
- RRP - Rawalpindi Rural Project (13 Schools)
- PEF - Punjab Education Foundation (30 Schools)
- ICT - Islamabad Capital Territory (3 Schools)
- FDE - Federal Directorate of Education Islamabad (25 Schools)
- IRC - Indus Resource Centre Khairpur (12 Schools)
- NOWA - Naz Old Boys' Welfare Association NOWA Khairpur (18 Schools)
- Orangi - Karachi (21 Schools)
HOW WE TEACH STUDENTS

DIL’S HOLISTIC EDUCATION MODEL

- Safe Learning Spaces
- Dedicated IT Labs & Libraries
- Provision of Basic Facilities
- Provision of Equipment & Materials

Conducive Learning Environment

Impactful Curriculum Support Programs

- High Impact Training Program
- Effectively Designed Guides & Learning Materials
- Joyful Libraries & Reading Spaces
- Coding-Based ICT Program

Confidently Share Ideas & Opinions
Think Critically & Solve Problems
Collaborate with Peers Effectively
Creative & Innovative

Engaged & Motivated Students

Highly Skilled Teachers

Effectively Deliver Content
Demonstrate Student-Centered Teaching
Reflective Practitioners & Peer Support
Continuous & Lifelong Self-Learning
KEY ANNUAL STATISTICS

138 SCHOOL CAMPUSES
29,323 STUDENTS ENROLLED
1,464 TEACHERS & PRINCIPALS
75 DEDICATED IT LABS

NUMBER OF DIL SCHOOLS BY PROVINCE

- Punjab: 50
- Sindh: 51
- KPK*: 9
- ICT**: 28

53 SCHOOLS WITH DIGITAL LEARNING
51 DIGITAL LIBRARIES
DELIVERING RESULTS

Less than 4%
Student Dropout Rate

62% Grades A/A+
Matric Board Exams in 2021

79%
Graduates Proceed to Higher Education or Vocational Training

279,425
Students Impacted Through DIL Programs

87%
Transition From Primary to Middle and Middle to Secondary School

21,493
Teachers DIL and non-DIL educators trained since 2010
In 2020, 164 students who graduated from DIL became teachers. This number rose to 186 students in 2021, representing a 13% increase.

Between 2014 and 2020, a total of 73,508 students were directly impacted upon by our various targeted enrichment programs (see page 19). By 2021, there were 214,256 students directly impacted upon by these programs, representing a 191% increase.
We recognize that girls' education is vital to the health of families. That is why our female enrollment rate remains at 72%.
In total, 107 of DIL's 138 schools, equal to roughly 78% of our network, are managed in partnership with the Pakistani government. For the sake of ease, they are referred to as government schools. Joint management is distributed across the following sectors:

1. The Federal Directorate of Education (FDE)
2. The Special Education Department (SED)
3. The Existing School Support Program (ESSP) of the Sindh Education Foundation (SEF)
4. The Public School Support Program (PSSP) of the Punjab Education Initiatives Management Authority (PEIMA).
ACCELERATING LEARNING
OUR PROGRAMS
HARNESSING THE POWER OF TECHNOLOGY

The principal aim of using cutting-edge technological interventions in education is to reduce the 'digital divide' among DIL students. The number of IT labs available in DIL projects climbed from 52 to 55 at the same time that overall student access to technology rose from 65% to 78% in 2021.

ONE LAPTOP PER CHILD (OLPC)

One Laptop Per Child (OLPC) is a program originally developed in response to the repeated closing of schools, allowing students to complete their grade's respective science, math and English syllabi at home. It is now used to enhance student reading comprehension skills more broadly, with new learning content for Grades 3 to 5 downloaded onto a total of 224 OLPC devices.

INFRASTRUCTURE DEVELOPMENT

To keep up with student needs in 2021, DIL introduced new E5430 Dell laptops, Lenovo T440p laptops, and hybrid solar energy to schools. In addition, 31 teachers were successfully trained in 6 Information and Communication Technology (ICT) modules—Introduction to Computers, Multimedia, MSO, Computer Maintenance, Internet and Online Communication, and IT Syllabus.
LEARNING TOOLS

Functional Labs

DIL has **75 functional computer labs**, each with 7 to 10 laptops, throughout our network of schools. Every lab has solar panels to generate backup power, internet connectivity, and a team of dedicated IT teachers who assist students as needed.

Project-Based Learning

The program is cross-curricular and spans multiple grade levels, assigning activity-based projects that permit students to transpose novel concepts to everyday life.
We give students the technological tools they need to engage in project-based learning that helps them solve problems within their surroundings.
Connecting Classrooms is an educational program that helps young people cultivate the knowledge, skills, and values needed for global citizenship.

Since 2015, Connecting Classrooms has positively impacted on 5,000 public and private schools across the country, training nearly 25,000 teachers.

Sponsored by the British Council, Connecting Classrooms helps enhance teaching and learning outcomes in education systems worldwide, including in Pakistan.

In Orangi, Sindh, 5 DIL schools partook in this program, winning International School Awards (ISA) for outstanding portfolios.
A MODEL FOR ENRICHMENT CURRICULUM DEVELOPMENT

TEACHERS' GUIDES
Compilation of grade-wise lesson plans for all subjects

SUPPLEMENTARY RESOURCES
Standards-based teaching materials and kits for all subjects

SCHEMES OF WORK (SOW)
Schedules for weekly breakdown of syllabus

SLO-BASED ASSESSMENTS
Formative and summative assessments based on established Student Learning Objectives (SLO)
The vision that underpins curricular development is to equip learners with methods and materials that meet the demands of the twenty-first century. In this spirit, DIL's Curriculum Department prepares and furnishes high-quality standards-based teaching and learning materials for teachers and students in underserved communities.

In 2021, DIL continued to make 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 concepts through a synthesis of video lessons, student-centered activities and assessments (see page 39).
DIL believes in raising the self-esteem not only of our students, but also that of our hardworking teachers.
ELEVATING THE QUALITY OF TEACHING

TEACHER TRAINING
A PARADIGM FOR TEACHER TRAINING

How does DIL build capacity among teachers and principals?

- Teaching Modular Certified Courses
- Using a Constructivist, Learner-Centered Approach
- Implementing an Activity-Based Methodology
- Nurturing Teacher Confidence
THE NUMBERS AT A GLANCE

Total Number of Students Impacted Until 2021: 28,218

A 448% increase since 2010

16,183
DIL Teachers Trained Until 2021

5,310
Non-DIL Teachers Trained Until 2021

2,001
Staff Trained Until 2021
A HIGH-IMPACT ACADEMIC MODEL

The mission of the Teacher Training Department is to (a) continue fortifying teachers' content knowledge and teaching skills, and (b) generate income through service delivery for sustainability and outreach. To achieve these objectives, we use a high-impact academic model that interlaces early teaching exposure, subject placement, capacity-building, curricular support, monitoring, and centralized teaching assessments.

- **EARLY TEACHING EXPOSURE**
  - Introduce dedicated teachers in early years

- **SUBJECT-PLACED TEACHERS**
  - Place teachers according to subject in all grades

- **CAPACITY-BUILDING**
  - Assure ongoing training of teachers via modular certified coursework

- **CURRICULAR SUPPORT**
  - Distribute guides as well as teaching and learning materials to maximize instruction quality

- **SCHOOL MANAGEMENT TRAINING**
  - Offer school monitors and principals continuous management training

- **CENTRALIZED ASSESSMENTS**
  - Issue midterm and final exams to appraise training efficacy
TRAINING DELIVERY PROCESS

1. TRAINING NEEDS ANALYSIS
   - Summarize analysis of learner profiles
   - Conduct visits & observations
   - Perform baseline assessments
   - Lead focus group discussions

2. CUSTOMIZED TRAINING MODULES
   - Develop or customize training manuals
   - Design supplementary resources
     - Issue formative & summative assessments

3. LEARNER-CENTERED DELIVERY
   - Deploy learner-centered strategies
   - Create micro-teaching segments for practice
   - Appraise training delivery & content

4. POST-TRAINING SUPPORT
   - Proffer teacher-monitoring mechanisms
   - Track teacher progress
   - Provide teachers with peer support program
We make sure that our trainers are responsive to the feedback of our teachers, allowing us to refine courses, workshops, and peer support as needed.
Principal Training

Principals receive continuous training through courses that target leadership and management skills. Topics in the training modules include the roles and responsibilities of a school head, academic planning, maintenance of a healthy learning environment for children, and school improvement planning. The year saw 78 principals trained in the use of new classroom observation tools, signifying an 11% increase from 2020.

Induction Course

Induction helps new teachers orient themselves toward sound pedagogy, and is regularly upgraded and delivered across all projects on a quarterly basis. In 2021, 159 newly hired teachers completed their induction, representing a 56% increase from the previous year.

Technoknowledge

In select DIL schools in Orangi, Sindh, we continue to pilot Technoknowledge's Information and Communications Technology (ICT) training program for faculty. Technoknowledge emphasizes STEM-based, as well as using open-source applications for, block programming. In 2021, 39 teachers, 1 IT Coordinator, 2 IT Officers, and 1 Manager completed this training.
Several organizations partnered with DIL in 2021 to provide technical support to our operations and train 10,000 teachers and principals.

The Centre for Economic Research in Pakistan (CERP), in particular, proffers remedial education to compensate for learning loss caused by school closure.
You already know

Exposition
- Introduces characters, setting

Climax
- Key event

Rising Action
- More characters, events

Falling Action
- Characters change

Resolution
- Or more characters, events

You already know

You already know
DIL's latest innovation, Technology Enabled Academic Learning (TEAL), represents the acme of all our successes in EdTech interventions over the past 25 years, using video to strengthen core subject instruction in the classroom. Currently, these subjects include math, science, English, and Urdu.

The main purpose of TEAL is to enable students to construct their own understanding of a concept through a combination of video, student-centered learning activities, and assessments. It has recast the way teachers teach and students learn by shifting (a) the teacher's function from direct instruction to guiding students' acquisition of knowledge, and (b) the students from passive to active learners. As newly learned concepts constellate in students' minds, teachers use scripted, activity-based lesson plans to support students in creatively applying those concepts.

Unique to TEAL is its holistic coloration. Reducing teacher talk time and carefully structuring student engagement with digital learning content, the program permits students to use their creativity and imagination as they practically demonstrate their comprehension of new ideas.
HOW TEAL WORKS

1 **Prior Knowledge**
   - Teacher introduces a TEAL lesson and elicits prior student knowledge

2 **Video Viewing**
   - Students view the lesson in video format on LCD screens

3 **Think Pair Share**
   - Students discuss video lesson with a partner

4 **Hands-On Activity**
   - Students do an activity that applies newly learned concepts

5 **Digital Assessment**
   - Students take assessments, recording their responses using clickers

6 **Assessment Results**
   - Teacher uses assessment results to further guide students
DIL employs EdTech solutions like TEAL to standardize the quality of education across our school projects.
The addition of a large number of government schools to DIL's portfolio required a more systematic approach to installing and operating TEAL, such that variables beyond lesson packages, training sessions, and technical support had to be assessed. What follows is a breakdown of the growth and overall impact of TEAL in 2021.

<table>
<thead>
<tr>
<th>Metric</th>
<th>DIL Schools</th>
<th>Government Schools</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCD Screens Supplied</td>
<td>82</td>
<td>33</td>
<td>115 Total LCDs</td>
</tr>
<tr>
<td>Laptops Supplied</td>
<td>82</td>
<td>33</td>
<td>115 Total Laptops</td>
</tr>
<tr>
<td>Teachers Trained for TEAL</td>
<td>215 (English, Urdu, math, science, IT)</td>
<td>44 (English, Urdu, math, science)</td>
<td>259 Teachers Trained</td>
</tr>
<tr>
<td>WhatsApp Teacher Support</td>
<td>3 Groups</td>
<td>3 Groups</td>
<td>6 WhatsApp Groups</td>
</tr>
<tr>
<td>Observation of Teachers</td>
<td>13 Observations of Teachers teaching TEAL (8 Math, 4 English, 1 Science)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation of Classrooms</td>
<td>TEAL Classroom Observation Tool developed and piloted with Math in field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback Loop</td>
<td>All teachers share feedback on lesson packages, including weekly reports</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TEAL APP AND TECHNOLOGY BLUEPRINT

Office-based Server
- Hosts app and digital depository
- Displays video lesson
- Supplies assessment instrument
- Receives results for analytics and reporting

Classroom-based Laptop
Local server for hosting digital repository generates the student's results

Classroom LCD Screens
Large display screens for group video viewing and post-test content

Base Station
Transmits data from clicker devices to office-based server

Clicker Devices
Record individual student responses to assessments
SCALING TEAL DELIVERY

Delivered Via DIL ICT Program

- 484 Subject Lessons Uploaded Onto TEAL Server
- 152 Teachers Introduced To TEAL Clicker System
- 32 Schools To Which TEAL Footprint Extended
- 1 Standardized Guidebook Created For Management

21 DIL Schools + 11 Government Schools
"Growing up in socially conservative Buner, Khyber Pakhtunkhwa as a young girl, I wasn't sure what kind of future lay ahead of me, but I always loved reading. During my childhood, we migrated regularly so my father, a carpet maker, could support his family. We finally settled in a low-income community near Lahore called Khuda Ki Basti, where I enrolled in Grade 7 at the local DIL school. I never imagined that I would be learning with the aid of technology!

It's an incredible feeling when a concept that's hard to grasp finally becomes crystal clear.

One subject I struggled with was science, especially when we got to the life cycle of a plant. There was so much to remember! But everything changed when we were introduced to TEAL, which took me step by step from seed to pollination on an LCD screen. Instead of memorizing a list, I could now appreciate the beauty of plant life by picturing its every stage in my mind."

Waseela (DIL Khuda Ki Basti School)
DIGITAL LEARNING:
E-LIBRARIES
ENCOURAGING READERS
Since children residing in rural areas have little or no access to library books to help them become ardent readers, DIL's Libraries and Reading Program has been designed to inspire in children a love and habit of reading, furnishing ample books across 95 libraries to match students' reading abilities and interests.

**51 DIGITAL LIBRARIES**

Give students a digitized collection to choose from

**66 DEDICATED LIBRARIES**

Provide students in DIL and Government schools traditional books

**300 LEVELED STORYBOOKS**

Offer students reading material suited to their competency on tablets

**79,794 BOOKS CHECKED OUT**

Out of 134,572 book options, 79,794 is a 69% increase from 2020

**5.6 AVERAGE CHECKOUTS**

In 2021, students checked out a higher number of books than in 2020

LIBRARIES AND READING PROGRAM
Uploading books onto reading tablets helps young readers by mimicking ordinary page-turning, introducing aural-visual interactivity, and allowing them to keep track of the texts they are reading. Students can access a virtual library, which is specially curated for DIL's growing tablet-based reading program, Read to Grow, Read to Know (RGRK).

RGRK accelerates reading development in comprehension in English, a skill children must master to succeed academically in Pakistan. The program has consistently enhanced key reading skills.

**PILOT STUDY**

One study has shown that, over an 8-month period, 1,000 students in Grades 3 to 5 across DIL schools saw a significant improvement in reading comprehension.

- **117%↑** in average performance on familiar word reading skills
- **138%↑** in average performance on oral reading fluency
- **217%↑** in overall reading comprehension
- **336.4%↑** in the proportion of children able to learn from what they read
In addition to enhancing students' reading comprehension, we aim to increase their confidence by reading aloud in a library or classroom setting.
In 2021, the ongoing **Students as Authors** initiative was launched to fulfill 3 core objectives:

- Meet the need for localized stories composed in English and Urdu
- Give students authentic writing opportunities, including writing to be read and learning about career connections through engagement with published Pakistani authors
- Share student stories with an American audience via e-publishing to promote awareness of students' culture and identity.

1. **Train**
   - Train school staff in facilitating writing (in Urdu) and illustrating

2. **Writing & Review**
   - School staff reviews student submissions, and Libraries team reviews school submissions

3. **Edits & Translation**
   - Select stories are translated into English and edited, then translated back into Urdu

4. **Publish**
   - Create shortlist of writing entries to convert to E-Pub book format
In total, 140 librarians, language instructors, and principals from 48 middle and secondary schools received an orientation on Students as Authors.

Participating students are coached through several drafts, a process that not only sharpens their adeptness at creating plot, setting, and characters with motives, but equally strengthens their grammar and vocabulary skills.

The rubric for story writing consists of:

- Having a clear beginning, middle, and end
- Applying knowledge gained from TEAL video lessons on descriptive writing
- Reflecting a personal experience

Grade 5 student Shazia Hassan with a first draft of her story 'لُرِکی اور لومری' ('Larki Aur Lomri' or 'The Girl and the Fox')

Mohsin Mushtaq with a first draft of his story 'مِلْا اور بِلِی' ('Mela Aur Billi' or 'The Festival and the Cat')
The 21 Days of Reading Challenge was launched as a campaign to playfully encourage students, teachers, and school staff to read at least 20 minutes a day for 21 consecutive days to develop a habit of reading, which DIL's Libraries and Reading Program seeks to inculcate.

Students who read regularly become better at reading and, more generally, academic achievement. What is more, recreational reading has been strongly linked to vocabulary growth, comprehension skills, and language proficiency—all skills crucial to compensating for loss in learning owing to pandemic-related school closures. All reading makes a difference, but studies show that reading for pleasure makes the most.

Throughout 2021, 66 schools took part in this initiative, as well as 2,448 students in Orangi, Khairpur, and the northern districts.
FORTIFYING RELATIONSHIPS

STRATEGIC PARTNERSHIPS
DIL is part of a consortium led by the International Rescue Committee (IRC) and inclusive as downstream partners of the Balochistan Education Foundation and the Tameer-e-Khalaq Foundation. We jointly implement a girls’ education program called Teach and Educate Adolescent Girls with Community Help or TEACH, which is funded by the Department for International Development in the UK under the UN's Leave No Girl Behind Initiative. TEACH has helped 11,000 out-of-school girls between the ages of 10 and 19 in five districts of Balochistan. The aim of this project is to enable these girls to integrate into formal schools, and thence acquire basic literacy, numeracy, and practical skills that will maximize their opportunities for a future livelihood. In Q3, DIL worked with the consortium to produce specialized learning packages and audio lessons for TEACH facilitators.
Anticipating the significant loss of learning owing to repeated school closures throughout 2021, DIL worked in conjunction with the Center for Economic Research in Pakistan (CERP) to develop a remedial teaching program that offers targeted support to students.

We gave teachers curricular materials designed to help them implement the TIP program effectively, such as lesson plans for small children from KG to Grade 3, training manuals for teacher training, and training workshops for master trainers. These trainers have not only piloted TIP in 20 FDE schools, but have also scaled it to 1,000 schools across the country and are on course to cascade it to 6,000 teachers in KPK.
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 2021, 65 students enrolled at the college, an increase of 51% from the previous year. Since many students come from poverty-stricken areas, DIL provided them with mobile phones and OLPC technology to study and attend lectures from home.

Among the academic assignments and exercises DIL College students participated in were monthly exams, laboratory practicals, and presentations. To facilitate these activities, DIL's ICT team fashioned a connectivity mechanism using TEAL as a virtual schooling platform with the help of mobile telecommunications company, Telenor.
In 2021, DIL launched the Graduates and Alumni Program to guide and support DIL graduates as they advance in their academic and career paths. Data was collected for 76% of Matric graduates since 2006.

- **651 STUDENTS**
  The program included a career guidance workshop for 651 students in Grades 8 and 9, covering five major areas across the country.

- **20 HOURS**
  Fifteen students completed 20 hours of training for an entrepreneurship program designed by StartUp Early. They also learned about entrepreneurial skills on Business Model Canvas.

- **30 GRADUATES**
  DIL worked with AAP Trust to develop the University Test Preparation (UTP) application for students between Matric and 2nd year. A total of 30 graduates from Orangi participated.

- **1 UPGRADE**
  The Alumni Program required announcing the availability of DIL scholarships to all project areas in Pakistan.

- **1 SPECIAL COLLABORATION**
  DIL and Aahung together created a customized LSBE (Life, Science, Business, Entrepreneurship) course on decision-making, bullying, and communication.
The purpose of DIL's Gateway Initiative is to (a) instill 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.

In 2021, Life Skills sessions were carried out in 9 schools with 169 students across 4 projects, including Mansehra for the first time. These sessions covered multifarious topics.

COMMUNITY ACTION PLAN
Using problem-solving and decision-making skills to develop and address the needs of students' communities

MOTIVATIONAL SESSIONS
In 3 projects, motivational sessions to brief parents on the importance of education and life skills

PARENT-STUDENT COMMUNICATION
A session on improving parent-student discussion of academics

SAHIL
Continued partnership with Sahil to raise community awareness of child abduction and early forced marriages

SEWA
Continued partnership with Sewa Development Trust Sindh to arrange further motivational sessions

MOVE
Partnering with Motivated Volunteer Empowerment (MOVE) program to help students tackle goal-setting
The Gateway Initiative has made possible some noteworthy achievements among DIL graduates:

**Farheen Nizam** gained admission to the Federal Urdu University of Arts, Science, and Technology, pursuing a BS in Mathematics. Now in her second year, she secured a 3.5 GPA in her first.

**Farah Sohail** continues to be supported in her studies by DIL and is currently in her second year at the University of Karachi, where she is pursuing a BBA. In her first year at the institution, she got a 3.98 GPA.

**Nimrah Yaseen** is now a second-year student pursuing a Bachelor’s in Engineering or BAE at Dawood University of Engineering and Technology. She received a 3.72 GPA in her first year.
### 2021 Financial Summary

#### Assets

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<td>Cash</td>
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<td>Investments</td>
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<td>Receivables</td>
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<td>Other Assets</td>
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<td>Fixed Assets</td>
<td>$1,025</td>
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<td><strong>Total Assets</strong></td>
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#### Revenues and Other Support

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<td>Special Events</td>
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<td>General Donations</td>
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<td>Grant Revenue</td>
<td>28,500</td>
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<td>Interest and Dividend Income</td>
<td>28,534</td>
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<td>Unrealized Gain/(Loss)</td>
<td>29,227</td>
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<td><strong>Total Revenues and Other Support</strong></td>
<td><strong>$2,092,255</strong></td>
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#### Liabilities and Net Assets

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<th>Description</th>
<th>2021</th>
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<td>Accounts and Credit Cards Payable</td>
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<td>Accrued Vacation</td>
<td>18,135</td>
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<td>Other Liabilities</td>
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<td><strong>Total Liabilities</strong></td>
<td><strong>26,399</strong></td>
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#### Expenses

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<td>Program Services</td>
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<td>Supporting Services</td>
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<td>Management &amp; General</td>
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<td>Fundraising</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$1,820,306</strong></td>
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</table>

#### Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Liabilities and Net Assets</strong></td>
<td><strong>$1,716,599</strong></td>
</tr>
</tbody>
</table>

#### Sources of Funds

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>96%</td>
</tr>
<tr>
<td>Grants</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
</tr>
</tbody>
</table>

#### Use of Funds

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program</td>
<td>88%</td>
</tr>
<tr>
<td>General</td>
<td>6%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>6%</td>
</tr>
</tbody>
</table>
BOARD OF DIRECTORS

Aneeqa Akhtar
Maha Hayat
Malika Junaid
Wajid Mirza
Fiza Shah (CEO)
Muhammad Shahzad
Shaila Zamir
Adnan Zuberi