Project Brief: Publishing House

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| **Date Brief Created:** | 11/15/2023 |
| **Project Title/Program Name:** | Publishing House |
| **Project Owner Name:** | * Hammad Mateen - Head of Publishing House & Dastak * Saquib Khan – Sr. Manager of Publishing House |
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| **Other Department(s) involved:** | * Supply Chain * Outcomes |
| **Project Thematic Area:** (Highlight all applicable)   |  |  | | --- | --- | | * 21st Century Skills * Early Childhood Education * Language * Assessment * Capacity Building of Teachers * Multi-Grade Teaching * School Leadership * Scholarships * Higher Education * Transition to Tertiary Education and Employment * Secondary Education * Primary Education * School Construction * New Teaching Methodologies | * Ed-Tech * Curriculum and Textbook Development * Public-Private Partnership * Out of School Children * Improving School Management Through Technology * Infrastructure Development * External Evaluation * Community Development * Adult Literacy * Clean Water * Vocational * Nutrition * Impact Beyond TCF | | |
| **Priority:**  *-High, Medium, Low (To be determined by EVP)*  High | |
| **New Project (Un-Budgeted/Part of Existing Opex):**  Part of Existing Opex | |
| **Project Need:**  -Why is there an urgent need for the project / what active problem is the project solving. Please cite numbers / studies conducted to determine need where appropriate  Pakistan has 51 million school-going children. 29 million go to public schools. Nearly 22 million go to low-fee private schools with extremely poor quality education and severely deficient teacher training. This leads to critical gaps in technical and subject competence as well as subpar pedagogy and teaching methodologies. As a result, student learning, engagement, and development deteriorate incrementally. Longitudinal quantitative studies demonstrate that the quality of learning is extremely poor with a majority of third graders unable to complete a grammatically correct written sentence.  Pakistan’s major education challenges are induced by ineffective administration and evaluation methods, outdated teaching methods and poor learning materials.[[1]](#footnote-1) Learning levels of students in Pakistan as a result are extremely low: according to the Annual Status of Education Report, over half of Pakistani third-graders cannot read a sentence.  Furthermore, a USIP report entitled Education and Attitudes in Pakistan states that “Pakistan’s official education system does not equip students to counter the prevailing, problematic narratives in society and the media in any way. Instead it both creates and propagates them.” It also states that “[textbooks] are memorized verbatim and class sessions do not permit questions from the students, teachers’ presentation of evidence, or discussion of alternative sources.” Good quality learning materials are simply not available, or too expensive for low cost private schools to afford.  TCF was established in 1995 as a solution to Pakistan’s education crisis by a group of citizens who wanted to solve this education crisis. Starting with building 5 schools, TCF today has a network of 1,921 school units. TCF schools range from primary to secondary/matriculation, with also a facility in Karachi dedicated to higher secondary schooling. Within this network, TCF has a faculty base of 14,000 female teachers and principals.  Additionally, TCF produces high-quality learning materials for students and teachers designed to impart 21st century skills with a focus on experiential learning. TCF began developing its own textbooks in 2009. TCF produces its own textbooks, teacher guides, and workbooks for all its 1,921 schools from Kindergarten to Class 8. For Classes 9 and 10, board books are used.  TCF’s 28 years of experience in the education sector, growing from 5 schools to 1,921 schools, has found that a teacher heavily depends on a textbook for facilitating their pedagogy. The dependence on textbooks increases even more when teachers are teaching outside their own area of expertise or have limited knowledge of [a] certain topic(s) or language. Textbooks in a foreign language can pose a significant hurdle for teachers. Comprehending and effectively conveying the material becomes challenging, potentially hindering the learning experience for students.  Despite a rigorous training need analysis during hiring and later continuous efforts on teachers’ professional development, TCF has found that teachers require in-class support in order to deliver a well-taught lesson. They not only need a reference resource in the classroom but also require guidance and direction on how to use the resource effectively so that it leads to quality instructions for the students. This means not only having quality textbooks for students in the classroom but also having quality teacher guides available for teachers. As a result, TCF decided to establish an in-house publishing house that distributes low-cost, high-quality learning materials in a market with hardly any providers in the low cost, high-quality segment. | |
| **Type of Project:**  -R&D, Pilot, Redesign, Scale-Up, Continuation of Existing Programme)  Continuation of Existing Programme | |
| **Project’s Theory Of Change:**  *-Inputs, Activities, Outputs, Outcomes, Impact*  Impact   * Publishing House has sold books to 400+ low-free private schools in Sindh, Punjab and Balochistan since 2016. \* * Publishing House has impacted approximately 162,000 students (cumulatively) through the selling of its books to- date. * Year-on-year school retention rate: 90% * Impact factor: 1.33 (2/3 students receive 1 set of books while 1/3 receive more than 1)   \*Schools and students mentioned here are not TCF schools or students but other out of the TCF network schools and students.  Activities:   * Outreach * Relationship executives assigned regions (4 in Karachi, 1 in Mirpurkhas) * Relationship executives explore low-fee private schools in their respective regions through recce, reference, and other sources * Relationship executives approach low-free private schools through setting appointments and cold-calling to brief them about TCF books * Interested low-free private school owners and principals are provided with sets of TCF books for review * Follow-up visits are conducted to ensure that client concerns and questions are addressed effectively. * Provision of Books * Quotation for price is shared with interested low-fee private schools * Sets of books delivered to the low-fee private schools * Orientation of books is provided to low-fee private school teachers where requested * After Sales * Relationship executives stay connected with low-fee private schools for handling of queries, etc. * Organizing Taleemi Baithaks for experience sharing | |
| **Project Description:**  -What, How  -What does the project entail?  -What are the objectives, key features, deliver, etc.?  TCF’s Publishing House project is part of TCF’s Strategy 2030 which includes extending TCF’s impact on education in Pakistan. Publishing House influences the private education sector in Pakistan, specifically low-fee private schools as they enroll about 40% of the students in Pakistan. TCF’s intention was to influence these institutions to improve their quality by investing in trainings and improving systems but our own experiment[[2]](#footnote-2) found that low-fee private schools do not have the financial and technical resources to upgrade infrastructure and academic processes that are essential to implement TCF’s textbooks even though TCF’s model would be extremely beneficial for them. Thus, the Publishing House project seeks grant and donor funding to lower and subsidize the costs of textbooks to make them accessible for low-fee private schools.  TCF textbooks come with workbooks and teacher guides. TCF books are unique in the sense that the curriculum is not only progressive but is also contextualized. For example, in TCF social studies books, children learn about civics, democracy, caring for the environment, tolerance, and how to resolve conflict through dialogue. They learn that Pakistan is not just Muslim (the majority of the population) but that it is religiously diverse: there are Pakistani Hindus, Christians, and Sikhs. TCF also may be the only school network in Pakistan that has figured out how to teach science and math in Urdu, and how to teach English as a foreign language rather than English text-based books.  TCF textbooks are learner-centric rather than exam-centric, balance text with imagery and classroom activities and discussion so that learning is fun, contextually relevant to a child living in an impoverished village or urban slum in Pakistan, and designed with consideration to children’s aptitudes. For example, the English as a Second Language series assumes that children do not have exposure to English. The Urdu series is designed not only for literacy, but also acquisition of the spoken language since many students speak regional languages.  By creating access to a high quality product at an affordable price for other schools, specifically low-fee private schools, will significantly contribute to better student learning outcomes and sustainability of private schools in Pakistan. We intend to provide textbooks and teacher guides with micro-lesson plans and content supported through training. This gives in-depth support to teachers for delivering, engaging, meaningful lessons across classrooms, raising students’ learning gains. TCF has already seen benefits of this solution across our network.  TCF Publishing House aims to promote the implementation of the TCF curricula in other low-fee private schools. The objective of TCF Publishing House is to provide quality books at affordable rates to low-fee private schools that have traditionally adopted below par curricula in negatively impacting student learning.  We are seeking grant and donor funding in order to subsidize the cost of our books to increase the affordability for low-fee private schools. Subsidizing the cost of our books will remove the financial barrier for low-fee private schools. Our initial idea was for Publishing House to be a sustainable social enterprise (where revenue generated would pay for the costs) but moved away from that model as we realized these schools who cater to students from low-income households can’t afford to pay that much. | |
| **Project Deliverables:**  *-Specific measurable end results that you're aiming to produce at specific points during your project*   * By June 2025 * The number of schools who buy the books: 100 new schools (500 cumulatively) * The number of students impacted by the books: 36,000 new students (198,800 cumulatively) * By June 2026 * The number of schools who buy the books: 120 new schools (620 cumulatively) * The number of students impacted by the books: 44,640 new students (243,440 cumulatively) * By June 2027 * The number of schools who buy the books: 132 new schools (752 cumulatively) * The number of students impacted by the books: 54,144 new students (297,584 cumulatively) * By June 2028 * The number of schools who buy the books: 154 new schools (906 cumulatively) * The number of students impacted by the books: 65,232 new students (362,816 cumulatively) * By June 2029 * The number of schools who buy the books: 154 new schools (1,060 cumulatively) * The number of students impacted by the books: 76,320 new students (439,136 cumulatively) * By June 2030 * The number of schools who buy the books: 200 new schools (1,260 cumulatively) * The number of students impacted by the books: 90,720 new students (529,856 cumulatively) * By June 2031 * The number of schools who buy the books: 200 new schools (1,460 cumulatively) * The number of students impacted by the books: 105,120 new students (634,976 cumulatively) | |
| **Project Activities and Timeline:**  *Breakdown of activities and realistically scheduled timeline. Is timeline flexible? Is it dependent on grant funding? If not flexible, then how soon do we need funds?)*  *-Please note that grants take up to one year before funds disbursal*  N/A | |
| Project Findings 1. Students find the content and activities engaging and interesting. (Strongly Agree: 30%; Agree 60%)  2. Student learning has improved after using TCF books. (Strongly Agree: 29%; Agree 65%)  3. 80% clients are willing to recommend TCF books to other institutions.  4. Rating of services from clients: Excellent (51.5%) and Good (41.8%)  5. 75% find TCF books affordable. | |
| **Monitoring and Evaluations**  *-How is the project monitored and evaluated? How will the project be monitored and evaluated?*  The following data is collected throughout the operations of the program and is key in evaluating the program’s success:   * The number of schools who buy the books * The number of students impacted by the books   The project is monitored by keeping and maintaining an exhaustive digital inventory of all the above, along with the number and quality of school visits, Prospects turning into qualified prospects, frequency of follow-up visits, feedback, inventory, and the recovery of books and payments.  Schools are asked for feedback on the textbooks. The Publishing House team organizes Taleemi Baithaks where current and potential clients (Low-Fee-Private-School owners/ principals) are invited to share their feedback, experiences, and perceptions related to the TCF books and how the current clients are implementing these books in their schools and finding them advantageous both in terms of cost and quality. This exercise is done regularly and is a great way to collect feedback, acknowledge old and existing customers, and market to new customers.  We also collect feedback from clients asking the following questions, and below are our results as well. This allows us to keep track of our quality, price, and services.  1. Students find the content and activities engaging and interesting. (Strongly Agree: 30%; Agree 60%)  2. Student learning has improved after using TCF books. (Strongly Agree: 29%; Agree 65%)  3. 80% clients are willing to recommend TCF books to other institutions.  4. Rating of services from clients: Excellent (51.5%) and Good (41.8%)  5. 75% find TCF books affordable. | |
| **Project Risks and Mitigation**  *-What are the risks associated? What is the plan to mitigate them?*  The risks of the project are that currently there is no brand identity for TCF Publishing House as well as no presence on social media. This results in a lack of public awareness about TCF Publishing House. The plan to mitigate this would be to introduce a social media campaign for the project complete with a collection of digital marketing collateral and spread awareness about it via marketing.  Another risk is that due to the rising inflation in Pakistan, which brings with it a high level of fluctuation in book prices. An increase in food prices is followed by increases in transport and delivery costs. To mitigate this, the plan would be to buy our own paper for printing of books as well as reassess the content based on market demand (LFPS). | |
| **Sustainability**  TCF’s Publishing House is part of its future strategy to create alternative forms of revenue to reduce its reliance on donations and grants. In its initial stages, TCF is relying on funding from grants till it is able to create a scalable program that has established results to make it a financially self-sustaining enterprise. | |
| **Scalability/Replicability**  N/A | |
| **Project Budget\*:**  *-Add more cells if you want to show it year-wise or if you want to add more expense heads*  *-Please get project budget approved by finance before submitting*   |  |  |  |  | | --- | --- | --- | --- | | **Expense Head** | **Amount (PKR)** | **Description** | **Assumptions** | | Salaries and other benefits | 8,390,158 | Program Team salaries; Staff training and development expenses, meeting arrangements and refreshments | * Team Salaries * Staff Development & Recreation | | Marketing | 430,000 | Event management | * Taleemi Baithaks and Participation in events like Book Fairs etc. | | Vehicle running and maintenance | 14,400 | Car parking and toll tax for office vehicles |  | | Travelling and conveyance | 519,500 | Travel (bus, train, and road), lodging, food | * Traveling/ Boarding & Lodging for sales visits/ coordination | | Communication | 417,600 | Courier charges & Communication expense | * Delivery of books and mobile cards for field team | | Printing and stationery | 148,000 | Office supplies, office printing and photocopy |  | | Other expenses | 381,680 | Advertising and publicity, office subscriptions, miscellaneous, computer repair and maintenance | * Advertising * Publicity * Digital orientation pack etc. | | Books, copies, uniforms and other school supplies | 22,202,400 | School supplies – text books |  | | **Total** | **32,503,738** |  |  |   \*Detailed budget to be provided at the time of proposal depending on grantor’s requirement | |
| **How much of this is already funded?**  *-Add more cells if required*   |  |  |  |  | | --- | --- | --- | --- | |  | **Donor 1** | **Donor 2** | **Other Donors** | | Capital Costs | 0 | 0 | 0 | | Team Costs (HR) | 0 | 0 | 0 | | Other Operational Costs | 0 | 0 | 0 | | Total | 0 | 0 | 0 | | |
| **Future Plans**  *-What are the future plans of the project*  For the year 2023–24, the plan is:   * Enhancing Outreach: Add at least 100 new low-fee private schools to be added to the Publishing House portfolio by reaching out to 36,000 low-fee private school students through TCF books * Community Development and Mobilization: Create a community of likeminded people by hosting at least six sessions of Taleemi Baithak * School Retention: Retain 90% of schools/no. of beneficiaries from the preceding year * Workflow Efficiency: Define and document 100% of processes * Reuse Promotion Costs: Recover 80% of books presented for review from lost prospects via data entry and dashboard monitoring * Sustain Printing Costs: Ensure 95% recovery of payments by securing at least 50% of the payment at time of delivery and regularly follow-up through calls, messages and visits * Balance Demand and Supply: Manage the inventory and ensure 90% reconciliation (audit related reconciliation of assets). * Care: Collect at least 90% feedback from clients and improved after sales service; Collect at least 60% feedback from lost prospects to conduct a market-need analysis * Growth: Ensure each staff member attends at least 1 session, training, workshop, or seminar for their professional development | |
| **Project Owner(s) For Sign Off:**   |  |  |  |  | | --- | --- | --- | --- | | **Name** | **Department** | **Designation** | **Approval Status** | | Saquib Khan | Impact Interventions | Sr. Manager – Publishing House | **Approved** | | Hammad Mateen | Impact Interventions | Head of Impact Interventions | **Approved** | | Wajiha Bari | Impact Interventions | General Manager | **Approved** | | Unaiza Ayub | Supply Chain | General Manager |  | | Shazia Kamal | Outcomes | Executive Vice President | **Approved** | | |

1. “The Main Reasons of Declining Educational Standards”, Prof. Dr. Farida Azeem Lodhi, Ms. Waqar-un-Nisa Faizi. http://files.eric.ed.gov/fulltext/ED507286.pdf [↑](#footnote-ref-1)
2. TCF conducted a project “TCF in a Box – A Primary School” with funding from DFID (now FCDO) where a kit was development for a primary school using TCF’s recommended educational materials to increase learning outcomes, and improve school management across Pakistan. [↑](#footnote-ref-2)