



DAMSAVIYA
INTERNATIONAL FOUNDATION
OF SRI LANKA

Skills Development Project for School Children



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Damsaviya International Foundation

11/29/2024

Skills development project for school Children

Pilot Programme: Sabaragamuwa Province

Rathnapura District

Kegalle District

A project implemented by

DamSaviya International Foundation of Sri Lanka

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Preamble

Access To Education is a Technical Imperative for Development

Access to education in Sri Lanka exhibits notable disparities, particularly concerning the categorization of government schools. These educational institutions fall into four distinct types, as outlined in the 2017 Ministry of Education school census report:

1. **Type 1AB Schools:** Despite constituting only 10% of all public schools, Type 1AB schools accommodate a substantial 40% of the student population. They offer classes ranging from grades 1 to 13 or 6 to 13, including streams such as the science stream for GCE A Levels, and often arts and commerce streams as well.
2. **Type 1C Schools:** These schools, comprising 18% of all schools, cater to 25% of the student population. Type 1C schools also provide education up to grade 13 but typically offer only two streams—arts and commerce.
3. **Type 2 Schools:** Accounting for 32% of the school count, Type 2 schools accommodate 19% of the students. These institutions offer classes only up to grade 11, culminating in the GCE O-Level examinations.
4. **Type 3 Schools:** Type 3 schools represent 40% of all schools in Sri Lanka but serve only 16% of the student population. They offer classes up to grades 5 or 8.

Examining Figure 9, it becomes evident that there exists a significant imbalance in the distribution of these school types. Particularly concerning is the fact that 19 out of 25 districts have less than 30% of Type 1AB and Type 1C schools combined. This means that several districts lack access to Advanced Level education in more than two-thirds of their schools. This poses questions regarding the government's goal of providing compulsory 13 years of education for every child and the availability of the necessary infrastructure to achieve this.

Moreover, more than half of the schools in the Northern Province's districts offer classes only up to grade 8. This severely hampers access to secondary education, especially for students in remote areas. In districts with extensive geographical spreads like Monaragala, Badulla, Anuradhapura, and Puttalam, access to Type 1 schools can be particularly challenging for rural and remote students. Their ability to access secondary schooling hinges heavily on the effectiveness and efficiency of the public transport system.

Consequently, many students in rural areas, especially those in remote villages, often find themselves limited to Type 3 schools. Notably, there exists a strong and positive correlation between residing in rural Sri Lanka and living below the poverty line. Consequently, it can be inferred that access to secondary education, and by extension tertiary education, becomes more arduous for individuals from the poorest income brackets. This situation perpetuates a vicious cycle, hindering the upward social mobility of economically disadvantaged individuals.

Kegalle District

Number of schools in Kegalle District

| Type | Number of Schools |
|------|-------------------|
| 1AB | 48 |
| 1C | 93 |
| 2 | 185 |
| 3 | 203 |

Rathnapura District

Number of schools in Rathnapura District

| Type | Number of Schools |
|------|-------------------|
| 1AB | 55 |
| 1C | 90 |
| 2 | 250 |
| 3 | 206 |

Introduction & Executive Summary

The most effective approach to providing education to children in Sri Lanka has historically been through formal schools, primarily administered by a network of public schools under the Ministry of Education. Although private sector involvement in education has gradually increased since the liberalization of the economy in the late 1970s, public sector educational institutions have predominantly been situated in urban areas and focused on secondary and tertiary education. With seven decades of providing universal free primary and secondary education, Sri Lanka boasts an impressive track record of enrolling children aged 15–19 years in school and reporting a literacy rate exceeding 92 percent.

Despite these achievements, there remains a persistent issue of poverty affecting the educational attainment of children. The government has addressed this concern through a comprehensive national policy of free education at the primary, secondary, and tertiary levels, along with supplementary measures such as scholarships, free textbooks, school uniforms, and subsidized transportation. Social protection programs also extend scholarships to support underprivileged children from impoverished families.

However, it has come to light that a significant portion of children from disadvantaged backgrounds either do not attend school or drop out prematurely, despite policies explicitly aimed at preventing children from being excluded from education due to poverty. Additionally, a noteworthy number of students struggle academically, particularly in subjects like mathematics and language, hindering their progress toward higher education.

The project proposal and action plan put forth by the Damsaviya International Foundation of Sri Lanka (DSIFSL), a voluntary organization engaged in various aspects of social, economic, and community development, seeks to address the challenges faced

by children who are left out of mainstream education and the poverty reduction initiatives in Sri Lanka. This initiative involves a comprehensive analysis of out-of-school children and those with poor academic performance, coupled with carefully designed interventions to provide additional support.

The DSIFSL, under the leadership of Mr. B. T. S. Gunathilaka and the Board of Directors, will spearhead the project's implementation, management, monitoring, and evaluation (M&E). However, an independent consultancy team, as outlined in the Monitoring and Evaluation section of this proposal, will conduct the M&E activities. Established in its current form on May 23, 2012, DSIFSL has successfully executed various initiatives in education, health, capacity building, and other sectors. The current project, focusing on marginalized and underperforming students, will be conducted under the "BODU UDANA" project of DSIFSL.

Background and Rationale for Implementing an Action Program to Support the Education of Underprivileged Children

Despite comprehensive efforts to provide education for all school-aged children, a significant segment of the population remains outside the school system, referred to as Out-of-School Children (OOSC). According to the 2006/07 Demographic and Health Survey (DHS), 1.5 percent of primary school-age children and 2.0 percent of lower secondary school-age children fall into this category. Although there are slight variations in OOSC rates between rural and urban areas and among male and female children, OOSC numbers are notably higher in the estate sector, as reported by the Department of Census and Statistics in 2006.

Both demand and supply-side factors contribute to the occurrence of OOSC. The demand for education among OOSC, or their parents, is constrained by deep-rooted structural inequalities and disparities. These encompass socio-cultural barriers and obstacles that lead to exclusion, such as non-enrollment, premature dropout, and high absenteeism. Family poverty plays a significant role, with very low-income families struggling to cover expenses for essentials like clothing, stationery, private tutoring, and books. Many children are also compelled to assume responsibilities like caring for younger siblings or engaging in livelihood activities to support their families or assist with parental livelihood endeavors like farming and fishing. Moreover, the absence of a conducive home environment, marked by issues like paternal alcoholism, child neglect, lack of parental encouragement for regular school attendance, and inadequate study spaces and facilities, further hampers children's educational progress. Health problems and disabilities, as highlighted by UNICEF in 2013, also negatively affect school attendance and performance.

Additional factors that adversely affect children's school attendance and academic performance include the migration of mothers for temporary employment overseas,

which has implications for proper socialization and leads to emotional distress among children. The target population of the proposed project will encompass children affected by these factors.

Inadequacies in education policy implementation, particularly in identifying and assisting children in genuine need, are evident. Many policy strategies have gaps that need addressing. Consequently, external interventions at the family level are necessary to keep children in school and enhance their performance. Such interventions will encompass activities focused on raising awareness about the importance of education, motivating families, providing family counseling, and offering financial and material support. Monitoring the progress of supported children and providing guidance and counseling, whether individually or in groups, will also be essential components of these interventions.

In addition to demand-side factors, certain supply-side issues impact children's school attendance and educational achievements. Key supply-side factors include the absence of provisions for the education of children with disabilities, limited facilities and services for institutionalized children (including a complete lack of access for children in detention), disparities in basic amenities and services, teacher availability for subjects like English, mathematics, and science, and variations in school quality and teaching quality across provinces, districts, and specific locations. Deprivation and marginalization, often linked to a lack of access to well-equipped schools due to the geographical location of families in areas lacking transportation and other basic facilities, have been associated with non-enrollment, dropout rates, and poor academic performance.

Existing studies indicate that prolonged years of armed conflict in the northern and eastern regions and adjacent districts have disrupted the lives and livelihoods of communities, leading to school closures, suboptimal teacher deployment and attendance,

irregular school attendance, low academic performance, and high dropout rates. During the war, children were forcibly recruited as child soldiers by rebel groups in conflict-affected areas. While some progress has been made since the end of the war, the situation has yet to return to pre-war norms or match current conditions in other regions.

The Approach Employed to Assist Vulnerable Out-of-School Children and Underperforming Students by Sisu Sarani

Addressing the significant demand and supply side challenges faced by Out-of-School Children (OOSC) and students with poor academic performance in Sri Lanka requires a comprehensive strategy, acknowledging the root causes and consequences outlined in the problem statement. The "BODU UDANA" project will primarily focus on addressing the demand side issues affecting OOSC and students with subpar educational performance.

One of the major demand side factors identified in the problem statement is income poverty, which often forces children into child labor, depriving them of the opportunity to attend school. To tackle this, both families and children must receive assistance after a thorough understanding of their circumstances. Families will be supported through awareness campaigns and education programs emphasizing the importance of their children's education. Simultaneously, OOSC and underperforming students will receive financial and material aid, recognizing that issues related to student achievement cannot be resolved solely through improvements in teacher performance, school infrastructure, and the curriculum when poverty and parental education levels influence not only school attendance but also learning outcomes.

Furthermore, both parents and the students facing educational challenges will benefit from professional guidance. It's important to note that some students struggle academically despite attending school. Hence, a broader approach will be adopted to address issues related to children's educational attainment.

While supply side issues like deficiencies in school and teacher supply, weaknesses in the teaching-learning process, and the lack of facilities for children with disabilities are important, the "BODU UDANA" project will not prioritize them for several reasons,

including funding constraints, limited human resources, and the voluntary nature of the initiative. Additionally, navigating the complex institutional infrastructure of the formal education system may pose challenges.

However, the project will respond to supply side issues arising from conflict situations and natural disasters as needed. Advocacy efforts to motivate principals and teachers to enhance their support for student learning will be explored during the program's pilot phase. When schools lack access to modern technology due to limited resources, solutions will be implemented as finances allow.

Exclusion from education can also be exacerbated by the absence of specific types of schools and the distance students must travel to attend. For instance, in 2001, the majority of plantation schools were Type 3 schools with only primary grades. The "BODU UDANA" project recognizes the importance of reducing transportation barriers that hinder access to education. Thus, the project will seek to provide transportation assistance to cover the costs of traveling to and from school.

Proposed Project Design for Supporting Out-of-School Children and Low-Performing Students in Sri Lanka by the Damsaviya International Foundation of Sri Lanka.

Project Overview

The overarching objective of this project is to enhance the enrollment and retention of out-of-school children (OOSC) in educational institutions while simultaneously improving the academic performance of underachieving pupils. This goal will be realized through a comprehensive array of support mechanisms, encompassing various strategies, activities, practices, and processes. Key elements of the project include advocating for support from potential stakeholders, increasing children's access to education by providing financial and material assistance, and empowering parents, households, and caregivers both economically and socially, particularly in cases where poverty or social marginalization is the root cause of educational challenges.

The project's major activities involve the systematic identification of children in need through a thorough needs assessment process and the subsequent registration of these children and their families for support provided by the project.

The total budget allocated for this project amounts to 18 million US dollars, covering the financing period from March 31, 2023, to March 31, 2028. The direct beneficiaries of this initiative are children aged between 15 and 19 years across the entire island, while the indirect beneficiaries include their families.

The project primarily targets out-of-school children (OOSC) and academically struggling pupils in urban and semi-urban areas of the country. OOSC who have faced barriers due to poverty and challenging family environments will be identified, and their situations and underlying causes will be meticulously analyzed and documented by the "BODU UDANA" project. These children will then receive essential financial and material support, with their progress closely monitored.

Similarly, pupils in schools with subpar academic performance will be identified, screened for their specific needs, selected, and enrolled in the "BODU UDANA" project. For those identified as needing support, financial and material assistance will be provided to address their specific challenges. Both groups of beneficiaries will receive valuable learning assistance and guidance to enhance their educational performance.

The support offered by "BODU UDANA" will be tailored to the specific needs of the children, determined through careful needs assessments conducted in consultation with their respective families, teachers, Grama Niladharies (Village Level Administrative Officers), and community leaders. Support for children affected by poverty will encompass items such as books, notebooks, writing materials, school bags, and school uniforms, where applicable. Additionally, if poverty-related factors are impacting school attendance and learning performance, the project will cover the cost of public transportation to and from school during the academic season. Furthermore, counseling for families and guidance for students will be provided if identified as contributing factors to poor school attendance or low academic performance.

Vision Statement

"Fostering Sustainable National Development through a Skilled and Disciplined Workforce"

Mission Statement

" Our mission is to nurture a nation where every individual embodies a cohesive social, economic, political, and cultural identity. We aim to empower individuals with the skills to thrive in a society marked by outstanding character, unwavering pride, and profound self-respect, transcending all ethnic, religious, and caste distinctions. Through collective participation, we aspire to achieve the following objectives "

Project Goals and Objectives

1. **Disaster Relief:** Our primary goal is to offer timely relief to those in need during disasters and crises.
2. **Collaborative Healthcare and Education:** We aim to collaborate with local government organizations to enhance healthcare and educational services for underprivileged communities.
3. **Financial Support for Education:** We are committed to providing financial assistance to underprivileged students, ensuring they have access to quality education.
4. **Vocational & Technical Training Center:** Our objective is to establish a Vocational & Technical Training Centre, empowering underprivileged youth with valuable skills for better prospects.
5. **Children's Homes:** We seek to establish nurturing children's homes, offering love and care to destitute children and those with disabilities.
6. **Environmental Cleanup:** We are dedicated to participating in environmental cleaning activities to create healthier living conditions for communities.
7. **Youth Volunteerism:** Our goal is to promote volunteerism among Sri Lankan youth, enabling them to make a positive impact on the lives of others.
8. **International Collaboration:** We intend to collaborate with foreign parties and organizations to extend assistance to underprivileged populations in Sri Lanka, fostering cross-border support and solidarity.

THE BOARD OF DIRECTOR'S

Mr. B. T. S. Gunathilaka
Chairman of board/President

Mr. G. N. N. Siriwardhana
Board Director

Dr. Samantha Welendagoda
Board Director

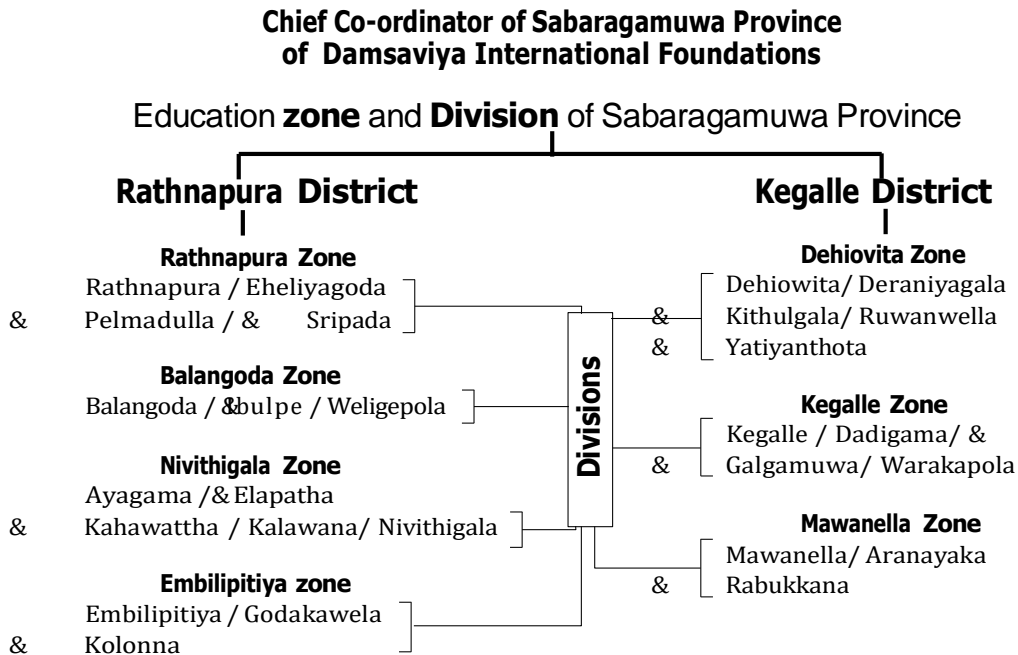
Dr. Sohan Wikrama
Board Director

Mr. Chaminda Low
Board Director

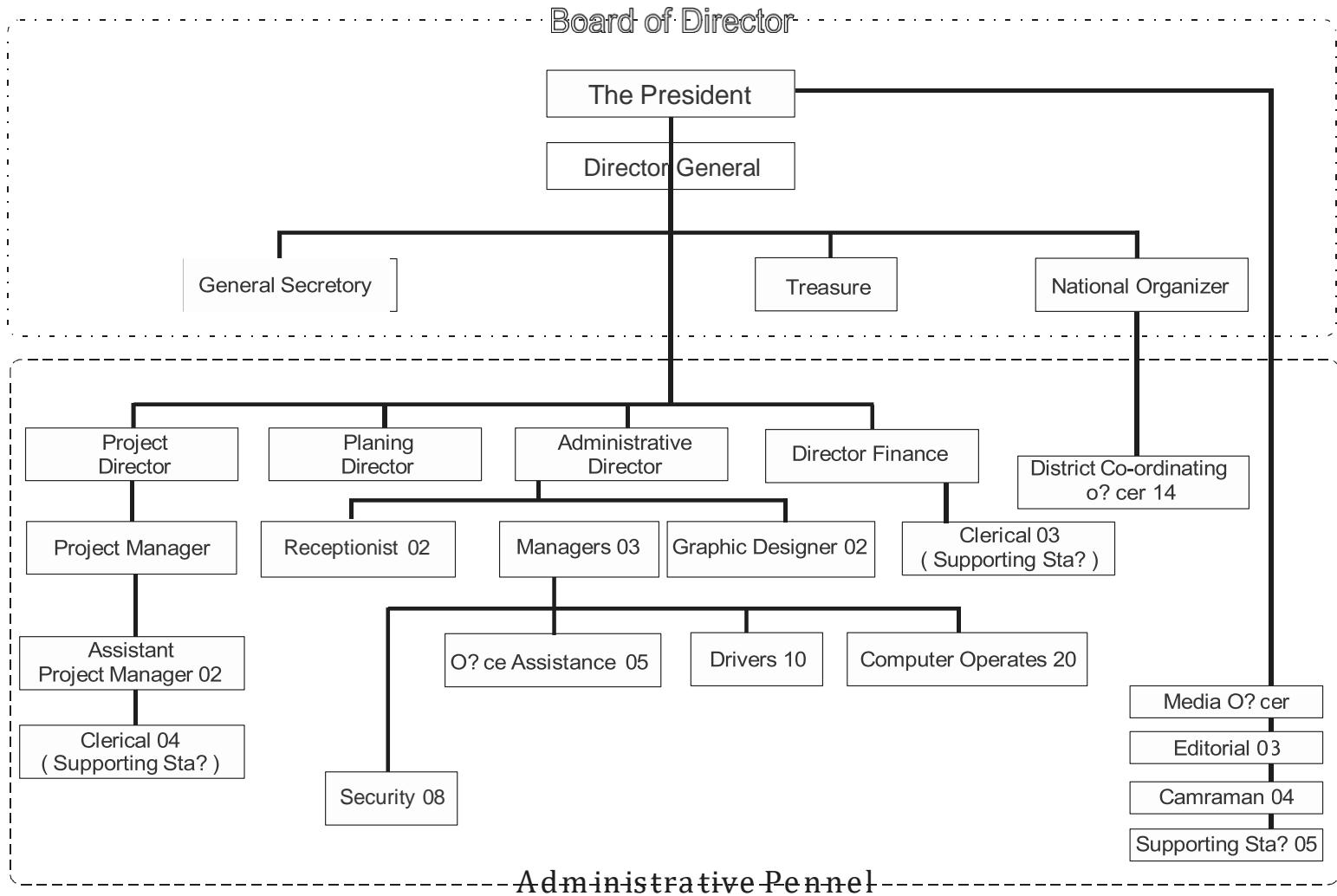
Mr. Chamil Bandara
Board Director

Mr. A. A. Wijesooriya
Board Director

Provincial & District Level Organization Structure



ORGANIZING CHART OF THE DAMSAVIYA INTERNATIONAL FOUNDATION



The Importance of Education for Rural Communities

Education holds tremendous value for individuals, regardless of whether they are acquiring new knowledge, skills, or trades. It is a universal benefit that empowers individuals. In recent years, there has been a strong emphasis on providing education to females worldwide, advocating for equal educational opportunities for girls and boys. However, we can extend this perspective further to consider the transformative impact of educating entire communities, particularly those in rural areas.

Educating communities entails the establishment of schools and the education of both children and community leaders. This holistic approach can lead rural communities toward a healthier and more sustainable future. A well-structured education system in rural areas has the potential to build capacity and knowledge among the rural population, enabling them to make informed decisions regarding agriculture and fostering innovation in agricultural practices. Moreover, education exposes people to information and helps prevent the misinterpretation of facts, leading to a more informed populace.

Education can yield various positive outcomes, including an enhanced ability to comprehend policies, procedures, rights, duties, government initiatives, legislation, available benefits, and protection laws. Recognizing the need for quality education in rural areas is crucial, as it can help retain young people in these regions. Often, young individuals migrate to urban areas in search of better educational and employment opportunities, but improving rural education can serve as a strategy to encourage them to stay.

Quality education is a vital tool for enhancing the overall quality of life, fostering awareness and capabilities, increasing personal freedom, and promoting holistic human development for both individuals and the nation. Education is regarded as a cornerstone

in the development of society, systems, and countries. A well-supported, easily accessible education system is an efficient means to instill economic consciousness in individuals, encouraging active participation in economic prosperity and cultural development.

As advocates for education, we firmly believe that education should primarily serve democracy. It should not merely protect against adverse decisions but actively involve people in decisions that positively influence society. Education is a force that propels individuals toward economic empowerment and cultural enrichment, and as Damsaviya, we emphasize the crucial role of education in shaping a more democratic and inclusive society.

Addressing Demand and Supply Side Issues for OOSC and Low-Performing Pupils in Sri Lanka

The "BODU UDANA" project recognizes the critical importance of tackling both demand and supply side issues to address the challenges faced by out-of-school children (OOSC) and students with lower educational performance in Sri Lanka, as highlighted in the problem statement. In this project, our primary strategy focuses on addressing demand-side factors.

Demand-Side Factors and Solutions:

The major demand-side issues affecting OOSC and poor educational performance are rooted in income poverty and child labor, as previously discussed. To address these challenges comprehensively, we aim to assist both families and children, taking into account the underlying causes of their circumstances.

For families, our approach involves creating awareness and educating parents about the importance of their children's education. Often, families may not fully grasp the

significance of education due to various barriers and obstacles. By providing information and guidance, we aim to change attitudes and behaviors, encouraging parents to prioritize their children's schooling.

For affected OOSC and underperforming pupils, we plan to extend financial and material assistance. Poverty and the lack of essential resources can significantly hinder a child's ability to attend school regularly and perform well academically. Thus, by addressing these practical barriers, we aim to improve access to education and enhance the learning experience.

Furthermore, both parents and OOSC/low-performing students will receive professional guidance. We acknowledge that some children may struggle academically despite attending school, and this issue cannot be resolved solely through improvements in teacher performance, school infrastructure, or curriculum. Therefore, a broader strategy encompassing guidance and support will be implemented.

Supply-Side Considerations:

While the "BODU UDANA" project primarily focuses on demand-side issues, certain supply-side concerns, particularly those related to conflict and disasters caused by natural hazards, will be addressed as needed. This flexibility ensures that the project can respond effectively to unforeseen challenges arising from these circumstances.

We also recognize the importance of advocating for principals and teachers who may lack motivation to support children's learning effectively. Strategies to address this issue will be explored during the pilot phase of the program.

In cases where schools are unable to use modern teaching techniques due to a lack of technological equipment and materials, the project will step in to provide necessary resources as finances permit.

Transportation Challenges:

Exclusion from education can be exacerbated by the lack of certain types of schools and the distance children must travel to attend school. To mitigate the difficulties associated with transportation, the "BODU UDANA" project will endeavor to cover transportation costs to and from school. This approach aims to facilitate access to education for vulnerable groups and reduce barriers associated with geographical distance.

The project recognizes the multifaceted nature of challenges affecting OOSC and low-performing pupils in Sri Lanka. By addressing demand-side factors, providing essential support, and addressing select supply-side issues, "BODU UDANA" strives to improve access to education and enhance educational outcomes for these children, ultimately contributing to their long-term well-being and opportunities for social mobility.

DS/MO/AA/0001
**CERTIFICATE
OF SCHOLASHIP**



This Certificate of Scholarship is presented to

S. Hansana Kawindi

In honor of outstanding performance and excellence in

“Bodu Udana”

Damsaviya International Foundation

Proudly present this scholarship certificate to the winner of

“ Bodu Udana” General Certificate Education (Ordinary Level).

at **Mo/J. M. Kumaradasa National School**

Wellawaya, 05th August 2023

(05th August 2023 - 05th December 2024)

05th August 2023

DATE

N. N. S. Gunathilaka
(Director Gen. of Kolamba / HDip in IT)

Director General
DamSaviya International Foundation



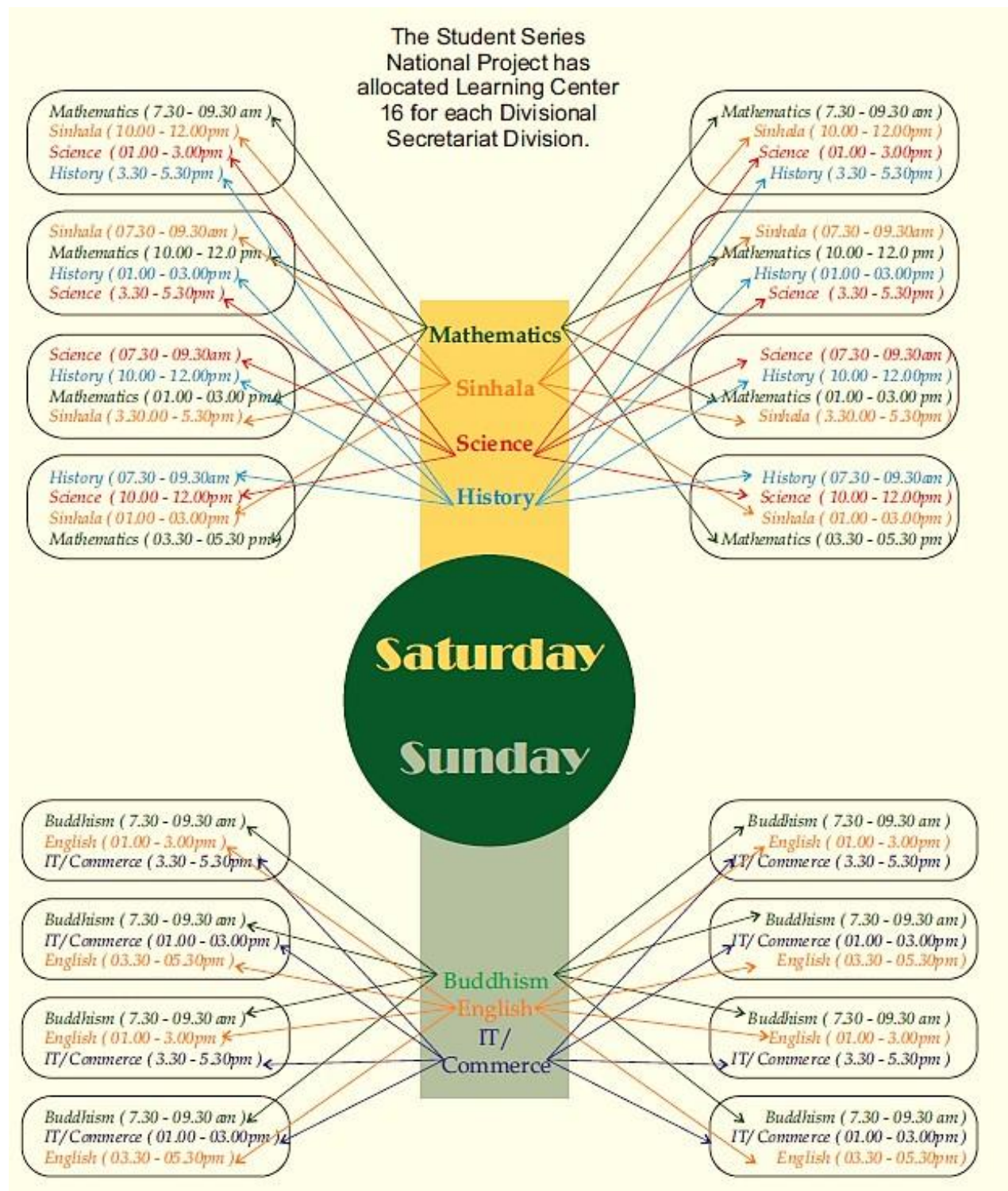
www.damsaviya.org dsif@damssaviya.org



Certificate No: DS/23/MO/0001

A sample scholarship certificate

Bodu Udana planned Program schedule of sessions



Background and Rationale for Implementing an Action Programme to Support Education for Underprivileged Children

Despite extensive efforts to provide education to all school-age children, a significant segment of the population remains out of school. According to the 2006/07 Demographic and Health Survey (DHS), 1.5 percent of primary school-age children and 2.0 percent of lower secondary school-age children are not enrolled in schools. This issue appears to be more pronounced in certain regions, particularly in the estate sector.

The reasons for the existence of out-of-school children (OOSC) can be attributed to both demand and supply-side factors. On the demand side, structural inequalities and disparities play a significant role. These include socio-cultural barriers that result in exclusion, such as non-enrollment, early school dropout, and high absenteeism. Family poverty is another contributing factor, with low-income families struggling to cover the costs of clothing, stationery, private coaching, and books. Additionally, children from these families often have to assume responsibilities like caring for younger siblings or engaging in livelihood activities to support their families, which hinders their school attendance. Moreover, an unsupportive home environment marked by paternal alcoholism, child neglect, lack of parental encouragement to attend school regularly, and inadequate study space and facilities further exacerbates the problem. Health issues and disabilities also impact children's school attendance and performance, and migration of mothers for temporary employment overseas can disrupt proper socialization and cause emotional distress among children.

Inadequacies in education policy implementation are another contributing factor. Flaws in policy execution tend to leave children who genuinely need assistance out of the education system. Many policy strategies have gaps that need to be addressed. Therefore, intervention external to government policies and practices, at the family level, can help

keep children in school and enhance their performance. Such intervention may involve activities such as raising awareness about the importance of education, motivating and counseling families, and providing financial and material support to children (e.g., financial allowances to facilitate school attendance, clothing, and books). Monitoring the progress of supported children and offering guidance and counseling, either individually or in groups, is also crucial.

Moreover, various supply-side factors influence school attendance and educational achievements. These factors include a lack of provisions for children with disabilities, limited facilities and services for institutionalized children (including those in detention), disparities in basic amenities, teacher shortages for critical subjects like English, math, and science, and variations in the quality of schools and teaching across provinces, districts, and specific locations. Additionally, deprivation and marginalization linked to inadequate access to schools with proper educational facilities in areas lacking basic infrastructure contribute to non-enrollment, dropout rates, and poor performance.

Furthermore, past armed conflicts in the northern and eastern regions, along with adjacent districts, have disrupted lives and livelihoods, resulting in school closures, improper teacher deployment, low teacher attendance, irregular school attendance, reduced performance, and dropout rates. During the conflict, rebel groups even recruited children as child soldiers in affected areas. While some of these issues have been addressed since the end of the war, they have not fully returned to pre-war levels or reached the standards observed in other regions.

Therefore, there is a pressing need to implement an action program that comprehensively addresses these challenges and provides crucial support for the education of underprivileged children.

The project will include a range of interconnected activities as its outputs.

These in order of their implementation are as follows:

| | Activity | Aim | Method/logic |
|----|---|---|--|
| 01 | Recruitment and Training of Project Personnel | To assemble a skilled team capable of understanding and implementing the project effectively, with a focus on achieving quality results and facilitating documentation for monitoring and evaluation. | We will recruit individuals with relevant qualifications and commitment to the project's mission, including social science graduates, retired teachers, and dedicated volunteers. They will undergo rigorous orientation and training, ensuring they grasp the project's objectives, processes, and roles. Continuous support, performance assessments, and accurate documentation will be integral to their engagement, fostering a collaborative and motivated team. |
| 02 | Needs Assessment for Assistance | To identify and compile a list of children in need of assistance, along with specifying the type of support required, within the respective Grama Niladhari (GN) and Divisional Secretariat (DS) divisions. Each selected child will have an information sheet completed by Sisu Sarani staff for future reference, serving as a vital resource for monitoring, evaluation, | <ul style="list-style-type: none"> • Consultation with teachers, village officials, and community leaders to pinpoint vulnerable children or those already requiring assistance. • Conducting interviews with both the children and their families to gain insight into their specific needs and circumstances. <p>This process enables the precise identification of beneficiaries and the determination of the appropriate support required,</p> |

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| | | and the formulation of action plans. | laying the groundwork for subsequent action plans (as outlined in point 3). |
| 03 | Individual Action Plans for Selected Children/Households | To formulate detailed action plans outlining the assistance required for each child or household, along with estimating the associated costs per child per year within the respective Grama Niladhari (GN) division. | <ul style="list-style-type: none"> • A panel comprising education specialists and sociologists will collaborate to create customized action plans for each student or household based on the documented information. • These plans will be comprehensive, addressing a range of needs, including financial and material assistance, motivation, and counseling, as determined by the specialists. • Cost estimates for each child's support will be calculated, ensuring a clear understanding of the budget required for each beneficiary within the GN division. |

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| 04 | Empowerment Action Plans for Needy Children's Families | To ensure sustainable support by empowering the families of needy children both economically and socially, recognizing that supporting children alone may not lead to long-term improvements. | <ul style="list-style-type: none"> • Facilitate connections between the families and livelihood opportunities, as well as relevant organizations that provide assistance. • Conduct motivation sessions and awareness campaigns to encourage families to engage in income-generating activities. • Promote economic self-sufficiency and social empowerment within these households, fostering self-reliance and community resilience. |
| 05 | Action Plan for Respective AGA Divisions | To organize and aggregate all children and households supported by the project within the AGA (Assistant Government Agent) divisions, ensuring effective implementation by specifying the required support activities and estimating associated costs. | <ul style="list-style-type: none"> • Establish clear project targets in terms of the number of children and families to be assisted based on different types of support. • Prepare detailed cost estimates to allocate resources effectively and efficiently. • By organizing support activities within AGA divisions, the project can be efficiently implemented at the local level, addressing the specific needs of each community. |

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| 06 | Formation and Strengthening of Parent Association | To provide support to the families of underprivileged students by promoting motivation, advocacy, and collective action. | <ul style="list-style-type: none"> • This action plan will be initially implemented in the first DS (Divisional Secretariat) division as a pilot site to test and improve the project's design. • The Parent Association will serve as a platform for parents to collectively support and advocate for the education of their children. • Some parents may also require assistance for livelihood development, and this support can be integrated into the program. |
| 07 | Budget allocation | To create a comprehensive budget that covers all children based on identified types of assistance, along with associated costs such as staff and transport expenses, office rent, establishment costs, project consultants (if any), and a 10% contingency amount. | See the possible budget items given below. |

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| 08 | Implementation | To execute the project according to the proposed project design outlined in the proposal, with Sisu Sarani staff responsible for the execution under the overall supervision of the Chairman of DIFSL or an appointed representative. | The implementation process will follow the project design and guidelines specified in the proposal. It will involve the coordinated efforts of Sisu Sarani staff, who will carry out the various project activities as outlined, ensuring that the project's objectives are met effectively and efficiently. The Chairman of DIFSL or their delegate will provide overarching supervision to ensure the project's successful execution. |
| 09 | Follow-up Action | To systematically monitor how the project beneficiaries utilize the assistance provided and evaluate their performance. This process is crucial for assessing the effectiveness of the project, identifying areas of improvement, and ensuring that the project's objectives are met. | The follow-up action will involve regular and systematic assessments of how the beneficiaries are utilizing the assistance and whether it is resulting in the desired outcomes. This may include conducting surveys, interviews, or evaluations to gather data on the beneficiaries' progress and the impact of the project on their lives. The collected information will be analyzed to identify any weaknesses or areas that require corrective action. The specifics of the follow-up process will be discussed and developed in detail as part of the project planning and management. Top of Form |

| | | | |
|----|----------------|--|--|
| 10 | Exist strategy | <p>To establish a clear and sustainable exit strategy for the project to ensure that its impact continues even after the project is completed. This strategy will consider the possibility of obtaining additional funds and ensure a smooth transition for the beneficiaries.</p> | <p>The exit strategy will be developed based on the project's objectives, the needs of the beneficiaries, and the potential for obtaining additional funds or support. It will involve a careful assessment of how the project can be phased out gradually while ensuring that the beneficiaries continue to receive the necessary support or services. The specific details of the exit strategy will be determined based on the project's progress and the availability of resources. It may include identifying alternative sources of funding, transitioning responsibilities to local organizations or authorities, and establishing mechanisms for sustainability. The strategy will be flexible and adaptable to changing circumstances to ensure a successful exit from the project.</p> |
|----|----------------|--|--|

| | | | |
|----|--------------------------------|---|--|
| 11 | Monitoring and Evaluation Plan | To develop a comprehensive monitoring and evaluation plan that will be an integral part of the project's implementation, ensuring that the project's progress, impact, and effectiveness are regularly assessed and documented. | <p>The monitoring and evaluation plan will be carefully designed to align with the project's objectives and activities. It will include a set of performance indicators and data collection methods to track progress and outcomes. The plan will also outline the frequency of monitoring and evaluation activities, responsible parties, and reporting mechanisms.</p> <p>Additionally, it will specify how the collected data will be analyzed and used for decision-making and improvement. The monitoring and evaluation plan will be an essential tool for assessing the project's success, identifying areas for improvement, and ensuring accountability to stakeholders.</p> <p>Top of Form</p> |
|----|--------------------------------|---|--|

Beneficiary Selection Criteria

Criteria Development: The criteria for selecting beneficiary children and families will be developed as an integral part of the project strategy and design. This process will ensure smooth implementation and uphold transparency objectives. Input will be gathered from project staff, knowledgeable individuals, and stakeholders to create a comprehensive selection framework.

Selection Principle: The primary selection principle will prioritize children from economically, socially, physically (particularly those residing in remote locations), and ethnically disadvantaged families. The goal is to target those most in need of support. A screening process conducted by Sisu Saran staff will identify eligible beneficiaries.

Screening Format: A standardized screening format will be established by the project consultant based on feedback from staff and stakeholders. This format will guide the assessment of families' economic, social, physical, and ethnic backgrounds to determine eligibility for support.

Inclusivity: The project will not discriminate based on religious affiliation or ethnic background. However, special attention will be given to impoverished families within ethnic minority groups and single-parent families. This approach aims to promote social inclusiveness within the project's objectives.

Age Criteria: Beneficiaries will consist of school-age children ranging from 15 to 19 years, selected in alignment with the above criteria. This age range ensures that support is directed toward children at an age where educational assistance can make a substantial impact.

Duration of the Project and Phasing Out

Project Outcomes:

1. **Access to Education:** Organize and facilitate out-of-school children (OOSC) to enroll in schools and provide support to ensure their continued education.
2. **Academic Improvement:** Identify, assess, list, and register low-performing students and provide the necessary assistance to improve their educational outcomes.
3. **Monitoring and Follow-Up:** Implement a follow-up mechanism to track and ensure that supported students are actively engaged in education as intended by the project.
4. **Continuous Improvement:** Continuously refine the project's strategy, objectives, processes, and performance through result-based monitoring and evaluation.

Projected Budget Items

Institutional Arrangement: **

- Office expenses (rent, stationary, printing, etc.)
- Staffing costs (coordinators, facilitators, consultants, accountant/auditor, volunteer allowances, etc.)
- Participants' expenses (transport, refreshments, allowances, community meetings, etc.)

Need Assessment, Screening, Selection, and Registration of Children:

Support to Children:

- Monthly financial assistance
- Clothing
- School bags

- Transport costs
- Medical expenses (if applicable)
- Professional help (if applicable)

Formation and Strengthening of Parent Association:

- Costs associated with establishing and strengthening parent associations.

Support for Poor Students' Families Economically:

- Expenses related to linking families with livelihood opportunities and organizations for assistance, as well as conducting motivation and awareness campaigns.

Additional Personnel (Considered as Needed):

- Community/family/student mobilization expert
- Cashier
- Secretary
- Drivers
- Storekeeper

***Please note that the budget will be prepared by project staff with the assistance of a qualified accountant. Additionally, the creation of permanent positions will be avoided to prevent potential legal issues in the future. The budget allocation will be determined based on the specific needs and requirements of each budget item during the project implementation.*

Sustainability and phasing out

To enhance the sustainability of the project's effects and impacts, several crucial strategies will be employed:

1. **Parental Awareness and Motivation:** Educating parents about the importance of their children's education is fundamental. The project will conduct awareness campaigns to motivate parents to prioritize education and ensure their children attend school regularly.
2. **Linkage to Livelihood Activities:** Efforts will be made to connect families with livelihood activities and employment opportunities. This may involve providing information about income-generating activities or vocational training programs that can uplift the economic status of families.
3. **Access to Public Assistance Programs:** Families in need will be guided to access existing public assistance programs and social services. This could include facilitating their enrollment in welfare schemes, financial aid programs, or other forms of government support.
4. **Collaboration with Stakeholders:** The project will actively engage with various stakeholders at different levels:
 - **Local Government:** Collaboration with village and divisional secretary-level officers to streamline project activities and align with local development initiatives.
 - **NGOs:** Partnering with non-governmental organizations operating in the area to leverage resources and expertise.

- **Schools:** Cooperation with school principals and teachers to ensure a conducive learning environment for project beneficiaries.
 - **Religious Organizations:** Engaging religious institutions to promote educational values and community support.
5. **Comprehensive Project Lifecycle Involvement:** Stakeholders will be involved throughout the project lifecycle, from planning and implementation to evaluation. Their input and feedback will be integral to refining project strategies and ensuring its long-term success.

These strategies aim to create a supportive ecosystem around project beneficiaries, reinforcing the importance of education and providing opportunities for sustained growth and development.

Monitoring and Evaluation (M & E)

Monitoring and Evaluation (M&E) are integral components of the project's implementation and improvement processes. The M&E framework includes the following key aspects:

1. **Initial Need Assessment and Screening:** The project commences with a comprehensive need assessment and screening process to identify and register eligible children. A standardized format, developed by the project, is used to gather essential information about beneficiaries.
2. **Regular Result-Based Monitoring:** Continuous monitoring takes place throughout the project's duration, focusing on a selected sample of beneficiaries.

This approach allows for the assessment of results in real-time, ensuring that the project is on track to achieve its objectives.

3. **Pilot Project-Based Evaluation:** The pilot phase of the project serves as an opportunity for evaluation. It enables the refinement of project strategies, targeting methods, practices, and processes based on the lessons learned from the pilot implementation.
4. **Variables Studied:** The M&E framework outlines the specific variables to be studied, ensuring that data collection aligns with project goals and objectives.
5. **Methods and Sampling Framework:** The methods and sampling framework for data collection, analysis, and reporting are clearly defined. This includes the methodologies used for data collection and the criteria for selecting samples.
6. **Reporting Structure:** A structured reporting system is established to document the findings of M&E activities. This reporting structure ensures that project stakeholders receive timely updates on progress, challenges, and outcomes.
7. **Information for Funding Agency:** If applicable, the funding agency will receive periodic monitoring and evaluation reports. These reports serve to inform the agency about the project's status and its impact.

The M&E framework aims to enhance the project's effectiveness by facilitating data-driven decision-making, improving accountability, and optimizing resource allocation. It ensures that the project remains aligned with its goals and adapts to emerging challenges or opportunities.

Project Framework

Target Group: The primary objective of this project is to enhance the skills of school children. The target group for this project includes students preparing for the GCE (O/L) and GCE (A/L) examinations.

Project Duration:

- Start Date: January 7, 2025
- End Date: December 31, 2029

Subjects for Education (GCE O/L): The project will provide education in the following subjects for GCE (O/L) students:

- Sinhala
- English
- Mathematics
- Science
- History/IT

Special Seminars: Special seminars will be conducted to supplement education in the following subjects:

- English
- Information Technology and Communication (ITC)
- Commerce
- Arts / Music / Dancing
- Other relevant subjects

| | |
|-------------------------|--|
| ART | Sinhala/ Oriental Music/ History/ Buddhist Civilization / Communication and Media Studies |
| COMMERCE | Accounting / Business/ Statistics Business/ Studies Economics. |
| BIO SCIENCE | Agriculture/ Bio System Technology / Biology/ Chemistry/ Physics/ Science for Technology |
| PHYSICAL SCIENCE | Combine Mathematics/ Higher Mathematics |

Project Implementation

The project implementation process has already commenced after conducting the necessary surveys. Based on the survey data, it is anticipated that educational scholarships will be granted to 10,000 students within the Kegalle and Rathnapura Districts for this year.

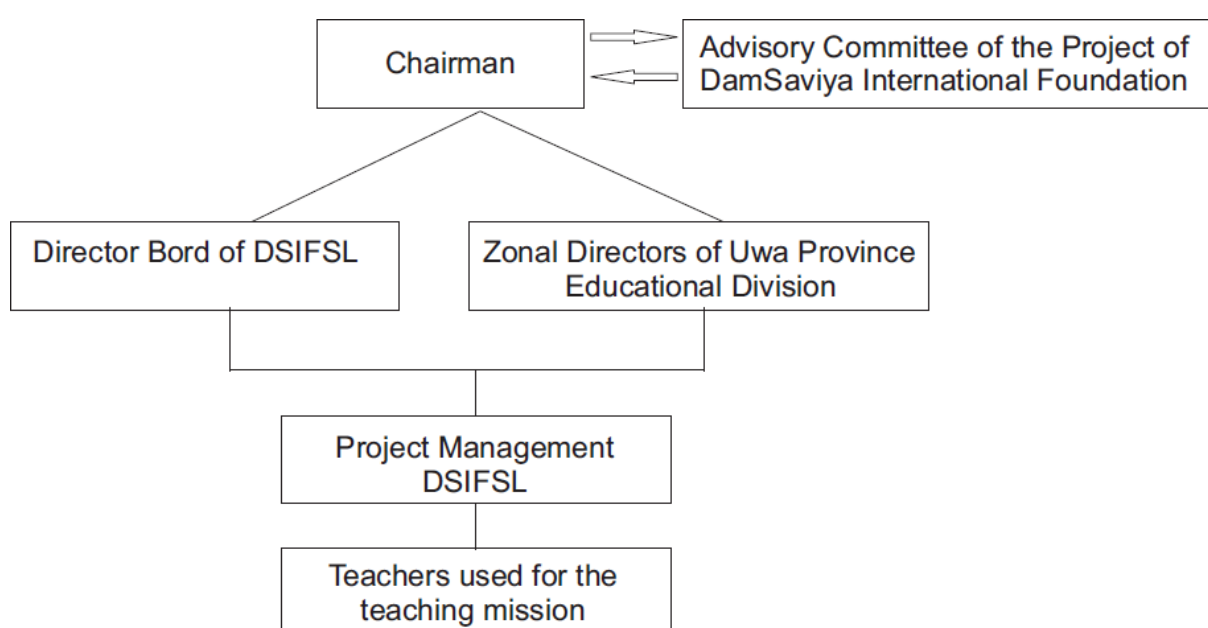
The entire project is designed to span a duration of five years, with the initial phase scheduled to commence in 2024. In line with this timeline, preparations have been put in place to launch the 2024 phase prior to January 6th. This proactive approach ensures that the project gets underway promptly, meeting its objectives and delivering educational support to the identified beneficiaries.

Funding for Project Implementation

The Dam Saviya International Foundation intends to secure the necessary funding for achieving its project goals through various social programs, including:
Accepting donations, both local and foreign, to support the project's objectives.

Project Management and Supervision

The comprehensive management and execution of the project described above were overseen and guided by the University of Kelaniya in collaboration with the Dam Saviya International Foundation's Board of Directors. Additionally, the project's implementation involves a committee working jointly with government officials to facilitate discussions and ensure effective execution.



Project Functionality

Teaching centers have been carefully chosen at the educational zonal level, with strict adherence to the country's existing laws and regulations. Each teaching center is designed to accommodate a maximum of one hundred and fifty students.

Classes are conducted on Saturdays and Sundays for working students, with two hours allocated for each subject. In case of emergencies or other situations, online instruction is made available.

To maintain quality education, all teachers participating in tuition classes receive specialized training and operate under strict supervision to ensure effective delivery of the curriculum.

CASH BUDGET

Preliminary initial project and pre-project expenses: targeting 5 provinces commenced on march, 2023 (Sabaragamuwa, Southern, Uva, Central, North central) USD 70,000 (targeting 1,600 students)

Phase 01: Pilot project 8.5 Mn. USD: for all 25 districts (targeting 15,000 students annually, 600 students per district, will run for a 10 months)

- a. This will cover the capital (buildings, vehicles, infrastructure) and running cost
- b. Logistics
- c. Mobilization fees
- d. Project based expenses and overheads

Phase 02: second intake post pilot project, **Mian project** 11.3 Mn. USD: for all 25 districts (targeting 1,000,000 students annually, 40000 students per on average per district, for 5 years)

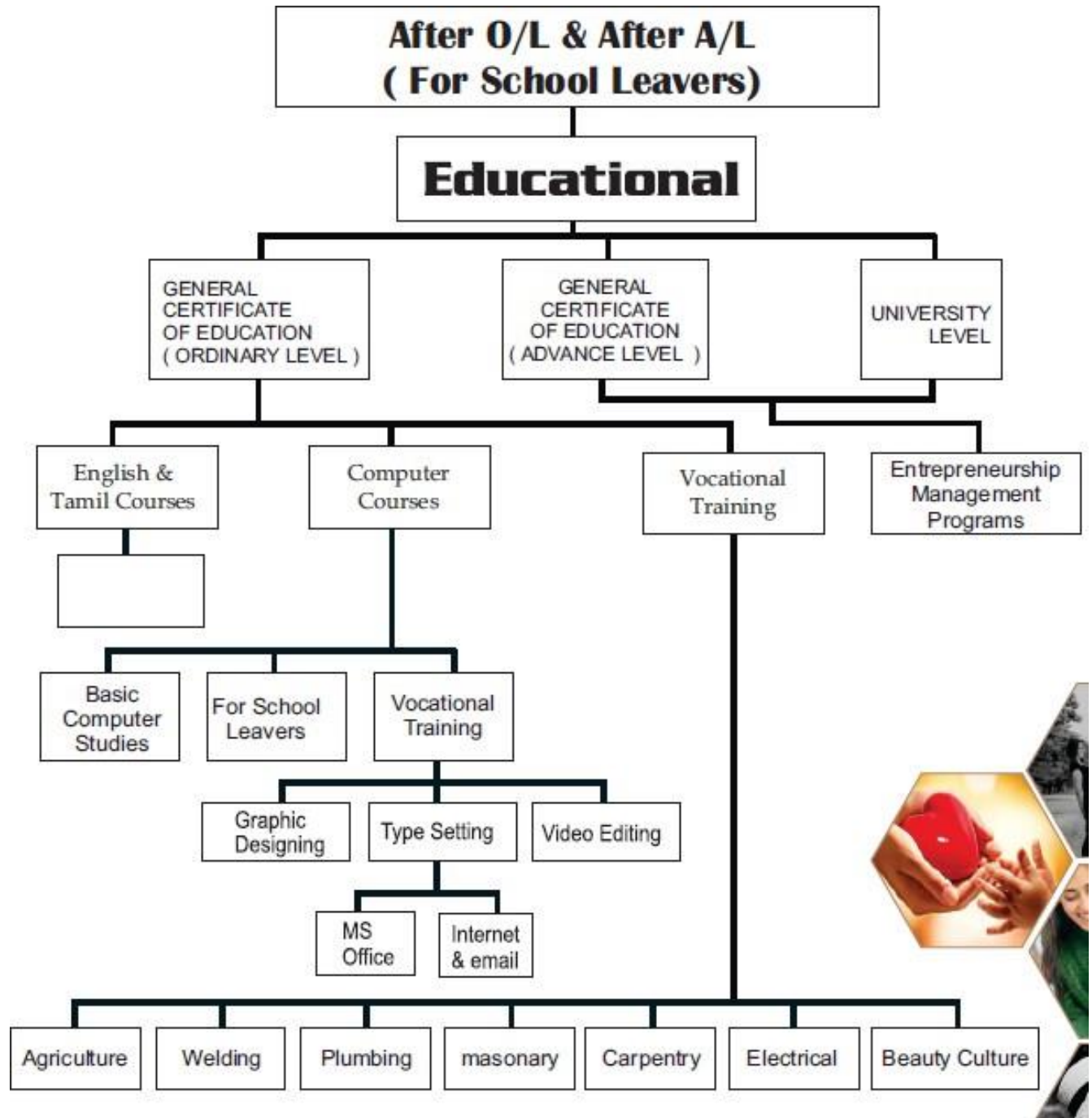
- a. Project running costs
- b. Overheads and maintenance costs
- c. Logistics
- d. Other expenses

| MONTH | Jan. | Feb. | Mar. | Apr. | My. | Jun. | Jul. | Aug. | Sep. | Oct. | Nov. |
|---------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|-------|-------|-------|-------|-------|
| Cash in Flows | | | | | | | | | | | |
| Donation : (\$ 100000 = Rs. 205) | 20.5m | | | | | | | | | | |
| Total in Flows | 20.5m | | | | | | | | | | |
| Cash out Flows | | | | | | | | | | | |
| Teachers Allowance | 0.512 | 0.512 | 0.512 | 0.512 | 0.512 | 0.512 | 0.512 | 0.512 | 0.512 | 0.512 | 0.512 |
| Staff Allowance (Note 01) | 0.36 | 0.36 | 0.36 | 0.36 | 0.36 | 0.36 | 0.36 | 0.36 | 0.36 | 0.36 | 0.36 |
| Printing & Designing | 1.92 | 1.92 | 1.92 | 1.92 | 1.92 | 1.92 | 1.92 | 1.92 | 1.92 | 1.92 | 1.92 |
| Transportation | - | - | - | - | - | - | - | - | - | - | - |
| Hall Chargers | .128 | .128 | .128 | .128 | .128 | .128 | .128 | .128 | .128 | .128 | .128 |
| Sounds & Multimedia Eq. | .304 | .304 | .304 | .304 | .304 | .304 | .304 | .304 | .304 | .304 | .304 |
| Food & Beverage | .01 | .01 | .01 | .01 | .01 | .01 | .01 | .01 | .01 | .01 | .01 |
| Stationary | .06 | .06 | .06 | .06 | .06 | .06 | .06 | .06 | .06 | .06 | .06 |
| School Equipments | - | - | - | - | - | - | - | - | - | - | - |
| Health Expenses | .08 | .08 | .08 | .08 | .08 | .08 | .08 | .08 | .08 | .08 | .08 |
| Health Equipment Establishment | .019 | - | - | - | - | - | - | - | - | - | - |
| T shirt Trouser and Shoo | - | - | - | - | - | - | - | - | - | - | - |
| Fuel Expenses | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 | .03 |
| Cleaning Expenses | - | - | - | - | - | - | - | - | - | - | - |
| Vehicle Rent | .095 | .095 | .095 | .095 | .095 | .095 | .095 | .095 | .095 | .095 | .095 |
| Water Expenses | .001 | .001 | .001 | .001 | .001 | .001 | .001 | .001 | .001 | .001 | .001 |
| Electricity Expenses | .014 | .014 | .014 | .014 | .014 | .014 | .014 | .014 | .014 | .014 | .014 |
| Telephone Facility | - | - | - | - | - | - | - | - | - | - | - |
| Telephone Expenses | .05 | .05 | .05 | .05 | .05 | .05 | .05 | .05 | .05 | .05 | .05 |
| Internet Chargers | - | - | - | - | - | - | - | - | - | - | - |
| Other's | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Total out Flows | 3.64 | 3.621 | 3.621 | 3.621 | 3.621 | 3.621 | | | | | |
| Beginning Cash Balance | | | | | | | | | | | |

Staff Allowance (Note 1)

| Description | Qty | Rts |
|----------------------|-----|-----|
| Project Manager | 02 | .08 |
| Project Co-ordinator | - | - |
| Supporting Staff | - | - |
| Accommodation | - | - |
| Labors | 08 | .28 |

Corresponding Education structure



Key Dimensions of Human Capital: Enhancing English Language Skills

English language proficiency has become a critical component of human capital in today's global knowledge economy. It serves as the primary language for international finance, trade, commerce, and academic research. To effectively address the importance of English language skills, strategic policy initiatives should be developed.

Here are key dimensions and strategies to enhance English language skills:

1. **Comprehensive Approach:** Implement a multifaceted approach that covers various aspects of education, including the school environment, curriculum-related activities, and co-curricular activities.
2. **Immersive English Environment:** Foster an immersive English environment within schools wherever possible. Creating an atmosphere where students are exposed to and encouraged to use English daily is a highly effective initiative to boost language skills.
3. **Bilingual Education:** The introduction of bilingual education from grades 6-13 is a valuable innovation. This policy not only aims to enhance students' economic prospects but also promotes social cohesion by bringing together students from diverse ethnic backgrounds. Over 55,000 students from 601 schools are currently enrolled in bilingual education programs.
4. **Content and Language Integrated Learning (CLIL) Framework:** Develop a suitable CLIL framework for the Bilingual Education Program. This framework should align with recognized international standards, such as the Common European

Framework of Reference. Creating a clear and internally consistent education framework will help integrate the Bilingual Education Program effectively.

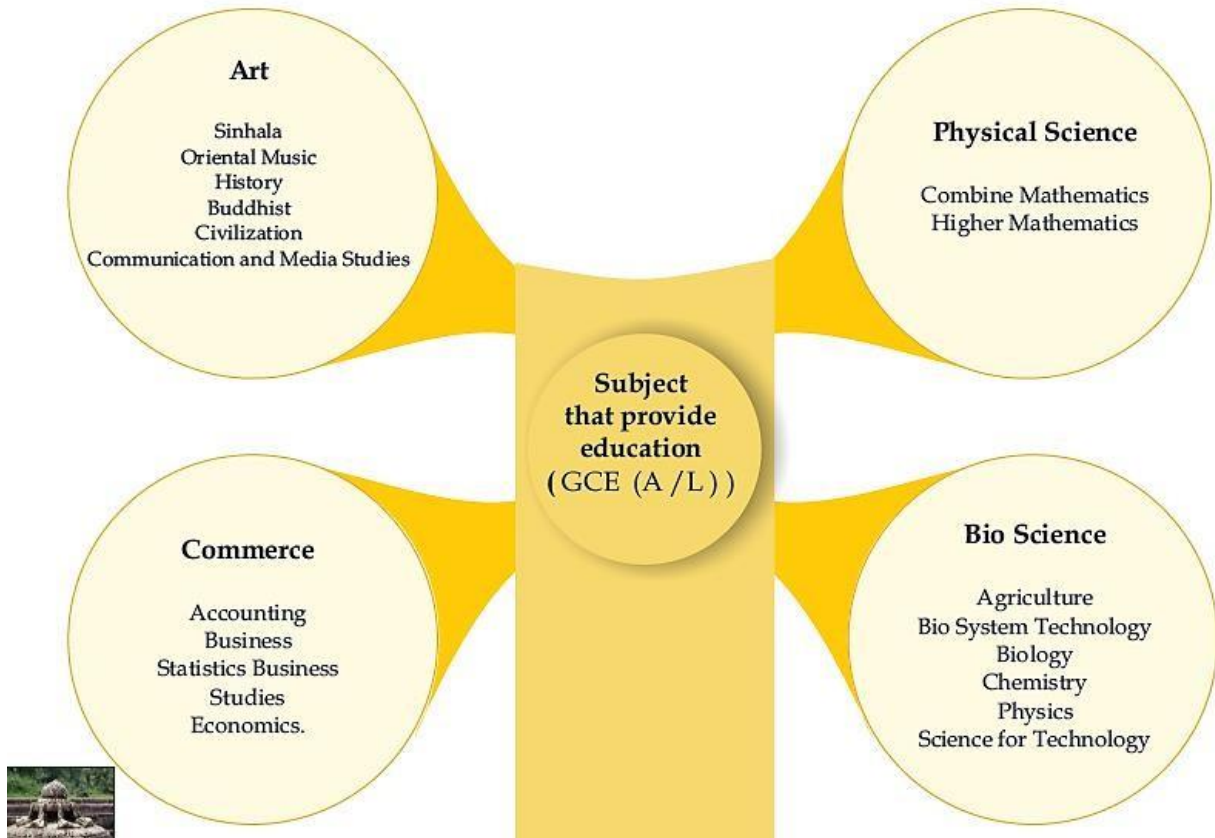
5. **Increased Investment in Education:** Sri Lanka's public expenditure on education is relatively low compared to middle-income and comparable nations. Investment in education as a percentage of GDP is only 1.9 percent and represents 7.3 percent of the government budget. Increasing and expanding investment in education is essential. Advanced middle-income countries typically allocate around 4.6 percent of national income to education, more than double Sri Lanka's current share.
6. **Guidance and Counseling:** Provide individual or group guidance and counseling to monitor the progress of assisted children and offer support. This can be a valuable tool to ensure that students are on track and receive the necessary assistance.
7. **Addressing Supply-Side Factors:** Recognize that supply-side factors also influence children's attendance and educational achievements. These factors include a lack of provision for children with disabilities, inadequate facilities and services, teacher availability, and variations in school quality among different regions. To mitigate these issues, invest in improving infrastructure and teacher training.
8. **Post-Conflict Reintegration:** Acknowledge the impact of long years of armed conflict on education in certain regions. Efforts should continue to reintegrate affected communities, address trauma, and rebuild educational infrastructure.
9. **Child Soldier Rehabilitation:** Specifically address the rehabilitation and reintegration of children who were recruited as child soldiers during times of conflict. Specialized support is crucial for their recovery and education.

10. Access to Quality Education: Ensure that all students have access to quality education, irrespective of their geographical location. Invest in schools in underserved areas to provide facilities and resources comparable to those in urban centers.

By focusing on these key dimensions and strategies, Sri Lanka can make significant strides in improving English language skills and overall educational outcomes, thereby contributing to the development of a skilled and competitive workforce for the global economy.

Timeline for the implementation of the BODU UDANA National Scholarship Project

The Student Series National Project has allocated Learning Center 16 for each Divisional Secretariat Division.



Institutions expected to be contacted for the project

The following institutions are expected to be contacted and engaged for the successful execution of the project:

- I. Directors of Education
- II. Divisional Secretariat
- III. School Principals
- IV. University Lecturers
- V. Trained Teachers

These institutions will play key roles in different aspects of the project, including oversight, coordination, and the delivery of educational services.

Completion of the Project

The project is scheduled to be operational from April 4, 2024, to March 31, 2029. Any further extensions will be considered based on the success and outcomes of this initial project phase.

Other projects by DSIFSL to improve the living standards of all children who join the "Sisu Sarani" National Project.

1. Mapiya Padabhi Wandana (Worshipping Parents)

- Main Objective: The primary aim of this project is to enhance and strengthen the relationship between parents and their children. It seeks to promote understanding, respect, and communication within families.

2. "Eday Aday" Musical Program

- Main Objective: The central goal of this program is to cultivate a community of individuals who can appreciate and contribute to the development of musical taste. It aims to foster an appreciation for music and encourage active engagement in musical endeavors.

3. Human Attitude Development Program

- Main Objective: This program focuses on the development of positive human attitudes. Its main objective is to instill and nurture attitudes such as empathy, compassion, tolerance, and positivity among individuals. The

program seeks to promote personal growth and create a more harmonious and understanding society.

Details of the organization

Name of the Organization: DAMSAVIYA INTERNATIONAL FOUNDATIONS
(DSIF)

Acronym Contact Person : “ DAMSAVIYA ”
The President
MR. B. T. S. GUNATHILAKA

Registered Address : # 97/6, Gomis Mawatha, Kelaniya,
Sri Lanka.

Communication Address : # 256, Biyagama Road
Kelaniya, Sri Lanka.

Contact details :

Telephone : +94 77 776 50 87
+94 33 315 24 01

Fax : +94 33 315 24 01

Web : www.damsaviya.org
(Under Construction)

email : dsifsl@damsaviya.org

Founder : Mr. B. T. S. Gunathilaka
(The President of Organization)

Year of Establishment : DAMSAVIYA established in 2011 January 07

Legal Status of the Organization : Year of the Registration & Registration Authority – 1
03 of May 2013
(The companies ACT. No. 7 of 2007 of Sri Lanka)

Registration No : GA 2815

Year of the Registration & Registration Authority – 2
NGO Affairs Bureau Act, No.31 of 1980 as amended by Act, No. 8 of 1998

Registration No : FL-149116
Bank Name : Peoples Bank
Bank Address : 1st city Branch, No. 68, York Street, Colombo 01, Sri Lanka

Account Holder's

Name : Damsaviya International Foundation
Address : No. 97/6, Gomis Mawatha, Kelaniya,
Sri Lanka.
Swift Code : PSBKLKLX023
Account Number : 046100130004908
Auditors : Mr. Denzil Rodrigo (Chartered Accountant)

Annexures

Succession Planning

Succession Planning for Implementing an Action Program to Support Education for Underprivileged Children.

Implementing an action program to support education for underprivileged children requires careful succession planning to ensure the sustainability and continued effectiveness of the initiative.

Succession plan for the program:

1. Identify Key Roles and Responsibilities:

- Begin by identifying the key roles and responsibilities within the program. These may include program directors, educators, counselors, administrators, and support staff.

2. Develop a Leadership Pipeline:

- Create a leadership pipeline by identifying individuals within the organization or community who have the potential to take on leadership roles in the future. Look for individuals who are passionate about education and share the program's mission.

3. Mentorship and Training:

- Implement a mentorship and training program to prepare potential leaders for their future roles. Current leaders should mentor and provide guidance to these individuals, sharing their knowledge and expertise.

4. Succession Committees:

- Form succession committees responsible for identifying and nurturing talent within the program. These committees can regularly assess potential leaders and their progress.

5. Documentation and Knowledge Transfer:

- Document all program processes, procedures, and best practices. This documentation should be easily accessible to all team members and potential leaders. Ensure that institutional knowledge is transferred effectively.

6. Leadership Development Programs:

- Invest in leadership development programs that provide training in areas such as project management, team leadership, and program management. These programs can help build leadership skills among potential successors.

7. Performance Evaluation and Feedback:

- Conduct regular performance evaluations for potential leaders, providing constructive feedback and opportunities for improvement. Performance evaluations should align with the program's goals and values.

8. Succession Planning Reviews:

- Periodically review and update the succession plan to adapt to changing circumstances, such as the evolving needs of underprivileged children or shifts in program priorities.

9. Transition Periods:

- When a leader is ready to transition out of their role, establish a transition period during which the current leader and their successor work together. This allows for a smooth transfer of responsibilities and knowledge.

10. External Recruitment:

- In addition to internal succession planning, consider external recruitment for leadership roles when necessary. This can bring fresh perspectives and expertise to the program.

11. Continuous Improvement:

- Continuously assess the effectiveness of the succession plan and make improvements as needed. Solicit feedback from team members and potential leaders to refine the plan over time.

12. Community Involvement:

- Engage the local community in the succession planning process. Encourage community members to take an active interest in the program's leadership roles, fostering a sense of ownership and commitment.

13. Emergency Succession Planning:

- Develop contingency plans for unexpected leadership vacancies. Ensure that there are individuals who can step in temporarily until a permanent successor is identified.

14. Celebrate Achievements:

- Recognize and celebrate the achievements of potential leaders as they progress in their roles and contribute to the program's success. This positive reinforcement can motivate them to continue their commitment.

The program can ensure that it continues to thrive and make a meaningful impact on the education of underprivileged children, even as leadership transitions occur.

Action Plan- Overall

Project Title: Skills development project for school Children

Duration: 4th April 2024 to 31st March 2029.

Objective: To improve access to quality education and educational outcomes for underprivileged children.

Action Plan:

1. Needs Assessment (Month 1 - Month 2)

- Identify target communities and areas with a high population of underprivileged children. (Sabaragamuwa Province: Rathnapura District and Kegalle District)
- Conduct surveys, interviews, and focus group discussions to assess the specific educational needs and challenges faced by the children and their families.
- Analyze data to determine the key barriers to education, such as poverty, lack of resources, transportation issues, or cultural factors.

2. Stakeholder Engagement (Month 2 - Month 3)

- Identify and engage relevant stakeholders, including local government authorities, community leaders, schools, parents, and potential partners.
- Organize meetings and workshops to discuss project goals and gain support from stakeholders.
- Collaborate with local schools to understand their capacity and resources.

3. Program Design and Development (Month 3 - Month 4)

- Develop a tailored educational support program based on the needs assessment findings.

- Define program goals, objectives, and key performance indicators (KPIs).
- Design a curriculum that addresses academic, social, and emotional needs of underprivileged children.
- Establish program timelines and budgets.

4. Resource Mobilization (Month 4 - Month 5)

- Identify potential funding sources, including grants, donations, and sponsorships.
- Develop fundraising strategies and proposals.
- Reach out to local businesses, philanthropic organizations, and individuals for financial support.

5. Infrastructure and Resource Acquisition (Month 6 - Month 7)

- Procure educational materials, including textbooks, stationery, and learning aids.
- Secure classroom space or establish learning centers, if necessary.
- Arrange transportation solutions for children who face difficulties in accessing schools.

6. Recruitment and Training (Month 7 - Month 8)

- Hire qualified educators and support staff, considering individuals from the local community.
- Provide training on the program's curriculum, teaching methods, and child development.
- Train counselors and mentors to address the social and emotional needs of children.

7. Program Launch (Month 9)

- Officially launch the educational support program in the target communities.
- Conduct an awareness campaign to inform parents and children about the program's availability.
- Begin regular program activities, including classes, mentoring sessions, and extracurricular activities.

8. Monitoring and Evaluation (Ongoing)

- Implement a robust monitoring and evaluation system to track program performance against KPIs.
- Collect and analyze data on student attendance, academic progress, and overall well-being.
- Use feedback from parents, teachers, and students to make program improvements.

9. Community Involvement (Ongoing)

- Encourage parents and community members to actively participate in their children's education.
- Organize community events, workshops, and meetings to promote education as a shared value.
- Foster a sense of ownership and pride in the program within the community.

10. Scaling and Sustainability (Ongoing)

- Explore opportunities to expand the program to additional communities or regions.

- Collaborate with local authorities to integrate program activities into the existing education system.
- Develop a sustainability plan that outlines how the program will continue beyond the initial project duration.

11. Reporting and Communication (Ongoing)

- Regularly communicate program achievements, challenges, and impact to stakeholders and donors.
- Share success stories and case studies to inspire continued support.
-

12. Closure and Legacy (Month 60)

- Evaluate the project's overall impact and effectiveness.
- Document lessons learned and best practices for future initiatives.
- Celebrate the achievements and contributions of all involved stakeholders.

This action plan provides a structured framework for implementing the project to support education for underprivileged children. It ensures that all essential steps are taken to address the educational needs of the target communities and create a sustainable impact.