



## Evaluation e-Library (EeL) cover page

<b>Name of document</b>	LKA053 - HAP Final Report 02-05
<b>Full title</b>	The Humanitarian Assistance Programme (HAP) final report
<b>Acronym/PN</b>	PN053 HAP
<b>Country</b>	Sri Lanka
<b>Date of report</b>	February 2005
<b>Dates of project</b>	15 September 2004 to 31 January 2005
<b>Evaluator(s)</b>	Danesh Jayatilaka (?)
<b>External?</b>	No
<b>Language</b>	English
<b>Donor(s)</b>	USAID Displaced Children and Orphans Fund (DCOF) and PL480
<b>Scope</b>	<i>Project</i>
<b>Type of report</b>	<i>Other (summary report)</i>
<b>Length of report</b>	18 pages
<b>Sector(s)</b>	Psychosocial, conflict resolution & peace building, economic development (SEAD), vocational training
<b>Brief abstract (description of project)</b>	Focusing on the North Central and Eastern provinces of Sri Lanka, HAP involved three distinct (but overlapping) and complementary sectors for intervention: psychosocial wellbeing and development; conflict resolution and peace building; and enhancement of economic opportunities, to be completed during a period of approximately two years. (p.1) CARE worked principally through three partners: Sarvodaya, Don Bosco and Terre Des Hommes (TdH). (p.2)
<b>Goal(s)</b>	<ol style="list-style-type: none"> <li>1. Improve the capacity of families and communities to create an environment conducive to the safety, psychosocial wellbeing, and development of the young in conflict affected areas;</li> <li>2. Mobilize communities actively involved in conflict resolution and peace building to focus around activities for children and youth; and</li> <li>3. Enhance economic opportunities of targeted groups through skill development, micro credit activities, and technical and vocational training for the benefit of children and youth (p.1)</li> </ol>
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1. Improved access towards quality of service for children and youth, especially in education, play and leisure</li> <li>2. Sustainable increases in household income, especially those containing children that are vulnerable to poverty</li> <li>3. Improved recognition and protection of children and youth's rights among households and communities</li> </ol>

	<p>4. Increased children and youth's competencies and expand their role in the community, including aspects of peace building</p> <p>5. Reduced the number of children and youth involved in hazardous labor (p.1)</p>
<b>Evaluation Methodology</b>	Self-review summary report.
<b>Results (evidence/data) presented?</b>	See tables and text, e.g. p.6
<b>Summary of lessons learned (evaluation findings)</b>	<ul style="list-style-type: none"> <li>○ Initially many volunteers were unable to understand the concept and integrating nature of the programme. However a change was evident after the counseling and PS training programmes, with elements of leadership and initiative materializing</li> <li>○ Conducting the child rights advocacy programme had a major support and confidence building impact for the programme, through the community and government apparatus</li> <li>○ The cultural programme complimented with physical exchange visits were powerful in influencing attitudinal and behavioral changes</li> <li>○ There was a noticeable impact on children's home environment and his/her level of happiness after counseling was provided to parents. (With reference to the Sarvodaya components, p.9)</li> </ul>
<b>Observations</b>	<p>An end-of-project self-review summary report.</p> <p>Note: Though picking up on the same name, this project was not related to HAP International.</p>
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<i>Additional details for meta-evaluation:</i>	
<b>Contribution to MDG(s)?</b>	<i>1a:Income 2: Education / 8:Civil Society</i>
<b>Address main UCP "interim outcomes"?</b>	
<b>Were goals/objectives achieved?</b>	<i>2=somewhat</i>
<b>ToR included?</b>	No
<b>Reference to CI Program Principles?</b>	No
<b>Reference to CARE / other standards?</b>	No
<b>Participatory evaluation methods?</b>	No
<b>Baseline?</b>	No
<b>Evaluation design</b>	<i>Formative (process)</i>
<b>Comment</b>	<i>Simple self-review report</i>

**Final Report:**                      **The Humanitarian Assistance Programme (HAP)**

**Reporting period:**              **15 September 2004 to 31 January 2005**

**USAID Ref:**                      **CA386-A-00-03-00002-00**

**CARE Ref:**                      **PN53**

## **1. PROJECT OVERVIEW**

The Humanitarian Assistance Project (HAP) commenced in 1 February 2003 and was successfully completed by 31 January 2005. USAID supported CARE and three local partners (Sarvodaya, TdH, and Don Bosco) through a combined Displaced Children and Orphans Fund (DCOF) and PL480<sup>1</sup>, focused in the North Central and Eastern provinces of Sri Lanka. The main objectives of HAP were to:

- Improve the capacity of families and communities to create an environment conducive to the safety, psychosocial wellbeing, and development of the young in conflict affected areas;
- Mobilize communities actively involved in conflict resolution and peace building to focus around activities for children and youth; and
- Enhance economic opportunities of targeted groups through skill development, micro credit activities, and technical and vocational training for the benefit of children and youth

HAP involved three distinct (but overlapping) and complementary sectors for intervention: psychosocial wellbeing and development; conflict resolution and peace building; and enhancement of economic opportunities, to be completed during a period of approximately two years.

The following results were expected from the DCOF/PL480 programme:

- Improved access towards quality of service for children and youth, especially in education, play and leisure
- Sustainable increases in household income, especially those containing children that are vulnerable to poverty

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<sup>1</sup> Due to the difference in mandate between the two funding sources, CARE divided the proposed activity budgets accordingly. Since DCOF permits its funds to be used only for those under the age of 18 any activities involving those above such age, such as activities to enhance the surrounding economic, social and educational environment, were allocated to the PL480 fund. A separate USAID fund was provided to the CARE Youth for Peace (YfP) programme, which operated as a stand-alone six month programme. There is a separate YfP final report.

- Improved recognition and protection of children and youth's rights among households and communities
- Increased children and youth's competencies and expand their role in the community, including aspects of peace building
- Reduced the number of children and youth involved in hazardous labor

HAP utilised five strategic drivers that made up an integrated mechanism, to reach the above results as follows:

1. Encourage genuine and active participation of children and youth in all HAP activities – a principle aim of the programme was to change the underlying paternalistic and authoritarian attitudes of the existing community and to integrate a more genuine and participatory atmosphere, that emphasized child and youth protection.
2. Adapt a holistic community based approach when supporting children and youth, placing special emphasis on livelihood security – the psychosocial development of children and youth is at its best when families and communities are functioning soundly
3. Integrate conflict resolution methods, skills and approaches in all of the activities – CARE encouraged development of analytical and practical skills in conflict resolution, relevant to the local context, while obtaining the assistance of locals involved in training, programme design and implementing
4. Encourage open exchange of ideas, imparting best practices identified through sound documentation, and scientific research and analysis – there was a pressing need for holistic inquiry that explores the many facets and settings of children's lives as a basis for the development of holistic interventions
5. Capacity building and institutional strengthening of partners – enhancing the technical skills of staff, developing attitudes, improving management systems, and encouraging networking and link-ups

To achieve the HAP goals CARE worked principally through three partners: Sarvodaya, Don Bosco and Terre Des Hommes (TdH). The relationship included, besides monitoring and supervision, awarding sub-grants to partners, creating synergy and meaning in the integrated activities, and building the capacities of the partners. (The main partners working with the CARE Youth for Peace programme was the Ministry of Education and the Department of Education.)

Each partner in the HAP effort, while working with a specific target group in a distinct geographic area, was provided with a general targeting framework by CARE. That is, partner activities were to into consideration:

- a. Communities with limited access to basic services
- b. Communities in 'gray' and 'uncleared' areas
- c. Low-income households
- d. Female-headed households

- e. Households with large numbers of children
- f. Children and youth at risk of abuse, exploitation and school non-attendance

This report contains details and aspects about the implementation of the HAP programme. Each partner's performance had been addressed separately. The sections enclose information on organizational background, programme objectives, targeting, outputs, obstacles encountered, impacts, lessons learned and the future.

## **2. HAP IMPLEMENTATION BY PARTNER AGENCIES**

### **2.1 Sarvodaya**

**Programme title: Strengthening the community capacity to support the psychosocial, physical, and educational needs of children in war effected areas of Sri Lanka**

#### **2.1.1 Background**

The Sarvodaya Shramadana Movement also known as the Sarvodaya is a people's self-help organization that takes an integrated holistic approach to development, peace, and spiritual awakening. The movement has been active for more than 40 years and currently operates in 13,000 villages in the country. The organization promotes human centered development to improve the quality of life for the poorest people with methods designed to preserve traditional values while promoting peace and growth. Believing that development should focus on uplifting all people in society, the organization promotes self reliance rather than dependency. It strives to empower people to take responsibility for planning their own future. By engaging them as equal partners in organizing and sharing work, its approach aims towards fulfillment of individual, family, community and national needs.

The Early Childhood Development Programme (ECD) of Sarvodaya has been responsible for constructing and staffing more than 6000 preschools in the country. Working with parents and children the ECD helps train new teachers, home visitors and Shramadana members in child care, food security, and healthy growth and development. The unit pursues the following specific activities to achieve its mission:

- Promoting optimum intellectual and psychosocial development through holistic support for community, especially for rural areas
- Introduce child rearing practices, educate parents on all aspects of child needs, promote food security and enhance quality of education by preschool teacher trainings
- Promote cultural and spiritual development and create awareness on child abuse by advocating for child rights

Through the HAP fund, Sarvodaya ECD intended to improve children's psychosocial needs in war affected areas in the country. The organization implemented the project in 30 villages in selected districts in the North, East and North Central provinces. In spite of a multitude of development programmes occurring in the areas, the psychosocial standing of the people, especially children, was a concern. Psychosocial wellbeing was a key feature determining the development of all individuals, and as such the project aimed to address the issue through a

planned and longitudinally drawn out set of activities. The objective was to improve the target groups - in this case children's psychosocial wellbeing. Children from all three ethnicities - Sinhala, Tamil and Muslim - were involved in the programme.

A child educational environment is considered a critical building block for his/her future. It is also relatively easy to bring about behavioral and attitudinal changes at such a young age, compared to adults. The ECD project, titled "Strengthening the community capacity to support the psychosocial, physical, and educational needs of children in war effected areas of Sri Lanka" made use of evening catch up education classes as its primary instrument with a set of secondary activities to reinforce and sustain the effort. Listed below are the set of activities conducted during the project:

Number	Activity
1	Community capacity building: preparatory stage with selection of villages, formation of village self help societies and children's groups, and conducting Shramadana events
2	Capacity building of staff: PRA training for project staff and volunteers, training volunteer teachers, TOT's and psychosocial training for all field personnel
3	Psychosocial programmes: construction/repair of multi purpose centers, children's play fields, providing game and sports equipment, organizing cultural events, conducting sports and talent competitions and monthly community meetings
4	Educational programmes: catch up classes, teaching life skills elements, career counseling, elocution and literary competitions and books for village libraries
5	Intercultural/interethnic programmes: district level educational camps and educational tours
6	Family economic stability programmes: training vulnerable parents on microfinance and entrepreneur development, and income generation programmes conducted by Sarvodaya SEEDS
7	Psychosocial and educational awareness raising: trainings on psychosocial attention, education, nutrition and savings for families communities and district government representatives, similar seminars for school principles, health officials and NGO staff
8	Information gathering/evaluation: conducting a baseline survey

*Source: Sarvodaya ECD project literature*

The target audiences were children with special needs between the ages of 5 and 16. Some children above 16 ( but no more than 18), were also included in the programme

Geographic areas for the programme

The programme targeted seven Sarvodaya districts within 5 national districts. The distribution was as following:

**Government district**

1. Jaffna
2. Anuradhapura
3. Trincomalee
4. Batticaloa
5. Ampara

**Sarvodaya district**

- Jaffna (1)
- Padaviya (2)
- Trincomalee East and Kantale (3 and 4)
- Batticaloa and Kalmunai (5 and 6)
- Mahiyangana (7)

**2.1.2. Output**

Specific geographic areas covered in the project:

<b>District/Province</b>	<b>Division</b>	<b>Village</b>	<b>Ethnicity</b>
Jaffna (N)	Kopai	Urelu	Tamil
	Chavakachcheri	Karambaikuruchchi	Tamil
	Same as above	Mirusuwil	Tamil
	Nawarkuli	Kagaitive	Tamil
	Uduwil	Mailankadu	Tamil
Anuradhapura (NC)	Kebithigollewa	Kalepuliuyakkulama	Sinhala
<i>Conducted in Padaviya area</i>	Same as above	Herathalmillewa	Sinhala
	Same as above	Kanugahwewa	Sinhala
	Same as above	Mahanikawewa	Sinhala
Trincomalee (E)	Thabalagamuwa	Pudukudiyiruppu	Tamil
<i>Conducted in districts east and Kantale area</i>	Nagarahakadagatha	Weligamvehera	Sinhala
	Same as above	Elupaikulam	Tamil
	Kinya	Alankeni	Tamil
	Gomarankadawala	Kalyanapura	Sinhala
	Same as above	Madawachchiya	Sinhala
	Seruwila	Dehiwatte	Sinhala
	Kantale	Wanela	Sinhala
Batticaloa (E)	Kaluwanchikudy	Unnichchai	Tamil
<i>Included Kalmunai area also</i>	Same as above	Barathipuram/E	Tamil
	Vavunativu	Nellichenai	Tamil
	Same as above	Nellur	Tamil
	Oddamawadi	Manchola	Muslim
	Kalmunai	Periyaneelawanai	Tamil
	Same as above	Marudamunai	Muslim
	Karativu	Pudukkudiyeram	Tamil
	Same as above	Nindavur	Muslim

Ampara (E)	Damana	Thibirigolla	Sinhala
<i>Included Mahiyangana area</i>	Uhana	Galapititagala	Sinhala
	Dehiattakandiya	Sooriyapokuna	Sinhala
	Mahaoya	Tampitiya	Sinhala

*Source: Sarvodaya ECD project data*

The programme covered 30 villages in 20 Divisions situated within the above districts.

Total number of direct beneficiaries and participants in specific ECD programmes by district:

<b>Activity</b>	<b>Jaffna</b>	<b>A'pura</b>	<b>Trinco</b>	<b>Batti</b>	<b>Ampara</b>
Shramadana events	318	352	708	475	923
Cultural festivals	1140	1745	1310	1610	1394
Sports/games	1035	898	1300	1259	1142
Educational competition	540	355	-	191	688
Career counseling	626	615	285	726	610
Educational tours	285	169	146	307	-
Children's camps	740	330	210	123	503
Economic programmes	288	365	628	444	240
Advocacy programmes	65	66	112	117	77

*Source: Sarvodaya ECD project data*

Note:

- i. On principle all Sarvodaya activities started in villages with a village Shramadana. Approximately four to five such events were held in each district.
- ii. The economic programme for parents and villagers implemented through the SEEDS unit of Sarvodaya conducted employment training, small industry awareness, trade practice, and fishing and cottage industry startup. It also provided a facility for Sarvodaya loan schemes and further training.
- iii. Educational tours consisted of visits to historical sites, religious locations, town area, a Colombo tour and a visit to the national zoo. There were also trips to the uncleared areas.
- iv. The repair and/or new construction of multi purpose building were as per need. Solutions from the village called for both repairs and constructions at different villages
- v. Cultural festivals carried out in villages consisted of traditional events, paddy/agricultural functions, Sinhala and Tamil New Year, Vesak, Ramazaan and parents day
- vi. Books given to the village libraries consisted of topics such as education, stories, school subjects and general knowledge



- vii. The advocacy programmes conducted for principals and government officials was combined into a two day event for every two districts

Number of persons trained in specific training programmes by ECD:

<b>Type of training programme</b>	<b>Description of trainee</b>	<b>Number of persons trained</b>
PRA	Field coordinators and volunteers	36
Catch up education	Field coordinators and volunteer teachers	34
Psychosocial – field staff	District coordinators, divisional coordinators, social programme coordinators and field coordinators	23
Psychosocial – volunteer	Field coordinators and volunteers	34
Psychosocial refresher module	District coordinators and volunteers	33
Psychosocial refresher module	Field coordinators and volunteer teachers	27

*Source: Sarvodaya ECD project data*

To attain the project goals Sarvodaya staff obtained the cooperation of Village Shramadana Society members, local NGOs, teachers, principles, parents and other community volunteers. Trained personnel from these groups were appointed or placed as psychosocial workers, catch up education teachers and district, division or village level activity monitors. The main activity - the catch up classes - were conducted by teachers trained to address the special needs of the children. This included subjects such as music, drama and games, which helped to improve the psychosocial wellbeing of the children. Due to this approach, besides the sports goods, books and stationary provided, playgrounds were constructed in every target village, within close proximity of the school. It is the multi purpose centers that supplied the children with a steady site to carry out their educational and social/development activities.

To implement the programme, Sarvodaya made use of the five personnel at the Colombo ECD unit: 1 Project Officer, 1 Psychosocial Coordinator, 1 ECD Coordinator, 1 Administration Officer and 1 Financial Officer. Additionally there were: 7 Field Coordinators, 7 District Coordinators, and 28 Divisional and Social Coordinators working on a part time basis. Finally 30 volunteer Teachers and 30 additional community volunteers assisted the multi faceted programme.

Sarvodaya's management and control of the programme was as follows:

- First level - Sarvodaya/ECD (all head office staff)
- Second level - District office (district and field coordinators)
- Third level - Divisional staff (division and social coordinators)
- Fourth level - Village (teachers, volunteers and other persons)

Field partners for the programme were:

For resource persons and expert guidance

- National Institute for Education (NIE)
- Open University, Colombo
- University of Peradeniya

Activity, logistics and other support

- Government Agents (GA)
- Medical Officers for Health
- Local NGO's
- School Principals

### 2. 1.3 Obstacles encountered during the programme

- Some difficulties at the beginning when gathering and mobilizing the people
- There were some expectations to build toilets, wells and other constructions
- Staff faced a few problems (in some villages) due to village politics and conflicts of interest between existing village societies and new clubs. This impacted on programme schedules
- Some religious leaders became obstacles at certain occasions, one person in particular. The head priest at Weligamvehera was difficult and wanted to control all aspects of the programme
- LTTE interference in the programme schedule was problematic. As the organization wanted a number of activities reorganized according to their convenience and public programmes
- There was also the issue of having to take permission from the organization (LTTE) when supplying goods to villages (sports items and stationary material). The same problem was encountered when organizing village meetings. Rejections, clearances and registrations delayed the programme, besides making the activities unnecessarily cumbersome
- LTTE district officers also asked for too much financial and disbursement information on a regular basis. This resulted in numerous meetings that took up programme staffs and other members time and effort
- At a few occasions the programme lost critical volunteers or part time staff: marriage, pregnancy, giving birth, affected from Tsunami or killed from the tragedy. A leading volunteer getting killed and others having their houses damaged had a strong impact on the programme, especially in Kalmunai
- The tsunami damaged or destroyed a number of multi purpose centre's, affecting the activities that revolved around the centre
- Beneficiary families were affected by the tsunami impacting the children's participation in catch up education classes
- On most cases parents did not come on time for meetings due to travel distance and lack of transportation. This was also the case with volunteers. This delayed meetings and some programmes

- The programme did not have an allocation for Sarvodaya to conduct monitoring and evaluation, and as such monitoring was done through other projects. This was a deficiency.
- The economic programme was not completely effective due to Sarvodaya SEEDS being unable to implement it in two villages
- Out of four Tamil villages and one Muslim village, the Tamils refused to go to the Muslim village while the Muslims refused to travel to the Tamil areas
- Muslims were reluctant to dance and sing in cultural programmes. They were also not happy about building a night camp fire, which was part of the activities

#### 2.1.4 Post programme impacts

- Children became less backward. They were more confident in all aspects
- Parents were observed to proactively take part in community activities, often taking leading roles
- A drastic change in the attitudes of Grama Niladari's, school principals and village elders. Those who were pessimistic or critical of the programme initially, now showed respect and support
- Many children who had dropped out of school, who were loitering in the beach, working with fishermen and doing other odd jobs, expressed their wish to return to formal classes. A number of children were taken back into schools
- Children became closer to other ethnic groups and fellow children after the tours and exchange programmes. They became more sensitive, curious and empathetic. This was a characteristic observed among all three ethnic groups. They further commenced pursuing cultural programmes of their own
- Children showed signs of recovery from trauma
- Across the board there was an increase in school attendance with generally better behavior in class
- A noticeable change in anti social and other abnormal behaviors among children: reductions in fighting, arguments, indiscipline etc.
- A positive outlook among children, for the future and their development
- The volunteers trained in psychosocial aspects and counseling were more optimistic about their future, as they have a valued skill that is employable
- By providing income generation training and such sources for parents, the pressures of poverty were reduced in the household: better nutrition, study hours and home environment for children.
- Some families were able to purchase cattle and others solar power. House repairs were also done. These resulted in enhancing the moral of the children
- Children were noticeably more healthy and active after outdoor sports and games were provided through the programme. The programme supplied a range of items such as cricket and badminton equipment, footballs, assorted board games and wooden toys

#### 2.1.5 Lessons learned

- Initially many volunteers were unable to understand the concept and integrating nature of the programme. However a change was evident after the counseling and PS training programmes, with elements of leadership and initiative materializing

- Conducting the child rights advocacy programme had a major support and confidence building impact for the programme, through the community and government apparatus
- The cultural programme complimented with physical exchange visits were powerful in influencing attitudinal and behavioral changes
- There was a noticeable impact on children's home environment and his/her level of happiness after counseling was provided to parents
- One volunteer trained as a counselor who was involved with the economic programme provided the following insights and recommendations for future programmes:
  - i. As most people come to meetings late (some don't come at all) it is good to do a round of social-call visits to each house that day or the day before (however, do not go as an officer, but as a sister, brother or daughter)
  - ii. Parents are difficult to deal with as they can be very demanding. So it is necessary to be exceptionally patient and tactful
  - iii. They will first tell you all their worries and problems. It is important to listen to these. The programmes' business comes afterwards
  - iv. Children will be very excited at the first day and will either ask you a lot of questions or no questions at all. Deal accordingly with each situation
  - v. Encourage them to ask questions while making sure everyone gets a fair and equal chance to speak
  - vi. Watch your emotions and conduct, always
  - vii. Ask indirect and general questions, getting to the point slowly
  - viii. When introducing micro credit programmes let the concept and the methodology of the programme come from the village itself. Recognize what was there earlier and work along with this system
  - ix. Train the village heads and Grama Niladari's first and then bring the programme to the villagers with the mentioned peoples backing
  - x. Do not force Shramadana's on villages. Let the time and the nature of the event come from the people
  - xi. Formation of committees can be made by identifying correct people from the Shramadana events

#### 2.1.6 The future

Sarvodaya ECD deemed the programme too short to attain maximum effect. The organization strongly felt it was important to continue the venture, especially the catch up classes, to maintain the momentum. It was the initial 'breaking in' and confidence building segment that was the hardest and also getting (or recovering) the child's mental state to a stable point. To suddenly close the programme, at this vital stage, would be both a disappointment and a let down to the children, and everyone else who participated in the effort. With the closing of the programme many children would go back to fishing, loitering in beaches and working in garages. The sudden withdrawal of counselors and facilities could also have a psychological consequence – as some form of new coping and socializing mechanism was built up (the earlier resilience replaced with this) with constructions for a brighter future. Is the new mechanism too premature? How about the mental constructions, are they deliverable? Due to these reasons it would be beneficial to continue the programme, or at least the catch up classes, for at least three years. Whereas

Sarvodaya feels the children would be ready and strong enough to deal with the external environment on their own, without any assistance.

## **2.2 Don Bosco**

### **Programme title: Empowerment of Youth of Conflicting Ethnic Groups**

#### **2.2.1 Background**

Don Bosco Vocational Centre based in Nochchiyagama, Anuradhapura, is part of the international Catholic congregation by the name of Salesian of Don Bosco. The organization operates in 128 countries across the world. Don Bosco serves poor and marginalized youth who are exposed to various types of exploitation and are engaged in educating, sheltering and guiding them out of their situations.

The programme by Don Bosco in Sri Lanka, titled “Empowerment of Youth of Conflicting Ethnic Groups” was based in Nochchiyagama 23 km from Anuradhapura town. The technical centre, close to the war torn border areas, was committed to young people, especially the war-affected families and the influx of IDP’s who arrived in the area. Children in particular, live in an environment of fear and tension, which in the end affects their mental state and physical growth. The environment of uncertainty and fear of LTTE attacks had hampered the children’s education. Besides many parents not sending their children to school, teachers and government officials were reluctant to work in the high risk areas. Most schools were also situated away from the main roads in isolated rural settings. They faced numerous shortages in terms of facilities and infrastructure.

While teachers blamed the children for not attending school, the parents criticized the schools for shortages in teachers and facilities. Due to poverty and the unattractive nature of the existing education environment, including access, most children preferred to stay at home, work in fields or chena’s, do other menial day jobs, loiter or join home guard units. The children were also exposed to sexual and domestic labor exploitation<sup>2</sup>. Don Bosco believed the war had ravaged the social fabric of the area and disrupted the wellbeing of the youth. With few or no access to amenities they have been left to fend for themselves in a hostile environment.

In light of the above reasons Don Bosco implemented a multi faceted programme to address protection and assistance concerns. The main objective of the effort was empowerment of youth caught in conflict, and the strategy - empowerment training within a peace building environment. Below are the four key activities of the programme.

<b>Item number</b>	<b>Activity description</b>
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<sup>2</sup> Some facts about the area: Anuradhapura is a transit point for the armed forces with thousands of military personnel located or passing through the sector; the highest numbers of brothels in the country are recorded to be in Anuradhapura; many girls from the area, including Nochchiyagama, are involved in the sex trade; the highest number of youth suicides in the country are from the Anuradhapura area, including Nochchiyagama; eighty percent of the schools in the area are believed to function ineffectively or not function at all; and a very high school-dropout rate, some of the highest in the country.

1	Train and make employment arrangements for a set of youth who had earlier lived in a highly exploitative environment. To make them responsible citizens after the skill and life training period
2	Children from border villages receive guidance and protection through life skills training in catch up remedial education classes in the main center and satellite classes in villages
3	Adults receiving HIV and child rights education through music and drama
4	Youth at high risk from various ethnic groups receiving in-house living experience over an extended period

*Source: Don Bosco project literature*

### 2.2.2 Outputs

Listed below is information on the activities conducted:

<b>Activity</b>	<b>Outputs</b>
Skill training course	450 boys and 300 girls trained. A portion already employed including some at Don Bosco
Remedial education classes	In excess of 3000 children attended satellite and main center classes
Child Rights and HIV education	5000 adults exposed to the programme through 15 music and drama shows held in and outside district. Large numbers of children attended the educational exhibition.
In-house living experience	65 youth, both male and female, underwent the programme. Some still taking part in placements.

*Source: Don Bosco project data*

Note:

- i. Training included courses in: Milright (combined hydraulics, auto mechanics, welding and lath), computer engineering and drawing, sewing, carpentry and masonry. Durations were 3 months, 6 months, 1 year and 2 years
- ii. Training batch comprised children from Nochchiyagama border areas, Mannar and Jaffna. The set included children from Sinhala, Tamil and Muslim ethnic groups
- iii. Eighteen of the children were from Jaffna - those who were former LTTE child soldiers and others evading recruitment
- iv. Approximately 24 remedial education catch up classes were held per week, in the centre and satellite teaching sites in rural villages, with around 50 children attending each class
- v. Classes ranged from year 1 up to Advanced Level

- vi. Remedial education classes targeted mostly Sinhala youth in the Nochchiyagama division, Anuradhapura area. Some Tamil and Muslim children were also addressed
- vii. Child rights and HIV education programme included a three day exhibition at Don Bosco centre on health awareness, AIDS/HIV, social science, vocational training and general education. Children and parents from more than 30 schools attended the event
- viii. Music and drama show consisted of a traveling youth/student group. Performance and exposures were held in Nochchiyagama, Matale, Anuradhapura town, Ampara and Badulla
- ix. The in-house living group comprised Sinhala and Tamil youth who had undergone some form of severe trauma from war. They included children from Anuradhapura, Mannar and Jaffna
- x. The guest children lived in the centre mixing with host children and are undergoing a 2 year recovery and skill/life training programme. They are undergoing placements in other Don Bosco centre's in the country for further Milright and vocational training
- xi. The children are exposed to courses in peace building. They further receive counseling on a regular basis
- xii. Social, religious and cultural values as well as knowledge about impending dangers of exploitation are imparted to the children on a regular basis

The project site area was Nochchiyagama Division, Anuradhapura District in North Central Province. To implement the programme the following persons were involved in the endeavor:

Director of Don Bosco, 1 Administration Officer, 1 Accountant, 14 Vocational Training staff and 43 Remedial Education Teachers.

The management and control of the programme was simple. Both vocational training personnel and the teachers reported directly to the Director, who made all decisions.

Partners involved in the effort were:

- Buddhist monks
- Volunteer teachers
- Local villagers
- Medical Officers of Health
- Area politicians

- Grama Sevaka's
- Foreign volunteers (for language and technical trainings)
- Local counselors
- Probation Officers

#### 2.2.3. Obstacles encountered along the way

- A few Muslim parents, due to pressure from the mosque, were anxious about children participating in the programme
- Except for one Muslim teacher, all the Muslim teachers withdrew from the classes towards the latter part. This effected the organizing, coordination and coverage of Muslim children
- Due to poverty and dearth of means for a decent income parents were occasionally not willing to send their children to the classes. They preferred the children working in fields or labor jobs, to earn some form of income
- As girls were in high risk in the area, parents were reluctant and afraid to send their daughters to the programme
- Transport was a concern as there were few facilities in the sector, especially for the rural areas
- Similarly, children wanted to drop out occasionally – some children did - as they had little or no money to spend on transport
- The participating crowd in one of the musicals got rowdy and threw items at the stage. They wanted the show to continue beyond the arranged duration
- There was some difficulty finding a qualified instructor for the motor mechanic class
- A few rumors were circulated that Don Bosco was making use of the satellite training classes for religious conversion purposes

#### 2.2.4 Post programme impacts

- There was a clear difference in earlier and recent Ordinary Level results for Nochchiyagama. The grades were better across the board with children's participation in the programme
- Children trained in the programme, those who were unable to get through O' Level and A' Level, due to failing or dropping out, were able to find employment
- Children's literacy and general knowledge went up
- They were noticeably more confident, motivated, responsible and aspired to grow in both the educational and work field
- Children's discipline improved. There were less quarrels and arguments or indiscipline at school or home
- As Don Bosco gave all round training (religious, moral and technical) the children stood out among others in their quality of work, conduct and behavior
- Parents were concerned about their children's health and safety after the education exhibition
- There was a sense of unity and collective advancement among the trainee group
- General awareness on child rights was enhanced in the area. The Police and hospital had observed the reduction in rapes, child abuse and other violations. This was communicated to Don Bosco by the authorities



- Sinhala children and their parents welcomed Tamil children into their houses. Tamil parents also visited Sinhala houses and stayed over
- A number of Sinhala children commenced learning Tamil
- Previous attitude of suspicion and fear towards Sinhalese among Tamils evaporated, among the set involved in the programme, and their parents. The anxiety was no more
- Tamil children who had been forcibly recruited as soldiers by the LTTE expressed their wish to never to return to the movement, or the lifestyle. They said they did not wish to return to Jaffna or Mannar but wanted to find employment in Colombo or abroad
- Two Tamil boys had already started work in Colombo and were planning on jointly opening a video rental shop
- Sinhala people, those who had undergone substantial border village problems, expressed their desire to live peacefully with the Tamils and hoped for an amicable settlement to the conflict

#### 2.2.5 Lessons learned

- The skill training at Don Bosco was deemed a strong qualification in the area and many employers were ready to recruit the trainees
- With the integration component Tamil children from the North started spending their vacations in Sinhala houses
- The education exhibition was a powerful realization for both the children and parents. The interest and appreciation was captured in an informal survey conducted by Don Bosco
- The creativity and talents of children were brought out in the programme. There are already a number of basic innovations including a brick making machine
- A portion of children trained in the programme are currently employed by Don Bosco. Their performance was highly satisfactory
- Complimenting the skill training on backdrop of discipline and moral standing went a long way, in place of doing the activity in isolation
- With the right support and guidance most children were ready and able to learn very well
- Even effected and problem children ‘come around’ after consistent counseling and development support
- The conduct and empathy of the programme staff, including the village level teachers and volunteers, were powerful tools that drove the various components of the programme forward

#### 2.2.6 The future

Don Bosco was of the view that parts of the programme must continue if children in the region are to be protected and assisted, constructively. A feature strongly noticeable in the organization is its outlay in computer facilities and technical instructors. There are a number of well equipped computer labs and practical lessons for youth, and computer orientations for little children happen on a daily basis. The instructors conducting these classes are skilled and competent. However there are close to two dozen computers that are still unused due lack of setup space and infrastructure. Staff at the organization feels this is an idle waste of resources and potential for children’s development. As the know-how, instructors, interest and basic equipment are already

there, the only element missing is the site facility. Constructing a new computer room with the appropriate support requirements would be a valuable long term contribution towards Don Bosco's effort to enhance the skills and knowledge vis-à-vis future of the children. Implementing of a larger computer technical training programme through an organization such as Don Bosco would have powerful positive implications towards children's self confidence, sense of worldly belonging or inclusion, knowledge, and employability of youth in the Anuradhapura and vicinity sector.

## **2.3 Terre Des Hommes (TDH)**

### **Programme title: Piloting Methods for the Evaluation of Psychosocial Programme Impacts in Eastern Sri Lanka**

#### **2.3.1 Background**

Terre Des Hommes (TDH) is a non profit organization from Switzerland working in 30 developing countries around the world. Since 1993 the organization has been concentrating on psychosocial activities for children affected by conflict in Eastern Sri Lanka. The aim to reduce the effects of conflict on children through holistic and community based approaches.

The project, titled "Piloting Methods for the Evaluation of Psychosocial Programme Impacts in Eastern Sri Lanka" intended to develop practical tools and methods while identifying crucial principles for effective evaluation and impact. It was to test a range of methods and tools through a participatory approach with approximately 480 children attending 8 after school play centres. The methods and tools designed would yield data relating to four distinct domains: social ecology; material environment; culture and values; and human capacity. The study and collaborating partners would ensure the methods are:

- practical and easy to implement
- fun for the children hence promotes their mental wellbeing
- in line with local cultural values and material conditions
- provide information that could be scientifically analyzed
- ethical

*Source: TDH project literature*

Specific objectives and aims of the project are listed below:

#### **Objectives**

- Increase accountability and effectiveness of programmes
- Provide agencies means to demonstrate impacts and justify their work to donors
- Enhance mechanisms for monitoring and evaluation in the psychosocial field
- Feed the findings from the study to practitioners and academics involved in the field, both locally and internationally.

#### **Aims**

Develop tools and methods that are:

- Child participatory
- Locally usable
- Sharable across cultures and contexts

*Source: TDH project literature*

To implement the project TDH collaborated with two experts from Oxford University Refugee Studies programme, 1 local NGO and 1 local consultant. The management of the programme was by the TDH Country Representative and the local consultant.

The project was implemented entirely in the Batticaloa district.

Partners for TDH included:

- Oxford Refugee Studies Programme
- Koinonia
- Local experts
- Animators and volunteers at play centers
- Various NGOs working in the psychosocial field

#### 2.2.2 Outcome of the study

TDH completed the study successfully within the programme scheduled time. CARE acknowledged the project and that the study report was submitted to the office. A copy of the report had also been directly sent to USAID.

### **3. Aspects of supervision and fund disbursement**

#### **CARE International, Batticaloa**

The CARE Batticaloa office provided monitoring support, technical advice and fund disbursement to the three HAP implementing partners. To implement the overall programme, during its two year tenure, the following collection of CARE personnel was involved at various times, on supervision basis, full time, and half time involvement:

1 Programme Director, 1 Programmes Development Director, 1 Conflict Affected Areas Director, 1 Team Leader, 1 Consultant, 1 Finance and Administration Officer, 1 Monitoring and Evaluation Officer, 2 District Project Coordinators, 1 Project Assistant and 1 Project Secretary.

The management and control structure of the programme was:

- |              |   |   |
|--------------|---|---|
| First level  | - | Programme Director  |
| Second level | - | Programme Development and Conflict Affected Areas Directors |
| Third level  | - | Team Leader   |
| Fourth level | - | Consultant and Monitoring and Evaluation Officer            |

- Fifth level - District Project Coordinator
- Sixth level - Project Assistants/ Secretary

The Anuradhapura project team overlooked the Don Bosco, Sarvodaya Sinhala areas component and Youth for Peace programme. The Batticaloa team supervised the TDH study, Sarvodaya Tamil areas segment and the balance Youth for Peace constituent. Hence the CARE segment for HAP operated from 2 districts with defined work boundaries.

Except for the TDH study which was completed in 6 months (April to October 2003), the Sarvodaya and Don Bosco programmes both spanned from 1<sup>st</sup> February, 2003 to 31<sup>st</sup> December 2004. An additional two months, up to February 2005, was permitted. There was also the separate Youth for Peace programme, implemented from a separate USAID fund, during the period May 2004 to February 2005 (see separate final report and evaluation report). This too was overseen by CARE staff at the Anuradhapura and Batticaloa offices.

CARE is satisfied with the expenditure and accounts reporting elements of the programme. Both the Finance and Administration Officer, and the Monitoring and Evaluation Officer maintained a close dialog with the partners monitoring the activities and accounting procedures.

The funds for the three HAP partners were released mainly on four occasions, on September 2003, January 2004, July 2004 and October 2004. Listed below are the three fund amounts with their respective utilizations by the organizations.

<b>Partner</b>	<b>Fund amount (US\$)</b>	<b>Utilization (%)</b>
Don Bosco	115,000.00	91
Sarvodaya	161,000.00	82
TDH	35,000.00	100

*Source: CARE Batticaloa project financial statement for HAP fund disbursement*