



6 Month Project Proposal

Mobilising Communities in Kirimetiawatte

Date: 15 January 2016–15 July 2016

Implementing Agency

Women's Development Centre (WDC)

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Acronyms

CBO	community based organisation
CBR	community based rehabilitation
CC	children's club
CD	community development
ECD	early child care development
FGD	focus group discussion
GBV	gender based violence
IDP	internally displaced person
NGO	non-Governmental organisation
NoW	Network of Women's Organisations
PHI	public health instructor
PRA	participatory rural appraisal
SLCT	Shining Life Children's Trust
SSO	social services officer
WDC	Women's Development Centre
WDO	women's development officer
WS	women's society

1. Details of Implementing Organisation

Name of Organisation: Women's Development Centre (WDC)

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Registration Details

NGO Registration Number: L 21512

Social Service Registration Number: 11/4/5/2080/89

Society Ordinance: S 3266

2. Profile of Implementing Organisation

2.1 Status

The Women's Development Centre (WDC) became a registered organisation in 1986, following approximately ten years of working with women and children in a more voluntary manner. WDC is the leading women's organisation in Sri Lanka collaborating with several networks and spread over eight different districts.

Since its inception, WDC has engaged with issues of gender based violence (GBV) including domestic violence and violence against children. The organisation has a strong background in empowering women and children by devising a dynamic and holistic approach of prevention, intervention, rehabilitation and advocacy for their development. Empowered women and children enhance the lives of their family members and most importantly the lives of children. Children are the key beneficiaries of all WDC programmes. 70% of the residents in the Crisis Centre Programme are girls below the age of 18 and 75% of the Community Based Rehabilitation Programme are also children (both boys and girls).

WDC is a pioneer in crisis intervention and has directly engaged in intervention work for over 30 years. The WDC runs a crisis centre/shelter for girls and women who have faced sexual abuse or are at risk of facing GBV, needing immediate shelter care as the best form of protection. WDC's Crisis Intervention Programme has been developed as an alternative model to the detention centres run by the Government. Residents at the shelter go through a counselling based rehabilitation process that prevents them from falling into cycles of prostitution, drugs or further abuse. WDC has a long history in community based rehabilitation (CBR) activities. Currently, the WDC runs CBR centres in six Divisional Secretariats in the Kandy District within community centres and as special education units within schools. The CBR staff provides speech training, behavioural modification, sign language training, and physiotherapy as well as offering skills training for the disabled to be self-supporting in their own communities. The Community Development programme functions as the core programme for building knowledge and awareness in the community for collective action against any form of discrimination and violence against women and children. Community development activities reach rural and poverty stricken populations and support capacity through various training programmes. Developed as a part of the community development programme, the Network Programme has grown rapidly.

This Network of Women (NoW) is WDC's strategy for collective action for rights based approach is to organise women to group themselves into small self-help groups (SHG), which comprise 5 or 6 women to act as a safety net. Several of these small SHGs will organise themselves into community based organisations (CBOs) for local level advocacy and to promote saving and credit within these groups for economic sustainability. Several of these cluster groups will form a regional forum at district level advocacy. These groups will be part of the Network as NoW groups. Such established organised women groups will act as a regional and national level collective action group for advocacy and lobby for change. NoW is now together with women's forums in seven districts of the country with over 15 000 women members. WDC formed NOW composed of women's forums with member CBOs in different parts of Sri Lanka to create links between the different ethno-religious groups to respond as a safety net to the direct violence women suffered due to war

and the widening gap among them. NoW partner forums are located in Matale, Batticaloa, Vavuniya, Anuradhapura, Ampara, Nuwara Eliya and Kandy

Community mobilisation and advocacy is another strong focus of WDC. This activity concentrates on developing knowledge and awareness to build capacity at local level for holistic community development through a community empowerment process that specifically includes women empowerment and child rights. WDC works with local women organisations to facilitate social mobilisation processes to create space for vulnerable women and children's groups to raise their voices against the issues that affect them. WDC establishes women's forums which consist of local organisations and are an instrument for advocacy efforts at the village level to upper level.

WDC has two head programme co-ordinators under the Community Development Programme; one who works with Sinhala speaking populations and one who works with Tamil speaking populations. In doing this they facilitate inclusion and co-existence in order to promote peace building amongst the communities WDC works with.

Through the network WDC has had remarkable impact in minimising GBV, promoting co-existence and gender empowerment in the midst of emergency, war and rights violations. WDC also implemented extensive emergency relief, rehabilitation and reconstruction activities during and after the tsunami in the areas of Batticaloa, Ampara and Galle. During the war related emergency in the north and east, WDC was among the few local NGOs allowed to carry out immediate relief assistance as well as several welfare centres for internally displaced persons (IDPs) in Vavuniya. The network focuses on GBV and peace building as core issues while holding CBR, HIV/AIDS, food security and environmental friendly community development as cross cutting issues.

2.2 Vision

To create a just and secure society for women and children.

2.3 Mission

To create an environment where women and children are actively involved, having equal opportunity, access to and control over their lives. To work with women and children who have experienced sexual, psychological or physical violence in order that they have a voice and be active within their own community through rights-based trainings and socio-economic empowerment.

2.4 Goal

Creating an enabling environment for communities to experience a quality of life; ensuring dignity and protection for women, children and the marginalised.

2.5 Objectives

The main programme strategies of WDC are intervention, prevention, and advocacy. To achieve its vision and mission, WDC has the following objectives.

1. To organise communities with knowledge and skills on citizen's rights, policy reforms on gender equality.
2. Empowerment of individuals who have faced GBV through psychosocial intervention, rehabilitation and reintegration for sustained development.
3. Prevention of disabilities through awareness, social inclusion, and socio-economic development of disabled adults and children.
4. Economic empowerment of vulnerable women, survivors of violence and youth for sustainable livelihood for socio-economic justice.
5. The NoW mechanism further strengthened and expanded to other districts.
6. WDC's sustainability ensured through establishing social enterprise.

2.6 Past and Present Projects in the Area

WDC has developed strong links with a variety of organisations including UNFPA; KNH; Diakonia; Kandy Children Centre; Geneva Global; AED; WUSC and; SSI. All the projects implemented are in line with WDC's vision and mission with a special focus of children and women's development.

With the support of SLCT, WDC implemented a project Empowering Communities in Kandy District (EKCD). The ECKD Project targeted vulnerable children residing in three Divisional Secretariat areas in the Kandy District of Central Province, Sri Lanka. The three target areas were Denmark Village, located in the Ulapane North Grama Sevaka Division of the Gangaihala Provincial Council area; Pupuressa Levollon Tea Estate, located in Doluwa Divisional Secretariat area and finally Kadugannawa Tamil School and a section of Naulla Village, located in the Kadawath Sathara Korale which is administered by the Grama Sevaka of the Yatinuwara Divisional Secretariat Division. The implementing partner, WDC had worked previously in Denmark and Naulla villages but Pupuressa was a new location identified for this specific project. The project had 18 identified objectives and related activities under six thematic areas of action.

1. Capacity Building. The establishment and sustainability of women's societies and children's clubs was a key component of the Project. Four women's societies and four children's clubs are successfully operating in the three target areas. Societies in the form of assorted community engagement activities and community mobilisation training sessions for members of the various women's societies.

2. Children's Welfare. An average of 38 children attended children's club activities across the three target areas. Additionally, extensive effort has been invested in improving the infrastructure and professional support available to young people in the areas of early years education and special education for children with disabilities.

3. Access to Education. Significant investment has been made in the physical and learning resources available within schools in the target areas. Library books have been provided to all schools in the areas and work to improve the physical infrastructure and learning environment in Kadugannawa Tamil School has been completed.

4. Finance and Employment. The first half of the Project focused on empowering women's societies to form self-help groups, management of savings and loan schemes and initiating village cooperatives and micro-credit schemes where possible. Skills training and capacity development was provided in order to maximize the potential for Women's Society members to diversify their sources of income. A micro-credit scheme has been operating successfully in Denmark Village while savings schemes and skills development training programmes have been delivered in all three Project areas. Economic empowerment activities in Pupuressa estate were not met during the project period. As a result, in September 2015, sewing classes were started on the Pupuressa Estate. 18 young women are now participating in regular sewing classes and entrepreneurial training.

5. Health. Programmes to ensure the nutritional health and well-being of young people in all project areas were delivered. The community hall in Denmark village has been completed for the use of group meetings, readings and especially to hold monthly clinics for children and pregnant mothers.

6. Environment. Through the implementation of school environmental awareness programmes, home and school gardens have developed and management of soil and water tables has improved. Environmental Programmes were a central focus of activities for the project.

At present, WDC has started a community based rehabilitation (CBR) centre in Pupuressa area to provide rehabilitation services for the children with disabilities. There are more than 60 children with disabilities identified through the survey conducted in Doluwa DS division. Through the WDC CBR centre, 22 children from Pupuressa estate and village are receiving rehabilitation services.

During the past project period SLCT supported a special education unit at Ulapane School, which is still functioning well having received support from the community and relevant authorities.

3 Profile of Project Area

3.1 Geography

Kirimetiawatte is situated within a pine forest/plantation that is owned by a private insurance company, Janashakthi. The village is situated within the Patha-hewaheta Division of the Kandy district in Central Province of Sri Lanka. The area is 563 acres: 203 acres are allotted for pine cultivation with the remaining 360 acres being inhabited by 80 families.

3.2 Demography

The village population has seventy-nine Tamil families and just one Sinhala. These 80 families comprise a total population of 346 people.

Tamil	342
Sinhala	4
Women	187
Men	192
Children	133
Children/adult with disabilities	3
Total population	346

3.3 Economy

Historically, livelihoods and income came from tea cultivation. In recent years, there has been no tea cultivation on this estate and the main income generating activities are through animal husbandry and unskilled, daily-waged labour. A majority of the employed group work on the large-scale pig farm owned by the proprietor of the land; whilst the others engage in rearing a few cattle, vegetable cultivation or in casual unskilled work out of the locality. Some villagers are migrant workers in the Middle East.

3.4 Socio-cultural aspect

Most families worship at the Hindu temple and have close contact with the priest and temple precincts; it is a focal point of the community. Few strong relationships have been developed amongst families either within or outside of the temple and there is a sense of remoteness. There are no community welfare committees, women's societies or funeral assistance committees that have been formed amongst the community which is unusual.

3.5 Education

Children face many obstacles to their education, as it is particularly inaccessible in Kirimetiawatte. There is no pre-school; and the combination of a primary and secondary school (Grades 1–9) also has its limitations. Any child who wants to take their GCEs from the village, must walk 3.5 km to catch a bus and then travel for another 7 km. Before being admitted to the school, children are required to sit a test that they often fail. This means that many children in Kirimetiawatte do not achieve their GCEs as their education finishes after Grade 9. There are no other facilities such as a library or a community-reading centre, within Kirimetiawatte.

4. Project Identification

4.1 Introduction

This six month project was identified through participatory rural appraisal (PRA), focus group discussions and staff feedback. The PRA activities were conducted in Kirimetiawatte on 15 October 2015.

The following PRA methodologies were used to gather details from the villagers:

- mapping
- Venn diagrams
- Problem trees
- Target/focus group discussions
- bag exercise

These methodologies are discussed in detail below. The findings justify and support the proposed interventions and activities summarised in Section 5 of this proposal.

The six-month project has been designed as an introduction to a two and a half year project. Typically, SLCT runs six-month pilot projects in new areas to establish a strong base in the community before embarking on a larger and longer project. This initial phase will help to identify and develop a deeper analysis of the community's issues, cultures and attitudes, which will guide the long-term project objectives. The initial six-month project will establish a stronger sense of community, which will be beneficial for the long-term project as training and awareness programmes will hold a greater significance and have a better impact when given to an established group rather than to individuals. Over the six-month project women and children activists will be identified whose capacities can be used and developed in the long-term project. The leadership and organisational skills of the community will be developed for better implementation of the long-term project.

4.2. Participatory Rural Appraisal Feedback

There were a total of 54 participants. They were broken down into four groups:



















- parents of children attending the village school
- 20 children – students between 12 and 15
- youth – past pupils of the village school#
- government officers – vice principal of school, 5 teachers, Grama-Nildhari (village officer), family health worker

The following is an analysis of the PRA collected in Kirimetiawatte:

4.2.1. Mapping

This map was produced as part of the PRA.

Legends of the map

Symbol		Symbol	
	Vegetable cultivation/plots		Playground
	Pine forest		Main - tarred road
	Line rooms		Gravel road
	Single/individual houses		Footpath
	Retail shop/grocery		Stream
	Bungalow		Cemetery
	Staff quarters/houses		Dairy sheds
	Hindu temple		Abandoned tea factory
	Pig farm		School



Housing

All families live in line rooms. Line room housing is a long and narrow building partitioned into a number of rooms. Each room is a house and is 10 feet by 12 feet, with a verandah of 5 to 6 feet wide. There are 6 line rooms housing a total of 72 families in Kirimetiawatte. Only staff officers of the plantation live in individual houses.

'H' denotes line rooms on the map. There are six groups of line rooms:

- **H1:** 7 families with 26 children: 2 children do not attend pre-school; 2 children not attending school
- **H2:** 18 families; one family with single father; 2 families with single mothers
- **H3:** 17 families
- **H4:** 6 families
- **H5:** 9 families
- **H6:** 15 families; one family without mother; one 'house' no inhabitants

The area of Kirimetiawatte plantation is 563 acres, It is adjacent to the Moragolla-Sriyagama boundary. Although the RDA main road passes through this village, no public transport is available making the village inaccessible. As well as the main Hindu temple, there are three shrines in the village that are frequented by the villagers. Water sources include two lakes: one is dry and the other is used by villagers for all water consumption (drinking, cooking, laundry, toilet use and bathing). The lake flows down to the Godamunne Village area. The rearing of cattle and vegetable cultivation are maintained within cleared areas of forest. There is one school that has classes from Grades 1 to 9. Children studying at higher levels must travel to Talatu-oya to access education; this is the same for pre-school education as there is no pre-school in Kirimetiawatte. Health and medical facilities are unavailable to villagers. For access to health services and clinics, villagers must travel to Talatu-oya, which is a 3.5 km walk and 7 km bus ride away. The pig farm maintained by the proprietor is considered a health hazard as it gives rise to an offensive odour that plagues the villagers.

Discussion combined with the mapping identified the following:

1. For access to pre-school education, children must be taken to Talatu-oya which prevents families with very low income from providing their children this right; these children start schooling from Grade 1.
2. Children who desire to study further than primary/secondary schooling (up to Grade 9), need to access government schools in Talatu-oya or Galaha, and those unable to spend for travel invariably drop out of education and engage in child labour (domestic or shops).
3. Environmental pollution caused by the pig farm. On some days the stench is overpowering and inescapable.
4. There are no public or social groups that exist for community participation. This causes inconvenience during funerals and particularly in accessing services from government institutions and officers.
5. Children are exposed to insecure situations as parents move out of the area for employment (both within and outside of Sri Lanka).
6. All inhabitants comprising children, youth and adults have poor awareness and a lack of knowledge in basic matters such as rights, sanitation, health and hygiene.

Staff Feedback

1. Self-Help Groups

There are 187 women in Kirimatiyawatte. These women will form self-help groups (SHGs) and each will be made up of 10–15 women. There will be five SHGs. The groups will be formed according to where women

live within the village. There is a lack of social cohesion amongst the families in Kirimatiyawatte so forming a self-help group within a close community should help to facilitate an increased sense of community.

The SHGs will be structured around the line-housing groups. The SHGs will be:

- H1
- H2
- H3
- H4 and H5
- H6.

Each SHG will have one leader. The leader and four other members from each group will then feed into a larger group so as to involve voices from all of Kirimatiyawatte, This larger group (the cluster) will register with the Divisional Secretariat. The cluster SHG will become a part of the NoW (see section 2.1). It will represent the whole community during meetings and occasions. SHGs have proven to be an effective means for working with women in communities for WDC. The SHG model works particularly well when women are from similar socio-economic backgrounds and have similar experiences, as empowerment tools and leadership skills development and trainings can begin from a grassroots level. At the beginning of a new SHG, close monitoring is required but once established, they help to identify natural leaders within the community. The SHGs meet once a month. It is through these leaders and established SHGs that activities and training can take place. Such activities will include community mobilisation, savings groups, rights based and health and environmental training.

2. Kirimatiyawatte Development Society (KDS)

This group will be established with the aim of mobilising the community for welfare and to think more cohesively rather than individually. The group will consist of religious leaders, men and women and once established, will be able to access funds and resources available at the Divisional Secretariat offices and amongst other local government authorities. The KDS will form a Maranadara Samithiya (funeral society), which can then be registered under the social services department. The KDS will be encouraged to discuss environmental issues and collectively think about the ways they can improve Kirimatiyawatte. This will be a place where the community can discuss topics about improving their village and issues they would like to take to the Divisional Secretariat, such as non-existent public transport or environmental concerns over the pig farm. The KDS will also be used as a space where training on gender awareness; alcohol abuse, domestic violence and other social struggles can be given.

3. School Development Committee

One of the biggest issues to arise during the PRA was the many obstacles children face in their formal education. These obstacles can range from a lack of physical materials to mothers being overseas and children having to pick up the brunt of the housework; to undereducated and illiterate parents not being able provide help with homework and disruptions due to alcoholism. The local school ends after Grade 9 (age 14) so in order for children to take their GCEs, they have to travel to another school which is 10 km away and involves a 3.5 km walk before they have access to a bus.

Unknown and infrequent (red line):

The officers of the Divisional Secretariat such as the social services officer, women's development officer, child rights promotion officer, and community development officer are unknown to the villagers; this is due to the fact that these officers do not directly communicate with the villagers. When the police have been contacted after issues have been brought up or complaints have been made, they have taken a few days to visit the community. The services that are meant to be provided by the Ministry of Health have been poor and could be a contributing factor to bad health conditions within Kirimetiawatte.

Analysing the Venn diagram it is clearly possible to conclude that transport, health and police services are minimal or inadequate.

Staff Feedback:

Kirimetiawatte suffers from isolation and a lack of government services. Due to its remote location, services are slower and less frequent. Problems arise with communication between local government service providers due to language barriers. Villagers speak Tamil but if they visit their Divisional Secretariat, the language used is Sinhala. In developing Kirimetiawatte's capacity and mobilising its community, people may feel more confident to visit the Divisional Secretariat and voice its grievances. If the community becomes more known to the Divisional Secretariat, there will be more visits from Government officers and regular visits from its resource people such as the Ministry of Health and rights based workers.

4.2.3. Problem Tree

This tool is used for greater analysis and was used here, to identify issues within Kirimetiawatte and to consider the causes and consequences of them:

- Mothers seeking employment as overseas migrant workers
- Lack of employment opportunities – unavailability of industries
- Tailoring facilities not available
- Lack of transport facilities
- Pollution and discomfort caused by pig farm
- Lack of health facilities
- Unaware of the existence of the Women Development Officer
- Drugs and narcotics
- Loans
- Social groups are not setup / do not exist
- Children don't have a playground

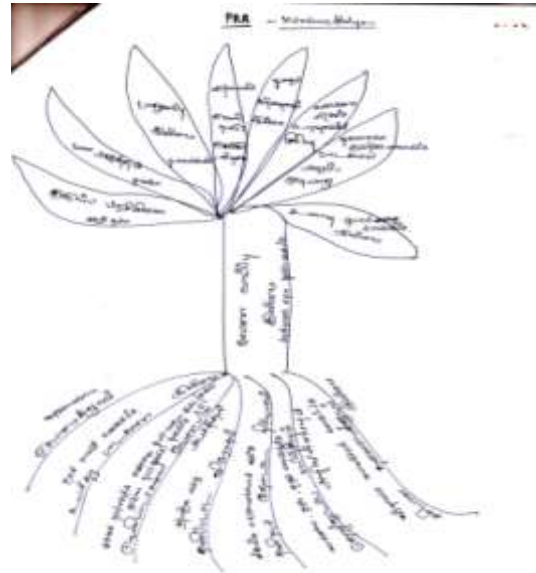
Two issues that severely affected the community were selected for discussion:

- Lack of employment opportunities – unavailability of industries
- Pollution and discomfort caused by pig farm

1. Lack of employment opportunities – unavailability of industries

Causes identified

- Being forced to live under the management of the privately owned plantation
- Poor education leading to inadequate capacities for employment
- Employment opportunities seized by outsiders (on the pig farm)
- Mothers resort to overseas unskilled employment
- Children are insecure due to a lack of protection and exposure to vices and abuse
- Personal problems
- Autocratic management
- Lack of wide-ranging skills and technical know-how
- Poor leadership amongst the community



Consequences of unemployment

- Domestic/family problems
- Mental stress and tension
- Insecurity
- Lack of contentment in life
- Breakdown of relationships
- Inability to provide for children's education
- Shortages in basic needs such as food

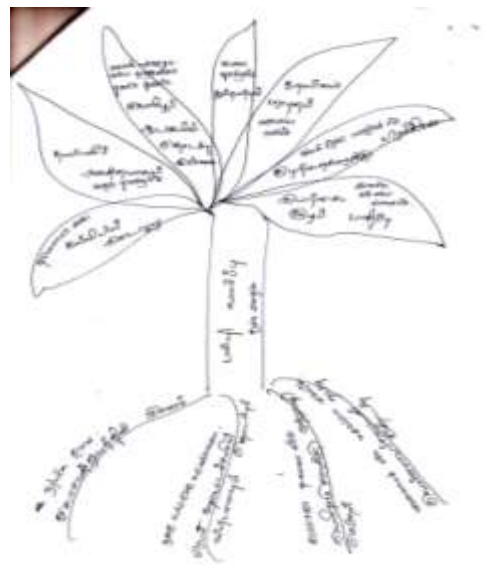
2. Pollution and discomfort caused by pig farm

Causes identified

- Private gains/personal profits
- Strong links with leading hotels
- Export opportunities
- Close ties with tourists

Consequences of pollution and discomfort

- Obstacles to educational environment from stench
- Deterioration of health due to contaminated air and water
- Isolation due to inability to interact with adjacent communities
- Spread of sicknesses
- Range of problems for children
- Destruction of natural surrounding



Staff feedback:

The problem tree has highlighted the unemployment issues faced by the local population as well as the difficulties of sharing an environment with a pig farm. The lack of employment opportunity in the village contributes to economic disempowerment and also leads to low self-esteem amongst villagers. Adults worry that they are not able to look after their children in as positive a manner as they would like and they feel nervous about the insecure environment their children are exposed to.

Some villagers work for the pig farm but regardless, the consensus amongst villagers is that it creates an unpleasant environment in Kirimetiawatte.

The aim of this project is to mobilise the community through rights based, health and environmental training programmes. Over time, the community will be able to use its new skills and collective voice to take more of an active role in the development of Kirimetiawatte through channels such as The Kirimetiawatte Development Society.

4.2.4. Focus Group Discussion

In order to have greater awareness on the prevailing issues within the community, a focus group discussion was held. The group of 8 comprised the following service provider personnel:

- Grama Niladhari
- vice principal of the school
- family Health Worker
- teachers (4 female and 1 male)

Key issues identified by the group

1. Conflict within families and broken homes is very prevalent.
2. Children live in insecure environments due to parental separation and migrant employment, which in turn leads to guardianship being transferred to elderly grandparents. This can pose a threat to children's security and development.
3. Irregular school attendance, the main reason for this is due to negligence of parents, rain and festivals at the Hindu temple.
4. Mothers leaving home for overseas employment.
5. Children drop out of school after Grade 9, the last class in the village school. Children are reluctant to travel to Talathuoya, Deltota or Galaha, not only are these places far away from Kirimetiawatte, but the need of taking a bus means that even willing children are often unable to bear the cost of travelling to study from Grade 10 onwards.
6. Lack of transport facilities on the main road affects villagers; public transport is only available up to Magolla junction requiring villagers to walk 3.5 km to the village.
Six children from Medagama village walk 3.5 km to attend school in the Kirimetiawatte village; this walk causes irregular attendance to school.
7. Absence of social/community groups has resulted in weak interpersonal relationships; there is no solidarity amongst villagers and families.

8. Early childhood development is at a very low level.
9. Cleanliness of houses and the village environment in general is very poor. Negligent attitudes and poor knowledge of tidy and hygienic practices within the households is a factor for this. The lack of a systematic procedure for waste water disposal and stagnant water in front of houses due a lack of community cohesion (drains blocked by each householder) provide a breeding ground for numerous germs and diseases. The pig farm emits a terrible stench in Kirimetiawatte as well as giving rise to disturbing and horrific sounds as the slaughtering is heard throughout the village.
10. Ignorance of management in home economics. Families do not always purchase essentials and will sometimes spend exorbitant amounts on unnecessary items.
11. Lack of nutritional awareness, particularly for children. Instant food is often eaten for breakfast.
12. Much of the Kirimetiawatte population don't have birth certificates or national identity cards; this makes accessing services provided by the government institutions very challenging.
13. There is no authorised land allocated for cultivation; women in households are unable to engage in home gardening as a livelihood.
14. Ownership of land held by a private insurance/finance company.
15. Damage and destruction by wild animals.
16. Closest access to health facilities is 10 km away at the hospital in Talatu-oya.
17. There are 44 school children, 19 girls and 22 boys; their exposure to common knowledge and cultural / extra-curricular activities is very low and a majority of them have never travelled to Kandy city; many of them are in the habit of watching television particularly Tamil movies.

Staff feedback:

The focus group discussion lists many of the problems already mentioned and some that will be mentioned in the final section of the PRA (section 4.2.5.), the Bag Exercise. One thing it did bring to light is the difficulties villagers face over the land they live on being owned by a private insurance company. Line housing doesn't have gardens and in order for villagers to have home gardens, they must rent land off the insurance company for Rs.1000 per month. This is a huge cost and not feasible for villagers. The mobile health clinic not visiting Kirimetiawatte as regularly as it should along with the closest accessible health facility being 10 km away causes difficulties for villagers. All of these issues contribute to the overall feeling of insecurity and marginalisation felt by the villagers. In the group discussion during the PRA, the Gram Nildhiri mentioned that the Divisional Secretariat office will organise a mobile service for the issue of legal documents such as identity cards. We will need to follow this up during this six month pilot project.

4.2.5. Bag Exercise

The bag exercise allows children to categorise the issues affecting them. A group of 12 girls and 8 boys participated in this exercise. Children decided on the main issues they wanted to discuss before each being given sixty stones. The stones were then divided between eight issues they had chosen. The children allocated the stones according to how big a problem they thought it was. The bigger the problem, in their perspective, the more stones put next to the issue.

The issues for consideration:

- Domestic violence
- Child abuse
- Insecurity
- Abuse of alcohol by adults
- Child labour
- Obstacles for formal education
- Harassment/discrimination by teachers
- Mothers in overseas employment

The issues have been classified with stones as follows:

1. Obstacles for formal education	354
2. Harassment discrimination by teachers	284
3. Abuse of alcohol by adults	208
4. Insecurity	106
5. Child labour	80
6. Mothers in overseas employment	74
7. Child abuse	63
8. Domestic violence	31

Issues classified above were subject to further group discussion and described by the children.

1. Obstacles for formal education

- Lack of equipment and materials for education
- No teachers for sports activities and no sports equipment available
- The need to move to another school in order to study further for GCE Ordinary Level class
- Most parents are illiterate/uneducated and unable to help with homework at home
- Interruptions in schooling and inability to get purchase school materials due to alcoholic fathers
- Teachers harass students leading to an unpleasant school environment
- Children are lonely and face insecure environments; girls whose mothers are in overseas employment are burdened with housework
- In some instances children are encumbered with family/adult responsibilities at home and are in confused mental state
- Lack of opportunities for reading books/newspaper– no library facility

2. Harassment/discrimination by teachers

- Severe punishments dealt out to students by teachers
- Undue methods of punishment to girls (teachers touching the girls with their hands and not a stick)
- School is not a pleasant environment

- Interruptions in schooling/attendance or dropping out
- Teachers are insensitive to children
- Teachers do not listen properly to children's problems and needs
- Children's feel disrespected
- Children unaware of their rights and responsibilities

3. Abuse of alcohol by adults

- Children made to run errands and purchase alcohol for adults
- Frequent squabbles in homes
- Under-aged marriages
- Absence of morality and ethics within homes/families
- In the absence of mothers, fathers indulge excessively in alcohol
- Children's education hampered
- Intoxicated adults watch X-rated and violent movies, ignoring their children's presence
- Children are scared and threatened when the responsible adult is under the influence of liquor

4. Insecurity

- Mothers in overseas employment
- Father's alcoholism
- Children are left alone at home
- Children have to tend to the cattle and goats
- Children aren't aware of self-protection methods, specifically how to react to inappropriate behaviour by someone else
- Parents' ignorance
- Houses are not constructed with adequate protection/security
- Many families co-habit in one line-room (uncle, aunt, children, parents, other relatives)
- Children are threatened

5. Child labour

- Negligence of parents
- Economic difficulties
- Irregular schooling
- No GCE Ordinary Level class in the village

6. Mothers in overseas employment

- Children are isolated
- Children have no adult to share their problems with
- Girls are responsible for household work
- Father's alcoholism becomes a nuisance and disturbance for children

- Absence of love and affection in children's lives
- Insecurity
- Women in overseas employment who return for vacation promote migrant jobs and encourage other women in the neighbourhood to go overseas

7. Child abuse

- Children are in the habit of watching inappropriate movies on CDs which introduces them to obscene behaviour
- Many relatives/extended families residing in household (line rom)
- Children have to walk a long distance alone to go to school
- Lack of awareness on rights amongst children and parents

8. Domestic violence

- Father's addiction to alcohol
- Children subject to harsh labour
- Absence of decency/morality in the home environment

Staff Feedback:

As mentioned earlier, education is a big problem in this community. Teachers must walk 3.5 km from the bus to the school and often during the rainy season, they are absent. Children face problems due to a lack of teachers, a lack of materials, no easy access to a school where they can take their GCEs and household issues making it difficult for children to focus on their studies.

Clubs

Participation is the fourth fundamental right according to the UN Convention on the Rights of the Child. Children's clubs promote an educational aspect, and will be designed to be an empowering and secure space for children to collectively participate in issues they feel to be important. The clubs, where appropriate, will also receive training in team building, leadership skills and career guidance. These children's clubs will take an active role in community celebrations such as Pongol (15 January), Women's Day (8 March), Sports meets (end of March) and Aurudu (The Hindu and Buddhist New Year Celebration in April).

Children will be divided into two different groups according to their age.

Children's club: This club will be for children who are still in school. It will also receive rights based trainings, environmental and health awareness trainings and children will be encouraged to consider their future and higher education. The club will also provide extra-curricular activities and allow children to participate in celebratory events within their community.

5. Project Implementation

5.1 Activities

SLCT's use of the PRA and data collection has been central to the design of this project as it informs and directs the community improvement interventions that are proposed. It allows stakeholders and the implementing organisation to collect and reflect on information on all areas of community development including: child rights, income generation, external support, and access to education, community health and environmental issues. This information has been used to inform project planning to address deficits identified in these areas.

This project also focuses on the cross cutting theme of capacity building. This will be central to the work being done in Kirimetiawatte, as we will be working to build capacity within the community through Self-Help Groups and Children's Clubs as well as the Kirimetiawatte Development Committee and School Development Committee. SLCT's approach will be to take a community wide approach with this intervention. As described in the PRA and discussed above in the problem being addressed, Kirimetiawatte's isolation as a community and amongst itself are the two main problems to tackle.

The activities set out below have been identified as a result of the detailed PRA process initiated and facilitated by WDC in October, 2015, using the methodologies described in Section 4.2. It is important to recognise that there is a need to prioritise identified problems presented in the PRA data that can be tackled most effectively during the 6-month pilot project and that are within the capacities of the wider missions of both the supporting and implementing agencies.

Much of the activity in the first six month period of the project will be centred around developing and strengthening clubs and groups that have been identified as needed for this capacity development to occur. There are not currently any identified leaders within the community as there haven't been previous development activities in the area. This leadership will need to be fostered in the development of the groups.

Home management training will be given to develop the management skills of men and women (whoever the head of the family is) to manage their household finances and resources. Keeping records, managing saving and expenses effectively, prioritising different needs and cost cuttings are all topics covered within the trainings. Home management training also covers relationship awareness and communication within families in order to educate against child abuse and domestic violence.

The economic empowerment with three families will build on already existing small businesses within Kirimetiawatte so that they can create more job opportunities for other members of the community. There will be more enterprise trainings in the long-term project but once more research has been done into the motivations of the community and their basic capabilities.

Farming Cultivation and Gardening Programme will be a pilot-scheme to identify possibilities and avenues for the long-term project. As the Kirimetiawatte community does not own land, we will promote organic home gardening, which they can start within their small space around their line homes. The school has already offered some land for home gardening but there is a risk around security and crops being either destroyed by animals or stolen by others. In training and practising urban farming we will be able to ascertain

whether there is an interest that can be developed in the future. This programme will also be used as a means of engaging children in community and environmental activities.

It must be noted that there is currently no provision for Early Childhood Development activities or groups in this six-month pilot project. Kiritimiyawatte has no facilities for ECD, no pre-school or centre exists for the 25 children between 2 and 5 years old. The long-term goal is to establish such a facility but in the initial phase of this project we must identify suitable women within the community who will be able to help establish this facility. With the complications of transport and travel, we won't be able to hire an external person to run an Early Childhood Development centre / pre-school.

Reference	Activities	Audience*
1	Set up Clubs and Groups	
1.1	Set up Children's Clubs	C
1.2	Set up Self Help Groups	W
1.3	Set up School Development Committee	W, M
1.4	Set up Kirimetiawatte Development Society	W, M
2	Child Rights	
2.1	Child Protection Awareness Programme	C, W
2.2	Training and Awareness Programme on the Value of Education	C, W, T
2.3	Child Rights Training Programme	C, W, M, T
3	Women's Rights	
3.1	Gender Awareness and Domestic Violence Awareness Training	C, W, M
3.2	Programme Training Programme on Women's Rights	W
4	Health and Nutrition	
4.1	Health Training Programme including: Health Training in Early Childhood Development, Food Preservation, Primary Health Training	C, W, M
4.2	Alcoholism Awareness Programme	W, M
4.3	Nutritional Awareness Programme	W, M
4.4	Counselling Programme	C, W, M
5	Celebrations	
5.1	Celebrate Pongol	C, W, M
5.2	Hold a Sports Meet Celebration	C, W, M
5.3	Celebrate Women's Day	C, W, M
6	Environmental	
6.1	Training Programme on the Importance of a Clean	C, W, M
6.2	Environment Mobilise a Community Clean Up of Drainage System	C, W, M
7	Finance and Employment	
7.1	Home Management Training Programme	W, M
7.2	Economic Empowerment for 3 Selected Families	W
7.3	Farming Cultivation Training and Gardening Programme	W, M

*C = children, W = women, M = men, T = teachers

5.2 Activity Timeline

	Activities	No. of Programmes and Target group	Time line						
			Jan	Feb	Mar	Apr	May	Jun	Jul
	Community is organised								
1	Set up Clubs and Groups								
1.1	Set up Children's Clubs	5 group meeting with 50 children's club members		x	x	x	x	x	
1.2	Set up Self-Help Groups	15 meetings with 5 small women's groups and 1 cluster level group	x	x	x	x	x	x	x
1.3	Set up School Development Committee	2 group meetings with school development committee		x					
1.4	Set up Kiritiyawatte Development Society	2 group meetings of community welfare society		x			x		
	Increased sense of self-esteem through knowledge and awareness								
2	Community education and capacity building								
2.1	Child Protection and Awareness Programmes	2 awareness programmes for 80 community members and children		x			x		
2.2	Training and Awareness Programme on the Value of Education	2 programmes for 80 women men and children			x	x			
2.3	Child Rights Training Programme	2 programmes for 80 women men and children		x		x			
3	Health And Nutrition/Women's rights								
3.1	3 day Primary Health Training programme	1 programme for 30 women and youth			x				
3.2	Alcoholism Awareness Programme	1 programme for 40 men, women and youth					x		
3.3	Nutritional Awareness Programme	3 awareness programmes for women, youth/school children and pregnant mothers		x		x		x	
3.4	Training Programme on Women's Rights	1 programme for 40 women's group members			x				
3.5	Gender Awareness and Domestic Violence Awareness Training Programme	1 programme for 40 women and men living in kiritiyawatte village					x		
3.6	Counselling Programme	Children, women men and youth living in Kiritiyawatte village (24 visits by the counselor)	x	x	x	x	x	x	x
	Community is mobilised, active and vocal								
4	Celebrations								
4.1	Celebrate Pongol festival and proposed program orientation	1 programme with 200 community members and religious leaders	x						

	Activities	No. of Programmes and Target group	Time line						
			Jan	Feb	Mar	Apr	May	Jun	Jul
4.2	Hold a school sports meet	01 event for 68 children studying in Kirimetiawatte school			x				
4.3	Celebrate International Women's Day	01 programme for 100 women leaders and group members			x				
5	Capacity building								
	Awareness on Home Management	01 programme for 40 women and men					x		
6	Environment								
6.1	Training Programme on the Importance of a Clean Environment	All the community members with the special focus for women and men living in lines rooms			x				
6.2	Mobilise a community clean up of drainage system	Materials and travel Transport/technical support			x	x	x	x	x
7	Finance and employment								
7.1	Economic Empowerment 3 selected families Raw materials/equipment support	3 selected families (special focus on women headed households)		x	x	x	x	x	x
7.2	Home Gardening training	1 training programme on farming for women and men				x			

5.3 Staff

There will be two full time members of staff for this project. Mr Hudson Jebanayaganm and Ms. Thilaka Nandani, both are experienced programme co-ordinators and speak Tamil fluently. In order to support Hudson and Thilaka there will also be two part-time members of staff; Ms. Indika Rathnayake and Ms. Shiyamala Velupiilelai. One counsellor will be employed to visit Kirimetiawatte once a week over the six-month period of this pilot project.

6. Monitoring and Evaluation

6.1. Monitoring and Evaluation

Monitoring is necessary to ensure that the project is progressing in the right direction so as to achieve its objectives. Monitoring allows for discussion, feedback and changes to occur. Consistent monitoring throughout the project will allow strengths and weaknesses in the project design to become apparent and for informed decisions to be made throughout the project to ensure it is as effective as possible. Monitoring and evaluation will be particularly important during this project, as it is a six-month pilot project with a view to being expanded and continued over the longer time frame of two and a half years.

The project will use monthly reporting and field visits as monitoring techniques. Case studies, activity reports, meeting minutes and photographs will also be used. In Kirimetiawatte we will set up a means where beneficiaries can feedback their reactions and suggestions about the project anonymously. This will be

important as sometimes beneficiaries don't want to make comments directly. School attendance will also be measured so we can have an idea as to whether our work with children and the school is proving to be beneficial. At the end of the project a comprehensive quantitative and qualitative analysis of each objective and activity delivery will be carried out. This will allow all stakeholders to analyse and reflect on the actions and activities and to address identified issues for the future. All stakeholders, including direct beneficiaries, the implementing agency, the supporting agency, local government officers and other key stakeholders will input into the data collected for this report. This will then be further built on and developed for the next project.

6.2. Sustainability

Group formation for community mobilisation: The real focus of this six-month project is to bring about a stronger sense of community and action through community mobilisation from Self-Help Groups, a village Development Society, School Development Committee and Children's Clubs. Through the formation of these groups and trainings they will receive, a greater sense of collective care and pride should emerge in the community.

Networking with state actors: By facilitating improved engagement between community stakeholders and local government officers, this project will develop and strengthen local planning, decision-making, monitoring and accountability in Kirimetiawatte for the future.

Capacity Development within the Community: Throughout this project proposal the fact that Kirimetiawatte is an isolated community has been mentioned a lot in a negative light as it contributes to many of the problems it faces. For the sake of community mobilisation however, the lack of outside access gives SLCT the opportunity to really facilitate the strengthening of Kirimetiawatte's capacity through the formation and good practice of self-help groups and committees.

For this project, we will take forward the enthusiasm shown during the PRA to mobilise the Kirimetiawatte community to feel more empowered in their own environment and to develop the capacities of Kirimetiawatte at the individual community level to promote a higher and sustainable standard of living. For purposes of sustainability the project is designed to ensure transferral of capacity from the SLCT and WDC project staff to community stakeholders.

7. Project Budget

No.	Activity		Unit cost (LKR)	No. of meetings/ programs	Total cost (LKR)	Cost (£)
1	Set up Clubs and Groups					
1.1	Children's club Travel/Transport Tea and refreshment Rs.75.00 x 40 persons	1500 3000	4500	5	22 500	112.50
1.2	Set up Self Help Groups 05 SHGs Travel/Transport Tea and refreshment Rs.75.00 x 20 persons	1500 1500	3000	15	45 000	225.00
1.3	Set up School Development Committee Travel/Transport 4000 Tea and refreshment Rs.75.00 x 60 persons	4000 4500	8500	2	17 000	85.00
1.4	Set up Village Community, Welfare and Development Society Travel/Transport	4000	4000	2	8000	40.00
	Sub Total				92 500	462.50
2	Child Rights					
2.1	Child Protection Awareness Programme Travel/transport Material Resource person Tea and refreshment 75.00 x 40 persons	4000 500 2500 3000	10 000	2	20 000	100.00
2.2	Training and Awareness Programme on the Value of Education Travel/transport Material Resource person Tea and refreshment 75.00 x 40 persons	4000 500 2500 3000	10 000	2	20 000	100.00
2.3	Child Rights Training Programme Travel/transport Material Resource person Tea and refreshment 75.00 x 40 persons	4000 500 2500 3000	10 000	2	20 000	100.00
	Sub Total				60 000	300.00

No.	Activity		Unit cost (LKR)	No. of meetings/ programs	Total cost (LKR)	Cost (£)
3	Health and Nutrition					
3.1	3 day primary Health Training programme for 30 women and youth (Primary Health care/ nutrition and food preservation/pre natal and post natal care) Travel/transport Material Resource persons for 3000 x 6 sessions Tea and refreshment 325.00 x 30 persons x 3 Certificates and gifts Other (multimedia/ video, etc.)	12 000 3000 18 000 29 250 5000 6000	73 250	1	73 250	366.25
3.2	Alcoholism Awareness Programme Travel/transport Material Resource person Tea and refreshment 75.00 x 40 Other (Multimedia/ video)	4000 500 3000 3000 6000	13 500	1	13 500	67.50
3.3	Nutritional Awareness Programme Travel/transport Material Resource person Tea and refreshment 75.00 x 40 persons	4000 500 3000 3000	10 500	3	31 500	157.50
3.4	Training Programme on Women's Rights Travel/transport Material Resource person Tea and refreshments/Lunch 225.00 x 40 persons	4000 1500 3000 9000	17 500	1	17 500	87.50
3.5	Gender Awareness and Domestic Violence Awareness Training Programme Travel/transport Material Resource person Tea and refreshment/Lunch 225.00 x 40 persons	4000 1500 3000 9000	17 500	2	35 000	175.00

No.	Activity		Unit cost (LKR)	No. of meetings/ programs	Total cost (LKR)	Cost (£)
3.6	Counselling Programme Resource charges including traveling	2000	2000	24 days	48 000	240.00
	Sub Total				218 750	1093.75
4	Celebrations					
4.1	Celebrate Pongol Stationary & Material Food and refreshments (special pongal rice) Transport Decoration	5000 9000 4000 2000	20 000	1	20 000	100.00
4.2	Hold a Sports Meet Celebration Sports meet for 60 persons Gifts and certificates for winners Travel and transport Food refreshment Decorations	15 000 4000 7000 4000	30 000	1	30 000	150.00
4.3	Celebrate Women's Day Travel and transport Food refreshment 325.00 x 100 persons Decorations Resource Other	15 000 32 500 6000 5000 1500	60 000	1	60 000	300.00
	Sub Total				110 000	550.00
5	Capacity Building					
5.1	Home Management Travel/transport Material Resource person Tea and refreshment/Lunch 225.00 x 40 persons	4000 500 3000 9000	16 500	1	16 500	82.50
	Sub total				16 500	82.50
6	Environmental					
6.1	Training Programme on the Importance of a Clean Environment					
6.2	Mobilise a Community Clean Up of Drainage System Materials and travel transport/Technical support		100 000		100 000	500.00
	Sub Total				100 000	500.00

No.	Activity		Unit cost (LKR)	No. of meetings/ programs	Total cost (LKR)	Cost (£)
7	Finance and Employment					
7.1	Economic Empowerment 3 selected families Raw materials /equipment support		35 000	3	105 000	525.00
7.2	Set up Co-operatives Amongst Women					
7.3	Develop a Communal Farming Space					
7.4	Training Programmes in Farming					
7.5	Farming Cultivation Training – Home gardening Travel/transport Material Resource person Tea and refreshment/Lunch	4000 4000 3000 4000	15 000	1	15 000	75.00
	Sub total				120 000	600.00
	Total program cost				717 750	3588.75
	Project staff cost					
	2 Program officers 100% 23 000 × 2 officers × 6 months Contribution: 2 staff Community Development Co-ordinators 20 000 × 6 Monitoring: 5000 × 6 months Project Administration 3000 × 6 months		276 000 120 000 30 000 18 000			
	Sub total				444 000	2220.00
	WDC administration 10%				116,175	581
	TOTAL PROJECT COST				1 277 925.00	6389.63

Exchange Rate:	200
Date:	21/12/15
Contingency Rate	10%
PM Rate	10%

7. Logical Framework

	Intervention logic	Objectively verifiable Indicators of achievement	Source and means of verification	Assumption
Goal	Marginalised communities are empowered in Pathahewaheta Division in Kandy District			
Outcome	Community is mobilised and active in accessing resources for its social and economic empowerment for collective action	<ul style="list-style-type: none"> – Negotiation and discussion with the duty bearers regarding grievances – Referral systems and interventions increased – Action taken against violation of rights 	Duty bearers, group meeting minutes, observation from project co-ordinators, quarterly reports, case studies, stories, gradual structural improvements, GS records, MoH records, Samurdi Officer	<ul style="list-style-type: none"> – Duty bearers are ethnically and gender sensitive – Co-operation by the Government Authorities in granting permission for this project
Output 1	Community is organised	<ul style="list-style-type: none"> – 9 Self-Help Groups are formed and functioning – A Cluster Group is formed and functioning and registered as a legal entity – A Youth Club is formed and functioning – A Children's Club is formed and functioning – A School Development Committee is formed and functioning – Krimetiyawatte Development Society is formed and functioning 	Attendance records of monthly meetings, group meeting minutes, photographs, observation from project co-ordinators, quarterly reports, registration certificate, case studies, stories	<ul style="list-style-type: none"> – Time factor to meet regularly due to commitments – Lack of experience in organisation and facilitation of meetings – Lack of availability of transport
Output 2	Increased sense of self-esteem through knowledge and awareness	<ul style="list-style-type: none"> – Planned activities and awareness training programmes successfully implemented within the project period – Interest, attendance and participation in 13 training and awareness programmes – Number of children, women and men accessing counselling services – Improved change in lifestyle reflected in a better environment and better behaviours 	Attendance records, activity progress reports, photographs, counselling attendance sheet, case studies, observation from project co-ordinators, quarterly reports, finance records, case studies, stories	<ul style="list-style-type: none"> – Interest and capacity to absorb new information as a result of a lack of basic education within the community – Attitudes and cultural beliefs and norms
Output 3	Community is mobilised, active and vocal	<ul style="list-style-type: none"> – Three community celebrations take place with the participation of children, youth, the wider community and duty bearers during the project period – Women and children have dialogue and interactions 	Attendance records, event records, minutes of planning meeting, financial records, participation of duty bearers, quarterly reports, photographs, case studies, stories	<ul style="list-style-type: none"> – Duty bearers continued support – Continued financial support

	Intervention logic	Objectively verifiable Indicators of achievement	Source and means of verification	Assumption
		amongst themselves and with relevant duty bearers		
Activities for Output 1	1.1 Set up Children's Clubs 1.2 Set up Self-Help Groups 1.3 Set up School Development Committee 1.4 Set up Kirimetiawatte Development Society	Means to achieve Output 1: Transport, Government Officers, network with duty bearers, Personal: Resource persons Utilities: Travel and transport, stationery, communication	Source of information Quarterly reports, attendance, documentation, meeting minutes, photographs	– A positive response showing willingness and commitment from the community
Activities for Output 2	2.1 Child Rights Awareness Programmes 2.2 Women's Rights Awareness Programmes 2.3 Health and Nutrition Awareness Programmes 2.4 Environmental Awareness Training Programmes 2.5 Finance and Employment Awareness Training Programmes	Means to achieve Output 2: Transport, Government Officers, Network with Duty Bearers Personal: Resource persons (lawyers, doctors, teachers, agriculture instructors, environmental instructors) Utilities: Travel and transport, Multimedia, camera, stationery, communication, raw materials, food, drinks	Source of information Quarterly reports, attendance, documentation, meeting minutes, photographs, quarterly activity progress reports, finance records	– A positive response showing willingness and commitment from the community – Availability of good resource persons to provide trainings – Reasonable weather conditions
Activities for Output 3	3.1 Celebration of Pongol 3.2 Celebration of International Women's Day 3.3 Celebration of School Sports Meet	Means to achieve Output 3: Transport, Government Officers, network with duty bearers, School Involvement by teachers Personal: Resource persons, religious leaders, school principle, teachers, WDC's Network of Women's Organisation (NoW) Utilities: Travel and transport, stationery, communication, raw materials, food, drinks, camera, multimedia	Source of information Quarterly reports, attendance, documentation, meeting minutes	– A positive response showing willingness and commitment from the community – School and education department will give us permission – Women will be available to celebrate Women's Day – Commitment and willing from religious leaders