IMPACT ASSESSMENT REPORT

Child Rights Promotion Interventions by 'Livelihood and Gender Empowerment in Post Conflict Areas' Project

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INDEX	PAGE

EXECUTIVE SUMMARY

The 'livelihood and gender empowerment in post conflict areas' project in Vavuniya, Mullaitivu and Kilinochchi (Northen province) districts was funded by FORUT Norway for total amount of LKR 211.7 million over the period of January 2019 to December 2023. The project was implemented by RAHAMA and aimed to bring following outcomes: Strengthening producer group, Strengthening food security of rural farmers, Capacitating CSOs on advocacy and Promoting child rights. It expected to create the impact of "Marginalized communities enjoy a high quality of life, with the securing of rights and entitlements by children, youth, women and men through inclusive, empowered participation in their own development, and through engagement in sustainable income generation activities in agricultural and other enterprises that are able to generate adequate incomes". The design was also aligned to contribute to Sustainable Development Goals, importantly SDG 3: Good health and wellbeing and SDG 4: Quality Education among others.

Out of those four outcomes, this impact assessment covered only the fourth one, Child Resource Development Center CRDC. The primary target of this CRDC intervention was Pre-schools, Children clubs and School Cooperatives along with stakeholder, who involved in providing Government services. Objectives of the assessment was spined around evaluating effectiveness of the child rights promotion interventions.

The assessment followed the following processes: desk-based document review, plenary discussions with RAHAMA staff, focus group discussions (FGDs) with primary target groups and implementers, and Key Informant Interviews (KII) with other stakeholders. Each step served specific purposes including helping in designing the assessment, collecting information among others. Sampling for FDGs and KIIs followed a stratification to ensure that all different sources of information were listened.

Findings supported to derive following conclusions in summary: Children living was improved. The project used Children Clubs and School Cooperative societies as primary means to drive these changes and it was effective. The clubs and societies were also sustainable as there were several positive factors working together. The Boundary partners (BPs), who are the main implementing arm of the project at ground level, played important role in driving the interventions with clubs as well societies. The BPs are even transforming themselves to serve broader needs of the communities. The positive changes among children were the results of complex interaction of complementary interventions, along with specific interventions. The results obviously and directly contributed to selected SDGS.

In overall, though there were child rights issues still to be addressed, the CRDC interventions made positive change in the life of the children.

1. CONTEXT

RAHAMA implemented the project Livelihood and Gender Empowerment in Post-Conflict Areas in the Vavuniya, Mullaitivu, and Kilinochchi districts of the Northern Province. The project was funded by FORUT Norway for a total amount of LKR 211.7 million over the period from January 2019 to December 2023. The project aimed to improve the quality of life for marginalized communities, focusing on securing the rights and entitlements of children, youth, women, and men through inclusive participation in their own development. The intervention aligned under four outcome areas such as, Strengthening producer group, Strengthening food security of rural farmers, Capacitating CSOs on advocacy and Promoting child rights. Additionally, the project emphasized sustainable income generation activities, particularly in agriculture and other enterprises, to ensure adequate livelihoods for these communities.

Out of those four outcome areas, this impact assessment covered only child rights promotion interventions, CRDC and their results. The project was implemented mainly through civil society organizations called as Boundary Partners (BPs)along with the support of parents and in coordination with Zonal education and other relevant government departments. The purpose of this impact assessment is to identify the evidence-based results created by the interventions over the five years.

The project's implementation period coincided with the challenges of the COVID-19 pandemic and the subsequent economic crisis in Sri Lanka. By 2022, foreign exchange shortages, high inflation, and skyrocketing food prices exacerbated the situation, leaving around 5 million people in a food crisis, with the Northern Province—especially Vavuniya, Mullaitivu, and Kilinochchi—severely impacted. These areas, already recovering from over 30 years of conflict, faced renewed hardships as a result. These economic challenges significantly impacted the project's implementation. Supply shortages, resource constraints, and the instability of the national economy have made it difficult to achieve the project's intended goals of economic empowerment and development. This impact assessment will assess the extent to which the project has been able to meet its objectives despite these setbacks and how it has responded to the evolving crisis.

2. OBJECTIVES AND SCOPE

Objectives:

The impact assessment focused on the child rights promotion interventions of the project Livelihood and Gender Empowerment in Post-Conflict Areas. The assessment was carried out with the following objectives:

1. To assess the effectiveness of the child rights promotion interventions to what extent it has achieved its objectives and implementation process
2. To assess the sustainability of the interventions on maintaining and scaling up the benefits drawn by the Project.

Scope of the Impact Assessment:

The interventions of the project *'Livelihood and Gender Empowerment in Post-Conflict Areas'* focus on four key impact areas. This impact study will specifically examine the fourth outcome area: *'Child rights are promoted and monitored by children's clubs, civil society, and government networks.'* The geographical scope of the assessment included the districts of Vavuniya, Kilinochchi, and Mullaitivu, which coincided with the areas targeted by the project.

The study will also follow the five OECD-DAC evaluation criteria: Relevance, Effectiveness, Efficiency, Impact, and Sustainability to assess in overall perspective.

3. RELEVANT PROJECT INFORMATION:

The relevant project information for the assessment is important to give a clear picture on the focus of the assessment. As previously discussed, the study only covers the fourth outcome of the project and the necessary information related outcome 4 of the project is captured below:

Outcome 4: Child rights are promoted and monitored by Children clubs, civil society and government networks
Outcome Challenge: Program intends to see that School level child cooperatives are recognized by community and government stakeholders as an effective mechanism for preventing and readmitting dropouts. identified child right issues are brought to the relevant CR authorities for action by Child coop/CRDC/Preschool teachers' alliance through their participation in divisional level coordination meetings. Preschool teachers' alliance mobilizes resources to develop preschool facilities through their network in the divisional level forums. Preschool Teachers' alliance act as facilitators to mobilize resources to provide essential services to children.

Outcome Indicators:

4.1: # of Local level policy and program initiated or advocated to promote and protect child rights.
4.2: # of children (Boys/Girls) facilitated to get mobilized and to carryout collective advocacy
4.3: # of advocacy initiatives and action taken in response to child rights violations at the local level

Output Indicators:

4.1.1: # of capacity building trainings conducted by the project
4.1.2: # of cases referred through the mechanisms
4.2.1: # of Village level children's platform that are active (Child clubs/ School cooperatives)
4.2.2: # Marginalized children who are at risk (Boys/Girls) enrolled in schools
4.3.1: # of savings and credit units established by parents committee
4.3.2: # of preschool teachers trained on child rights

The key intervention areas:

1. Child club development to ensure child rights and protection 50 CC (including 587 children) formed and strengthen/ provided play-martials/ facilitated leadership, Child right and alcohol awareness programs/ organized children's camps/ facilitated risk mappings and advocated risk areas to DS level. Capacitated government officers to support CC.
2. Upgrading Pre-school; 32 Preschool renovated and play equipment placed for the safe & friendly learning environment / provided school bags and stationeries/ Facilitated skill development activities for preschool children/ capacitated preschool teachers / ECD facilitators on child friendly learning methods / promoted children's nutrition standards with freshwater fish and organic farming
3. 05 School Cooperatives Established / Strengthened with 2658 students to reduce the dropouts. Renovated /repaired 03 School Cooperative spaces/ provided stationeries/ Facilitated Leadership training Climate change training and business plan development/ 2125 Student supported in the Covid 19 pandemic situation by printed pre-exam papers and Tuite Grade 5 and O/L students/ provided school bags and stationeries.
4. Supported Temporary hut for 47 safe house children for catch-up education/ facilitated classes/ provided educational and recreational learning materials.

THE SDG ALIGNMENT: The project design was aligned with Sustainable Development Goals (SDG). It aimed to contribute to the SDG 3: Good health and wellbeing and SDG 4: Quality Education. In addition, it contributes to SDG 1: No Poverty, SDG 6: Clean water and sanitation, SDG 10: reduce inequalities, SDG 11: Sustainable Cities and communities, SDG 13: Climate Action

4. ASSESSMENT METHODOLOGY

This impact assessment was conducted from August 1 to August 31, 2024. The methodology included a desk-based document review, plenary discussions with RAHAMA staff, focus group discussions (FGDs) with primary target groups and implementers, and key informant interviews with other stakeholders in three districts of the Northern Province of Sri Lanka. All of these assessment processes involved in person interactions. Additionally, online interviews were planned with key stakeholders from relevant departments.

The assessment considered below persons as the source of information (informants):

Target Beneficiaries	Implementers/ Facilitators	Other Stakeholders
1. Children club members 2. School Cooperatives members (students) 3. Child victims (if possible)	1. Rahama Staff 2. Parents 3. Preschool Teachers 4. Teachers 5. GS 6. Boundary partners	1. Principals 2. CRPO /DCPO NCPA 3. ADE/ Zonal Director 4. DS 5. MOH /RDHS

During the assessment, the researcher encountered scheduling constraints following the announcement of the presidential election (2024), which prevented interviews with certain informants. Specifically, the following individuals were unavailable for interviews: Grama Sevaka (GS), Assistant District Engineer (ADE), Divisional Secretary (DS), and Medical Officer of Health (MOH)/Regional Director of Health Services (RDHS).

Further detail on how these methodologies/ processes were implemented is described below:

a. DESK REVIEW: A desk-based document review was conducted to gather information and understand the project, aiding in the design of the assessment process. Geographical locations (mapped), key documents, and data extracted from indicators and progress markers were used to draft the assessment design. Later, this information was aligned with review questions to inform the analysis.

b. PLENARY DISCUSSIONS: Two plenary discussions were conducted with RAHAMA staff, one with the field team and the other with the management and operational team. This discussion was intended to provide an understanding of implementation process and further clarification of the project information, which lead to refine the assessment questions.

c. FOCUS GROUP DISCUSSIONS:

   FGDs are the primary source for the findings and the Key Informant Interviews provided additional information to add or triangulate the findings. Ensuring possible representation of all geographical areas was the guiding principle for selection of participants (location based) for the FDGs. In addition, the selection ensured inclusion of all ethnic representation among the participants. Priority was given to represent the locations where whole five-year programme was implemented. Children Clubs and School Cooperative Societies were the main target group/ primary information source. To ensure change related information are gathered/ not missed out, the data gathering included the former members of the children clubs, who passed 18years during the five-year cycle of the programme in possible locations.

   Ensuring the above stratification, six to 12 participants from the location were included in a FDGs.

   A total of 21 Focus Group Discussions (FGDs) were conducted with various groups: Beneficiary groups (10 Children Clubs and three School Cooperative members), Facilitator groups (four Parent Groups and four Boundary Partners). In total, 222 individuals participated, disaggregated as follows: 67 girls and 78 boys in the Children's Clubs; 20 girls and 11 boys in School Cooperatives; 13 parents; 23 Boundary Partner members.

d. KEY INFORMANT INTERVIEWS:

   Initially it was planned to conduct 9 key informant interviews. Due to constraints it was limited to conduct five key informant interviews in total covering relevant informants who can bring in information to add and validate information gathered from other sources (the reason for limiting is explained in the limitation section). The key informants interviewed were as follow:

Kilinochchi : CRPO and NGO Coordinator, Principals of Kumulamunai Government Tamil Mixed School

Mullaitivu : Principal of Mu/ Barathy Mahavidyalayam, School Cooperative Coordinator of Mu/Vallipunam Mahavidyalayam

The assessment criteria and the questions for the FDGs and Key Informant Interviews are aligned with the Terms of Reference (TOR), based on the project's indicators and progress markers (the questions and other information collecting tools are attached as annex 3). The question also focused on collecting information for the evaluation criteria.

5. LIMITATIONS

Although all efforts were made to meet with and talk to as many relevant stakeholders as possible during the assessment process, a number of logistical and practical factors prevented this from being entirely met. As a result of the presidential election in September 2024 all the government officers were busy with additional duties therefore number of Key informant interviews reduced from the plan. As detailed above GS, ADE, DS, MOH/RDHS were unable to contribute to the study (The scheduled online interviews with key stakeholders from relevant departments were cancelled).

6. FINDINGS

The findings are organized in the following order: Findings against the indicators, markers and bench marks are presented and explained, the findings related to target group (the children), the findings related to the overall assessment criteria.

target groups are organized by the project's target groups: Boundary Partners (BP), Children Clubs (CC), Parents, and School Cooperatives (SC). This will to understand perceptions of the target group and perceptions towards the target group. After this, assessment to answer evaluation criteria is presented.

Part I: The assessment finding against the Indicators, Progress markers

a. Findings on Indicators

Assessment found information to support achievement of indicators. The findings are tabled below separately for outcome indicators and output indicators:

Outcome Indicator	Assessment Findings
4.1: # of Local level policy and program initiated or advocated to promote and protect child rights.	Four out of ten advocacy initiatives taken by the constituencies (two at the DS level and two protest organized to get transport service for school and to requesting ban of illegal alcohol).

4.2: # of children (Boys/Girls) facilitated to get mobilized and to carryout collective advocacy	Girls and boys are equally mobilized for advocacy initiatives more girls participated than boys in both Vavuniya North and South divisions.
4.3: # of advocacy initiatives and action taken in response to child rights violations at the local level	Two cases solved due to the advocacy effort: School transport in Mannakulam Lyca and Nanthimitragama
Output Indicator	Assessment Findings
4.1.1: # of capacity building trainings conducted by the project	All 10 clubs received trainings
4.1.2: # of cases referred through the mechanisms	Five out of 10 cases referred to next level. The documentation is lacking. One club stated that they have handled more than 106 issues of children.
4.2.1: # of Village level children's platform that are active (Child clubs/ School cooperatives)	Seven out of 10 clubs were active. The rest three have not been followed up from 2022. (70% success). Three out of three school cooperatives were active (100% success)
4.2.2: # Marginalized children who are at risk (Boys/Girls) enrolled in schools	There are cases supported by 06 Clubs and 02 School cooperatives. But there is no records on the number of students supported.
4.3.1: # of savings and credit units established by parents committee	Not measured
4.3.2: # of preschool teachers trained on child rights	All 168 preschool teachers are trained in target location

b. <u>Findings on progress markers in outcome 4 CRDC</u>

Findings on the progress markers are captured below against the markers.

(Quantitative measure (benchmarks))	**Assessment**
CRDCs/PTAs function as registered bodies to attend CR issues in their respective areas	All four bodies have been registered they handling CR issues but documentation is weak
CRDCs establish an information Centre in project area for community to approach CR Issues.	Children and parents are approaching but there is no physical center and it is not systematically managing but the facilitator are reachable through mobile phone
CRDC/C Coop/PTA participate in the meetings on monthly basis	Three out of 10 Clubs Weekly meetings 04 Monthly meeting 03 not regularly meet once in a year or based on the need All three School cooperatives are meet based on the need

CRDC/CCoop/PTA develop operational annual plan.	Three out of 10 clubs have been registered and five clubs submitted document for registration and two Club has been planned in next year.
CRDC/C coop articulate opportunities for involving cultural and sport activities in regular intervals	All 10 clubs involving cultural and sport activities in regular intervals Two out of three School cooperatives involved in cultural activities of school once in a year
PTAs establish and manage saving and credit units to maintain safe learning environment in the minimum standards	Saving Credit unit not measured 32 Preschool maintain safe learning environment (according to NGO secretariate repot)
CRDCs/Ccoop/PTAs take advocacy indicatives on CR violations at divisional/District level	Two out of 10 CR violations taken up to Divisional level by children clubs
CRDCs /Ccoop/PTA conduct campaign and programmes to promote child rights	three initiatives taken (two from Vavuniya and one from Poonagari)
(Qualitative Measure (Benchmarks))	
CRDC/C Coop/PTA request new opportunities for trainings	According to the BPs they requested in the forums but not in a written form
CRDC/C Coop/PTA acquire skills on Child rights and Advocacy	All 10 Clubs, three School cooperatives and three PTA received Children right training PTA only received Advocacy training
CRDC/CCoop/PTA identify CR related issues and creating linkages with relevant authorities for suitable solutions	There are significant issues handled by PTA(BPs) up to receiving solutions but there is no proper document.
CRDC/CCoop/PTA maintain relationship with other stakeholders related to Child rights.	The relationship are quiet well and it has been observed in Key informant interview
CRDCs/Ccoop/PTA's members participate decision making forums to contribute to the policy changes in divisional / District levels. 2	Not find any thing
CRDC/CCoop/PTA establish a mechanism with participation of government stakeholders to attend CR issues 2	Yes, all five DSs regularly organizing Divisional Child Development Committee meeting to attend CR issues

Part II: Assessment findings - direct target groups (Children: Children Clubs, School Cooperative Societies)

h. Children Clubs (Covered by FDGs)

According to the National Children's Council (Department of Probation and Child Care Services), Children's Clubs are organizations established for children aged 6 to 18 at the Grama Niladhari level throughout Sri Lanka. These clubs were developed by the Department of Probation and Child Care Services as an official community-level structure aimed at fostering children with balanced personalities equipped with knowledge, attitudes, and skills, under the guidance of the

Commissioner of Probation and Child Care Services. As of now, approximately 2,950 Children Clubs are registered with the department and are active across the country.

In the Northern Province, RAHAMA has facilitated 50 Children Clubs since 2019. For this assessment, a sample of 10 clubs were covered from Mullaitivu, Vavuniya (both Sinhala and Tamil divisions), and Kilinochchi. The information gathered during the FGDs with the Children Club members are summarized below:

1. Three out of 10 CCs have been registered and 05 CCs submitted document for registration. Two CCs are planning their registration next year.
2. One CC practiced the membership forms and three CCs practiced membership fees.
3. Three CCs established libraries; one formed a cultural club; one formed Sports club.
4. Four out of 10 CCs conducting regular monthly meeting. 03 Weekly meeting 03 yearly meeting.
5. It was observed that all the CC not regularly followed up after the covid pandemic because 10 out of 04 CC are reactivated in early 2024.

According to the children's opinion and the observation.

1. A significant number of children participating in district and divisional forums and four of them took lead roles.
2. All of the children who are regularly participating at club activities actively taking part in all the school and village level sports and cultural events
3. Unity of the children improved (Collective advocacy and Siramathana activities organized by children)
4. The children present ideas and share the opinions independently (it has been observed at FGD with CC).
5. The children learned and practiced systematical plannings (maintain the meeting minutes and library boos records recording financial transactions).
6. Manthai East Children having nutritional food by eating fish for 06 days in a week (the RAHAMA activity-initiated stock piling fish fingerlings in 04 tanks in the Manthai east DS division)

Children suggestions

1. Organize awareness to parents on child participation
2. Organize leadership training for children
3. Take measures to recover from drugs and alcohol
4. Take legal measures against child abuse
5. Take measures to protect the environment
6. One child stated that affected abused children are taken to children home but there are no legal action agenized abuser Sri Lanken laws has to change and give punishment to abuser.
7. Requested 05 CC play materials, 06 CC playground, and 04 CC library 1 CC bus-stand

One of the girls from Mathi Oli children club said that, when I wake up in the morning, I will go to the well to brush my teeth and take a bath to go to school, while like me the four children in my neighbor house with their mother and father will be going to the forest for collecting fruits to do business on the road. She told that when she grown up and earn, she would educate as much children as possible.

i. School Cooperatives (Covered by FDGs)

The purpose of cooperatives is to empower individuals to take control of their economic future. Unlike shareholders, cooperative members collectively benefit from their activities, ensuring that economic and social gains remain within the community. These financial organizations are owned and governed by their members, who can access low-interest loans.

The cooperative concept was introduced in the context of schools in the target locations by RAHAMA. School cooperatives aim to address the economic and socio-cultural welfare needs of their members. Additionally, they foster a community of ethical leaders with a cooperative mindset, aligning with internationally recognized cooperative systems.

According to the constitution, key members of the school cooperative include both academic and non-academic permanent staff, including the principal. Students in 6th grade and above were part of school cooperative societies.

Furthermore, parents and alumni are eligible for co-membership in registered cooperative societies, although they do not receive the same membership benefits outlined in the bye-laws.

During the project period, RAHAMA supported a total of five school cooperatives. This assessment specifically covers three out of the five cooperatives, yielding valuable findings.

1. Two out of three SC has nine executive members and one SC has 11 executive members
2. There is no regular meeting practiced in all 03 SC but they organized meetings based on the need.
3. A SC supported to a drop out child by providing stationeries to be re-enrolled into school.
4. All three SC supply stationeries at reasonable price and sometimes by loan to the students.
5. There was no need of training of CRC for the target students as there were already CRC was included in their curriculum,
6. One SC executive members received first aid training.
7. All the student knows about RAHAMA they didn't mention BPs names. 01 SC members said that VAROD and World Vision (another CSOs) also supporting them.

8. two SC said that, the satisfaction of the RAHAMA's work is very good and one SC said is Good.
9. Teachers are effectively planning and they introduce new ideas for SCs development and our school full filled all the needs of us.

Suggestions for improvement by school cooperative Societies

1. Include food and refreshment supplies at the SC
2. SC are very helpful and better to Implement in all schools
3. Provides quality martials at low price
4. Allocate enough space for displaying items
5. Creative attractive environment
6. Increase opening time
7. Provide quality items in low price
8. Supply emergency medicine
9. Organize cultural activities

Part III: Assessment findings to support the target group changes from implementers/ facilitators and other stakeholders

j. Boundary Partner (Covered by FDGs)

The Boundary Partners (BPs) played key role in implementing interventions at ground level. They gradually transformed and broadened their vision and contributing to other community issues, while keeping the focus on Child Rights. Therefore, the assessment has given sufficient focus to learn about BPs as it may provide lessons and help in designing future interventions (summarized in the boxed write up).

Boundary partners and parents were implementers or facilitators of the interventions of the project. Particularly boundary partners played an important role in facilitating the function of children clubs at village level. Boundary partners were formed by pre-school teachers' alliance in three target areas. The community, particularly parents, trust pre-school teachers in all aspects of children related matters. Therefore, the parents trust Pre-school teachers' alliances and the boundary partners. It helped the parents to send their children to participate in the Children Club activities. There was involvement of BPs in facilitating School Cooperative Societies as well.

During our impact assessment, we evaluated four out of eight boundary partner (BP) organizations. The purpose of gathering information from boundary partners is to assess their contribution their work and facilitation of children clubs. Initially, all four BPs focused on child education. Three of these organizations were established by pre-school teachers through the

initiative of Pre-school Teachers Alliance. The fourth institution, formed by village women, also prioritized children's education. Over time, they recognized the importance of a holistic approach. Guided by RAHAMA, they expanded their scope to serve all community members, aligning their objectives with local needs.

- The Pre-school teachers Alliance of Poonagari transformed as Kalvi Panpaattu Malarchchi Koodam and their objectives was developed to emphasizes the rights of children and women and also works for the economic development of families.
- The JEEVAJOTHI organization has been transformed as Sanganatham Kalamandram and focusing on Education, cultural recreations, sports, women and child rights and fight for justice in Puthukkudiyiruppu Divisional secretariate area.
- The Pre-school teachers Alliance - Manthai East has been transformed as Manthai East Women Society (MEWS). The mission of the society is to identify the needs related to educational development and socio-economic empowerment of women in Manthi East region and facilitate solutions.
- The Pre-school teachers Alliance Vavuniya South has transformed Women Social Economic, Empowerment and Educational Development Society (WSEEDS) was initiated to ensure the educational development and socio-economic empowerment of women in the Vavuniya South Divisional secretary division

All four organizations are formally registered and operate under their own constitutions. Their executive boards consist of nominated general committee members, and key decisions are made by the executive committees in accordance with their respective constitutions.

Among these organizations, two have well-defined vision and mission statements, while the clarity of purpose is less evident for the other two. Although three organizations claim to have strategic plans but it was unable to verify on document.

All four have exclusively received funding from RAHAMA. Financially, each organization maintains cash books and ledgers, but adherence to proper double-entry accounting practices has been inconsistent.

While successfully implementing projects at the village level, these organizations collaborate with government officials to execute community-level programs and maintain positive relationships with relevant authorities. However, there is no information available during the assessment to support that the organizations identified any policy gaps and advocated. None of the four organizations adequately document rights-based issues related to children during their interactions, making it challenging to quantify the number of cases addressed.

Resource allocation and project management within these organizations was impartial and transparent. Additionally, members received essential professional training.

Two out of four organizations were very satisfied with RAHAMA's interventions and its approach. The other two were satisfied. They recommended the following points for further improvement.

1. The project should be implemented in due course.
2. The project should be design based on the needs of target community.
3. Consider low-interest loans for SHG members.
4. Leadership and other necessary training should be given to all women
5. Child abuse, and child rights awareness should be given to all the children
6. Farmers should be given training on modern agriculture
7. Small business training should also be given to SHG

k. Parents (Covered by FDGs)

Parents play a pivotal role in shaping children's behavior. Notably, in the Sri Lankan context, parents often express heightened emotional involvement. In the project context, parents played important role in facilitating and promoting Children Club activities.

As part of our assessment, we conducted four focused group discussions with parents—one each in the Vavuniya North DS division, South (Sinhala) DS division, Mullaitivu Manthai East DS division, and Kilinochchi DS division. These discussions yielded valuable insights.

However, the recent economic crisis has cast a shadow over child development. Vulnerable families—particularly those led by women or burdened by alcohol-addicted fathers—bear the brunt of this impact. Some children, aged 16 and above, resort to seasonal labor to alleviate their families' economic struggles. Unfortunately, substance abuse, including alcohol and other drugs, also affects some of these young individuals.

Interestingly, despite these challenges, certain staff members working with the Children's Clubs (CCs) have managed to build strong relationships with parents. Through trust and understanding, they've persuaded hesitant parents to allow their children to participate in club activities.

Actions taken by the parents:

1. Women society identified the illegal arrack making places and handed over the illegal arrack to police
2. Poor children are supported by School bags and stationeries
3. Supplying low price stationeries through school cooperative
4. In critical situation the parents worked as team like handling the persons dealing illegal arrack
5. Number of trainings provided to create awareness on Child rights, importance of education, Leader ship

The issues identified by them

1. Early marriage
2. Illegal arrack producers are using children as a spy to provide information
3. Children are using Drugs, Tobacco, Arica nut, Betel
4. School dropout increased after covid pandemic
5. Mother going abroad for domestic work so fathers not caring children.

Parents witnessed several positive changes among children who are participating in the Children Club activities. The observations are, children talked in public without shyness, going around into places with confident, their contacts developed, learning new things and advising, taking responsibility in schools, planning their activities themselves

Parents opinions/ suggestions

1. Better to sensitized all villages on drug eradication.
2. Good to be strengthen children's clubs and better to associate with schools.
3. Evening classes need be organized continuously.
4. Awareness should be given to parents about importance of child participation in children clubs.
5. Excellent guidance provided to children by BP and RAHAMA
6. Feel secured because of availability of assistance from self-help groups to individual members in case of emergency.
7. Supporting each other's at farming activities and preparing food and tea from the contribution of all the members.
8. Very satisfied with the positive change in children.
9. Improved unity among the villagers and living with peace of mind

l. Other Stakeholders (Key Informant Interviews)

The other stakeholders of the project are mainly Government service providers, who are working with the target group. Their primary role is help to meet project's strategic objectives by contributing their experience and perspective. They can also provide necessary services and resources.

In this assessment we able to meet 02 Government officers who are supporting to CC and 02 principal and 01 coordinating teacher who are responsible for SC. They have been trained from Zonal education department, RAHAMA, Save the Children, IOM, World Vision and other NGOs on child rights and child development. All the stakeholders known about RAHAMA and its project and they said that RAHAMA's pre-school development (included infrastructure improvements, recreational facilities, water and sanitation facilities and play equipment), children club formation (including play materials and library books), establishment of school cooperative (including cupboards and stationeries) and provided trainings are very useful in child development.

Generally, all of the government officers said that they faced difficulties to provide the services public due to the limited resources like transport and other services and also the government funds allocation is not enough to meet people needs after the economic crisis. The following information gathered form them through the interview;

The key informants provided below insights on the RAHAMA's interventions:

1. Pre-school students have improved their skills,
2. Girls come forward with their problems,
3. School co-operatives help poor students,
4. Students are able to get school supplies easily.
5. SCs created an employment opportunity
6. Students who have financial problems meet their needs through loans.
7. Girls can easily get NAPKIN during menstruation.

Key issues in their locations:

1. Lack of coachers /facilitators to train children in sports and other skills
2. Lack of play and learning equipment
3. Increasing school drop outs due to economic crisis
4. Lack of transportation facilities for students
5. Children going to labour work especially costal area children for sea industry
6. Mother going gulf countries to earn money and there is proper care taker to caring children
7. Increased usage of drugs and tobacco among children
8. The most of children who live with grandparents without parents have bad habits
9. The youth and adolescent children are using children to sale their illegal drugs like mava, which is a tobacco/ areca nut type of chewing material
10. There is no protection measures for children, whenever they go beyond the parents proximity.

Implemented/ supported project to address key issues:

1. Provided leadership training under the youth development activities
2. Organized self-employment training for school leavers
3. Organized traditional sports competition to motivate children in the extracurricular activities
4. School equipment and push bicycle was provided with the support of Abayalanka
5. Provided proper carrier guidance training for AL students
6. Cereated child led awareness on handling their practical issues through roleplay dramas
7. Created awareness to parents on parenting and adolescent development.
8. Organized drawing completion among children.

Their Suggestions:

1. Funding must be provided for the new ideas and ground needs.
2. Good to provide necessary training to parents on child development and education & life skills
3. Training should be given to the teachers to properly guide the students
4. Basic hygiene habits should be imparted to the students from pre-school age
5. Good to get scholarships for children living in the poverty line.
6. Children of government employees feel depressed when NGOs help pre-school children who are under poverty.

Part IV: Assessment findings based on OECD-DAC evaluation criteria

RELEVANCE: The objectives and design of the Project were sensitive to the economic, social and political conditions in which it took place and the activities were relevant in achieving the project outcomes. The project design and activities have contributed to addressing key child rights issues like school dropout, early marriage and addiction of alcohol and drugs. Project activities and inputs were rights and needs-based. The project implementation strategies were relevant to the significant changes that took place throughout implementation due to the pandemic and subsequent economic, political and social crises. Adaptative strategies to respond to the pandemic and economic crisis context were found relevant by local authorities and implementing partners.

EFFECTIVENESS: The project contributed to significantly improving the project schools' cooperatives which increased the access to school stationeries for vulnerable children specially in underprivileged areas. Improvement in the school attendance observed as a positive change from this intervention. School management and student committee developed good relationship and sharing ideas for further development.

Children clubs created a child friendly environment by child led initiatives and the positive change is children confident was improved because several rural level children took leadership role in divisional and district level.

The coordination between government authorities (Education department, schools and divisional government field officers (CRPO, WDO, YDO)) also improved they mutually contributed to this project.

The project provided several types of inputs that, combined together, contributed to some of the above reported achievements and changes.

EFFICIENCY: Coordination mechanisms were deemed efficient by RAHAMA, BPs and education authorities. RAHAMA demonstrated efficient resources management strategies, being agile with budget fluctuation and strategic in how to use additional funding generated by the depreciation of the foreign currency in COVID 19 pandemic situation. The Project was of sufficient duration for all planned activities despite some delays made by the constraints created by the pandemic.

IMPACT: The BPs' transformation is a significant impact on own collective patterns of action and thinking, and collective structures as intuitions, established linkages with government authorities. It created a platform to discuss CR issues knowledge sharing. Even though project context not much supported in implementation period there were good impact created in the life of children by school cooperatives' and children clubs' interventions. There was significant leadership development among children of the clubs that was evidenced by they taking leadership roles in federations and other bodies.

Role of BP in Child Rights promotion:

SUSTAINABILITY: There is a strong ownership of the project by School management committee for School Cooperatives. The subject teacher and principal have taken several steps to ensure sustainability

- Encouraging project schools to increase incomes and easy access for stationeries.
- Identified the key elements to put in place to sustain the project, such as record keeping monitoring.

The BP taking ownership of the children club the parents trust the BPs focal points and they allowed the children with them.

Key constraints to sustainability include; the overall lack of resources in the context of the economic crisis, and the continuity of the activities not enough

7. CONCLUSIONS AND RECOMMENDATION

Conclusions:

1. The assessment covered a significant numbers of children clubs within the sample. The function of the children clubs was regular. Some of them were registered clubs and there are other clubs started to persuade registration. The clubs were under Government structure with the purpose of ensuring child rights and their development. It reveals that the function of the children clubs can be in a direction of sustainability.
2. There was sufficient evidence of children's participation in the children clubs. The FDGs with club members revealed that there were children confidently expressing their views, opinions and demonstrating leadership qualities. The observation was also supported by parents' reflections on the changes of the children who participated in the clubs. It was notifiable and revealed by others that there is a drastic change in girl children's confidence level who are involved in the club activities. There was evidence from parents' testimonies that they were convincing other parents, who usually hesitated to send their children to

the Children Clubs, to send their children to participate in the club activities. Club activities provide the opportunity to engage in many positive activities and indirectly avoid the chances of negative engagements.

3. Further, children clubs were also contributed to bringing out children's issues in the village; contributed in local level advocacy efforts together with others. There were other initiatives by a few clubs that show a progressive path opens. All of these substantiate that children clubs play a significant role in child development in those areas.
4. The project promoted five school cooperative societies. Out of which, the assessment covered 3 of the societies, which is more than half of the coverage. The school cooperative societies played a significant role in supporting students schooling needs. There were incidents notified that students were easily access to stationeries and necessary materials for schooling as the cooperative shops are available at schools and provide materials at reasonable price. In some cases, students were accessing stationeries at short term credit basis that prevent them from studying difficulties and humiliation.
5. Boundary partners and parents were implementers or facilitators of the interventions of the project. Particularly boundary partners played important role in facilitating the function of children clubs as village level. Boundary partners were mainly formed by pre-school teachers' alliance. Therefore, the trust on the pre-school teachers by parents played an important role in allowing children from many families to participate in the club activities. As usually each village has a pre-school, the influence of boundary partners on children clubs were influential in almost all villages.
6. Boundary partners gradually transformed and broadened their vision and contribute to other community issues, while keeping the focus on Child Rights. They are key element for sustainability.
7. Project's other interventions of the project played vital role in enhancing the children club and school cooperative activities. There was evidence of improvement in nutritious food consumption in the project areas that was resulted by other project interventions; Livelihood interventions improved income of the families and ensured food security.
8. Direct interventions with children were not alone contributed to ensure Child Rights. The positive changes were the results of complex interaction of complementary interventions. The alignment of results towards contributing to SDGs were obvious. Particularly, contribution to SDG 4: Quality Education can be seen visibly. The contribution to SDG 3: Good health and wellbeing was also tangibly observable.

Recommendations:

1. Several evidences at ground level were not recorded. Therefore, strong M&E expertise is required from the beginning and throughout implementation of such a project of this scope and size. (Recommendation for RAHAMA)

2. Technically equipping BPs on accounting and documenting is crucial for their sustainability. (Recommendation for BPs)
3. The government officer's contribution in field monitoring not enough. Especially, the children club were not visited regularly. (RAHAMA and BPs need to advocate for this)
4. Continues monitoring is essential for children clubs to create trust among the parents. (Recommendation for BPs)

8. BEST PRACTICES

1. Strengthen organizational (structures, processes and procedures, policies and plans, roles and responsibilities) and institutional capacity development (legislation, regulations), such as costing studies to support discussions on sustainability and scale up.
2. Strengthen inclusion programming principles in future project design and implementation (gender, disability).
3. Document project models, practices, lessons and recommendations.
4. Ensure dissemination and sustained use of project outputs and results.
5. Develop creative models to pool resources from different sectors in child rights, gender specialists, accounting and finance and organization development.

Annexes:

Annex 1: Organizational Overview

THE VISION: A nation in peaceful coexistence with social justice, with poverty overcome, where all citizens are free to achieve their fullest potential and participate in civic life with dignity and security in a drug and alcohol-free society.

THE MISSION: of The RAHAMA is to improve respect for the rights of the population by improving livelihood assets of all deprived households through rights-based models by creating durable change through skills education, and advocacy.

The Recovery and Humanitarian Action Management Agency (RAHAMA) was registered as an NGO in 2012 and took on a part of the work that FORUT implemented in Sri Lanka till 2010. RAHAMA initially concentrated its efforts in the Northern Province and recovery and development were integrated with resettlement. At the beginning, RAHAMA was funded by the Norwegian Embassy in Colombo and focused on shelter, water, sanitation, livelihoods and securing land rights for about 3,000 affected internally displaced persons. Over the years, Norad, Stavengar, VOGT and Halo too began to fund RAHAMA's work. In order to make resettlement more effective, RAHAMA introduced micro credit to support livelihoods and other needs especially of women and the deprived communities. It also adopted the rights-based approach to enable people to access government services and secure their entitlements (access to natural resources, assistance and subsidies). In order to ensure sustainability of livelihoods, caring for the environment was promoted and for sustainability of the project (change), developing local leadership and capacity, particularly of the local Women Rural Development Societies, the Farmer Organizations and other civil society organizations (Boundary Partners), came to be prioritized. Thus, RAHAMA's perspectives on supporting the war affected communities to recover and develop evolved over the first seven years of its operations and during the past 4 years transited from relief and rehabilitation to sustainable development, and progress was satisfactory.

Annex 2: Project overview

THE PROJECT'S THEORY OF CHANGE AND IMPACT VISION; Marginalized communities enjoy a high quality of life with the securing of rights and entitlements by children, youth, women and men through inclusive empowered participation in their own development, and through engagement in sustainable income generation activities in agriculture and other enterprises that are able to generate adequate incomes

IMPACT MISSION; RAHAMA supports to boundary partners to bring about change in their own collective patterns of action and thinking, and collective structures /intuitions and procedures vis a vis its target groups. RAHAMA facilitates acquisition of required knowledge and transfer of skills

for productive work with the target groups, besides establishing linkages with critical networks for resource and experience sharing

The Project's expected results were as follows:

OUTCOME 1: Producer groups have safe shelter for carrying out sustainable livelihoods and stable and high incomes from their enterprises
OUTCOME CHALLENGE: Program intends to see that, Producer groups are well organized and registered for enterprise development. Producer groups are able to provide employment/ self-employment to Women, men & youth and earn high income. The group also provides linkages for obtaining required capital, extension, and other inputs in a timely manner in good quality. Quality standards are observed and marketing is facilitated at int/national levels. Producer groups are able to have convinced and motivated people to drastically reduce alcohol and drug consumption and their consequences. They are participatory and target groups and stakeholders give feedback in accordance with good governance, transparency, accountability and anti-corruption principles

Indicators 1.1: # of marginalized male female and youth participating in the programme earning >130 USD average monthly income
Indicators 1.2: # of products reaching Int / national markets
Indicators 1.3: # of families that saved at least 1,000 LKR per month during the last year

OUTCOME 2: Rural farmer communities have adequate food security through adopting environment friendly farming approaches
OUTCOME CHALLENGE: The program intends to see that farmer organization members adopt organic farming methods in their fields. Farmer organizations are registered, well constituted, recognized by government and others. The farmers organizations act as trainers on Environment friendly farming approaches for other communities. They influence divisional level policy formulation promoting and supporting to organic farming. FO link with aggrarian services, agricultural departments and such agencies for obtaining technical support and subsidies. They are networking at local and national levels for sharing resources, Knowledge, expertise and marketing. Farmer Organizations act as agent for marketing organic products. Farmer communities value organic farming and get technical support from farmer organization.

Indicators 2.1: # Members (men, women, youth & children) of farmer communities have sufficient basic nutrition daily (2600Kal/per day per person) from own agricultural production
Indicators 2.2: Average annual income increased from agricultural production of farmers by 10% through sale of surplus
Indicators 2.3: # of Metric ton organic food products available in National or International markets

OUTCOME 3: Selected CSOs and CBOs attend to advocacy and service delivery related to LH/ADD.

OUTCOME CHALLENGE: Program intends to see active prevention groups exist in every project community and working toward to create a good environment that counteract alcohol drug and tobacco promotion and capacitating women, men, youth and children specially at risk group to

challenge positive outcome expectancies and enabling them to identify the real harm from alcohol and drug use. These prevention groups effectively identifying the industry, alcohol promotion and take steps to counteract promotion. The CAT teams take part in the decision making forums to influence the policy changes and act as change makers between affected population and rehabilitation centers. The government stakeholders and community recognise and recommend them for prevention activities.

Indicators 3.1: # of civil society organizations have taken up alcohol prevention as an issue in their work
Indicators 3.2: # of advocacy and lobbying initiatives undertaken by CBOs and CSOs 3.c
Indicators 3.3: # of cases (LH/ADD) referred to the division or district authorities and solutions found

OUTCOME 4: Child rights are promoted and monitored by Children clubs, civil society and government networks
OUTCOME CHALLENGE: Program intends to see that School level child cooperatives are recogonised by community and government stakeholders as an effective mechanism for preventing and readmitting dropouts. identified child right issues are brought to the relavant CR authorities for action by Child coop/CRDC/Preschool alliance through their participation in divisional level coordination meetings. Preschool teachers alliance mobilise resources to develop preschool facilities through their network in the divisional level forums. Preschool Teacher alliance act as facilitators to mobilise resources to provide essential services to children.

Indicator 4.1: # of Local level policy and program initiated or advocated to promote and protect child rights.
Indicator 4.2: # of children (Boys/Girls) facilitated to get mobilized and to carryout collective advocacy
Indicator 4.3: # of advocacy initiatives and action taken in response to child rights violations at the local level

The key intervention areas:

5. Child club development to ensure child rights and protection 50 CC (including 587 children) formed and strengthen/ provided play-martials/ facilitated leadership, Child right and alcohol awareness programs/ organized children's camps/ facilitated risk mappings and advocated risk areas to DS level. Capacitated government officers to support CC.
6. Upgrading Pre-school; 32 Preschool renovated and play equipment placed for the safe & friendly learning environment / provided school bags and stationeries/ Facilitated skill development activities for preschool children/ capacitated preschool teachers / ECD facilitators on child friendly learning methods / promoted children's nutrition standards with freshwater fish and organic farming
7. 05 School Cooperatives Established / Strengthened with 2658 students to reduce the dropouts. Renovated /repaired 03 School Cooperative spaces/ provided stationeries/

Facilitated Leadership training Climate change training and business plan development/ 2125 Student supported in the Covid 19 pandemic situation by printed pre-exam papers and Tuite Grade 5 and O/L students/ provided school bags and stationeries.

8. Supported Temporary hut for 47 safe house children for catch-up education/ facilitated classes/ provided educational and recreational learning materials.

Project Implementation Context.

During the implementation of Project there were many important contextual changes happened. The COVID-19 pandemic hit early 2020, leading to months of school closure. There were attempts of re-opening secondary schools in middle of 2020, with mixed success, and primary schools remained closed. A gradual reopening of schools occurred from in middle of 2021, stuck by teacher strikes and the first signs of an economic crisis, which increased throughout the year and 2022, combined with fuel shortages and very high inflation rates and food price rises. In early 2022 was marked by an economic, social and political crisis, which led to more school closure and disruption. Schools gradually reopened from the June 2022 onwards.

This context influenced in the project target groups. During the project period almost 2 year social gatherings not allowed and field visit movement also restricted. Children clubs and School cooperatives functions almost stopped. RAHAMA and the BPs took some alternative measures to over come those issues; (i) promoted homebased play activities and provided play and learning equipment for preschool and primary children. (ii) learning Tuite IEC martials supplied through school principals with the support of Zonel education departments. Promoted more home based farming and organic fertilizer to cover food shortages.

Geographical Scope.

The primary target of the project was 32 Pre-Schools, 50 children clubs 05 School cooperatives in 04 DS division in Mullaithevu, 02 DS division in Killinochchi and 02 DS division in Vavuniya.

Implementation Modalities.

The project has been managed by RAHAMA and implemented, in cooperation with the divisional level boundary partners and respective government department; especially Provincial and Zonal Education Authorities for (needs assessment, project coordination, teacher training, liaison with schools, and preschools monitoring); Divisional Secretariate (need assessment project coordination and monitoring at village level); MOH (identifying nutritional issues and technical support and monitoring at pre-school level) Agrarian department and village level farmers organizations (need assessment technical training monitoring) involvement in activities related to COVID-19 response such as (Zonel education department and respective school)

Annex 3: Impact Assessment Tools

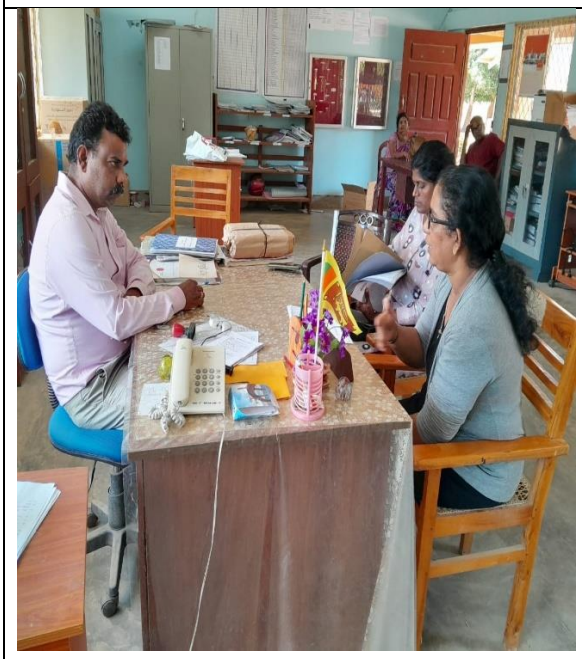
QA-1	QA-2	QA-3	QA-4	QA-5	QA-6	Key Assessment question	Assessment Criteria
Q1.	Q1	Q1				Name and the member ship details	Sustainability, Effectiveness, Impact
Q2.	Q2					Registration Details	
Q3	Q3					Meeting and regulations;	
Q4.		Q3				Participation in outside forums	
Q5.	Q4	Q2				Taken initiatives	
Q6.						Publications	
Q7.	Q5					Executed events	
Q8. Q8.1 Q8.2 Q8.4	Q6	Q$		QA5	QA6	what are the policies currently practiced? How do you know? what are the gabs identified in current policies? what are the action taken to mitigate the gabs?	Sustainability, Effectiveness, Impact
Q9. Q9.1 Q9.2	Q7				QA6	what are the issues (type) handled? how do you solved? what and where did you report?	Efficiency Effectiveness, Impact
Q10.	Q8					Where did you report	Efficiency Relevance Impact
Q11	9			QA5	QA6	what are the organization providing service for Children and what type of service they are providing?	Efficiency Effectiveness, Impact
Q12. Q12.2	Q10. Q10.1 Q10.2 Q10.3	Q5 Q6 Q9		QA5	QA6	what are the trainings received? And by whom? Did you request any training and what? And the changes observed)	Relevance Effectiveness, Impact
Q13. Q13.1 Q13.2	Q11	Q7 Q8				what is school drop out? Did you handle any drop out cases and how? What is the reason for drop out?	Efficiency Effectiveness, Impact
Q14. Q14.1	Q12	Q10	QA 4	QA5	QA6	Who is guiding you? Have you satisfied with that and how much?	Relevance Effectiveness, Impact

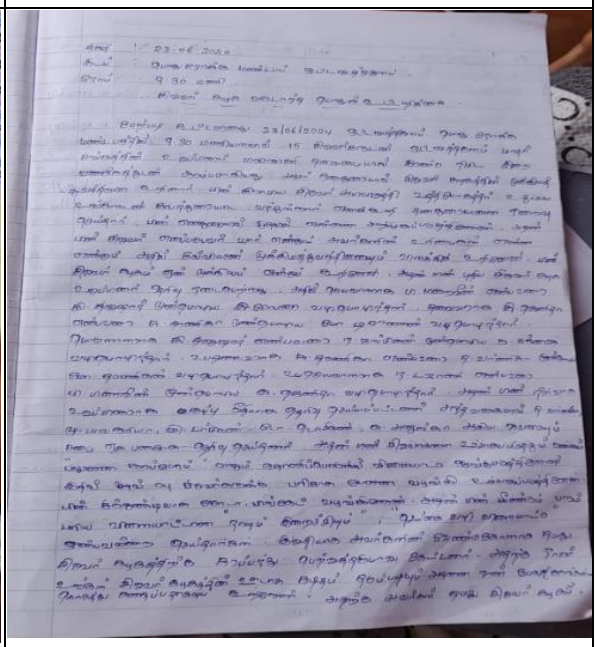
Q15. Q15.1 Q15.2	Q13 Q13.1 Q13.2	Q10 Q11	QA 4	QA5	QA6	Do you know Rahama? how do they help you? Have you satisfied with that and how much? Suggestions for sustainability?	Relevance Effectiveness, Impact

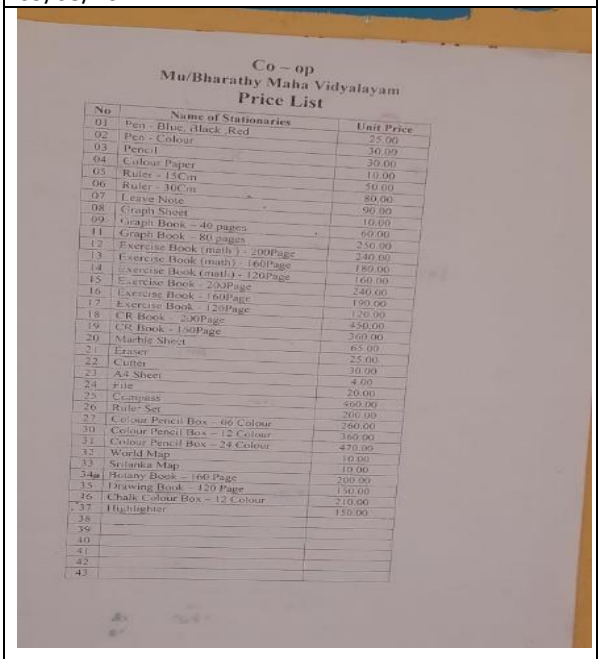
Annex 4: Field Assessment Details

S.no	Date	Name	Location
1	27/07/2024	Mathioli CC	LYCA
2	27/07/2024	Parents	LYCA
3	27/07/2024	Vannachittu CC	Puliyankulam
4	29/07/2024	School Cooperative	K/ kumulamunai GTMS
5	29/07/2024	Boundary Partner	Poonagiri PTA
6	29/07/2024	Junior king CC	Mukomban
7	29/07/2024	Parents	Mutkomban
8	09/08/2024	School Cooperative	Vallipunam
9	09/08/2024	School Cooperative	Visvamadu
10	09/08/2024	Boundary Partner	Sanganatham
11	09/08/2024	Valluvar CC	Thevipuram
12	10/08/2024	Tinanatharu CC	Nanthimithragama
13	10/08/2024	Subanya CC	Namalgama
14	10/08/2024	Parents	Namalgama
15	10/08/2024	Boundary Partner	WSEEDS south
16	11/08/2024	Kanagan CC	Manthai Kilakku
17	11/08/2024	Lions CC	Ottaruthakulam
18	11/08/2024	Poinix CC	Palinagar
19	11/08/2024	Athavan	Kidaipittithakulam
20	11/08/2024	Parent	Kidaipiditthkulam
21	11/08/2024	Boundary Partner	Women development Society

Annex 5: Photo Captures during the Field Assessment

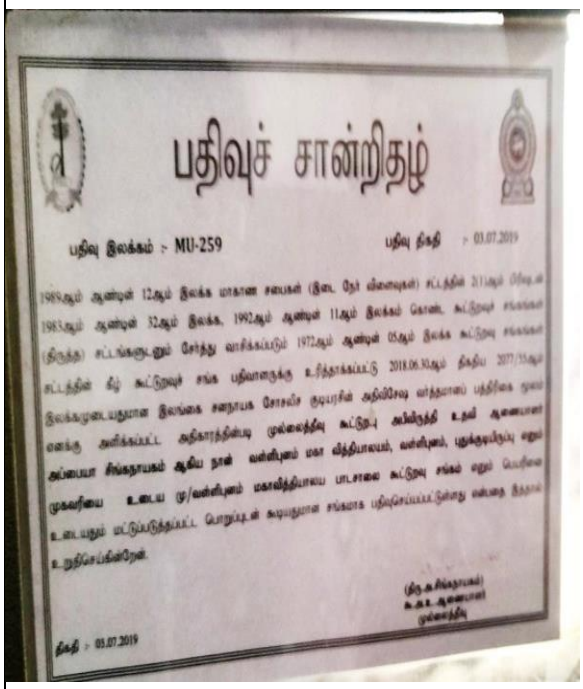
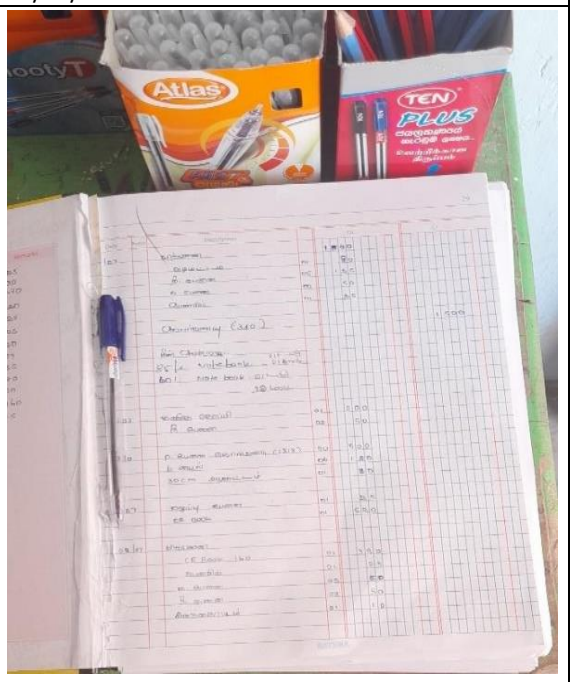
Plenary discussion with Rahama staff	Key informat interview with Principal School Cooperative Ki/ Kumulamunai GTMS 29/07/2024
	
Key informat interview with Principal School Cooperative Mu/ Barathy Maha Vidyalayam Puthukkudiyiruppu, Mullaithevu 09/08/2024	Key informat interview with School Cooperative coordinator Mu/ Vallipunam Maha Vithiyalayam - Puthukkudiyiruppu, Mullaithevu 09/08/2024
	

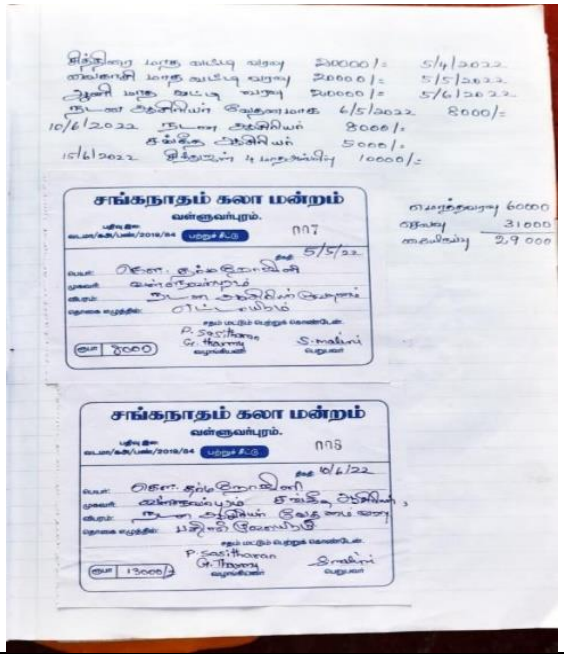
Focal group discussion- Lions Children club Ottaruthakulam Manthai east Mullaithevu- 11/ 08 / 2024	Lions Children club Ottaruthakulam Manthai east Mullaithevu- Meeting mints 11/ 08 / 2024
	
Focal group discussion--Vannachittukal Child club-Muthtumaarinagar-27/7/2024	Focal group discussion-Kidaipiditthakulam Athavan Children club – Mullaithevu 11/ 08 / 2024
	

Focal Group with Parent Lyca Puliyankulam Vavuniya-27/07/2024	Focal Group with Parent Mutkomban Poonagiri Kilinochchi-29/07/2024
	
School Cooperative Price list Mu/ Barathy Maha Vidyalayam Puthukkudiyiruppu, Mullaithevu 09/08/2024	School Cooperative committee meeting Mu/ Barathy Maha Vidyalayam Puthukkudiyiruppu, Mullaithevu 09/08/2024
	

Co – op
Mu/Bharathy Maha Vidyalayam
Price List

No	Name of Stationaries	Unit Price
01	Pen - Blue, Black, Red	25.00
02	Pen - Colour	30.00
03	Pencil	30.00
04	Colour Paper	10.00
05	Ruler - 15Cm	50.00
06	Ruler - 30Cm	80.00
07	Leave Note	90.00
08	Graph Sheet	10.00
09	Graph Book - 40 pages	60.00
11	Graph Book - 80 pages	250.00
12	Exercise Book (math) - 200Page	240.00
13	Exercise Book (math) - 160Page	180.00
14	Exercise Book (math) - 120Page	160.00
15	Exercise Book - 200Page	240.00
16	Exercise Book - 160Page	190.00
17	Exercise Book - 120Page	120.00
18	CR Book - 200Page	450.00
19	CR Book - 160Page	360.00
20	Machie Sheet	65.00
21	Eraser	25.00
22	Cutter	30.00
23	A4 Sheet	4.00
24	File	20.00
25	Compass	460.00
26	Ruler Set	260.00
27	Colour Pencil Box - 06 Colour	260.00
30	Colour Pencil Box - 12 Colour	360.00
31	Colour Pencil Box - 24 Colour	470.00
32	World Map	10.00
33	Srilanka Map	10.00
34a	Botany Book - 160 Page	200.00
35	Drawing Book - 120 Page	150.00
36	Chalk Colour Box - 12 Colour	210.00
37	Highlighter	150.00
38		
39		
40		
41		
42		
43		

School Cooperative Registration Mu/ Vallipunam Maha Vithiyalayam -Puthukkudiyiruppu, Mullaithevu 09/08/2024	School Cooperative Shop – Ki/ Kumulamunai GTMS- Poonagiri, Killinochchi 29/07/2024
	
School Cooperative committee members meeting Mu/ Vallipunam Maha Vithiyalayam - Puthukkudiyiruppu, Mullaithevu 09/08/2024	School Cooperative Cashbook Mu/ Barathy Maha Vidyalayam Puthukkudiyiruppu, Mullaithevu 09/08/2024
	

Focal Group discussion Sanganatham Kalamandram- Puthukkudiyiruppu .Mullaithevu 09/08/2024	Book keeping Document Sanganatham Kalamandram- Puthukkudiyiruppu .Mullaithevu 09/08/2024
	
Women Society Organization Registration Mantai east Mullaithevu 11/08/2024	Focal Group discussion- WSEEDS Boundry Partner - Vavuniya south- 10/08/2024