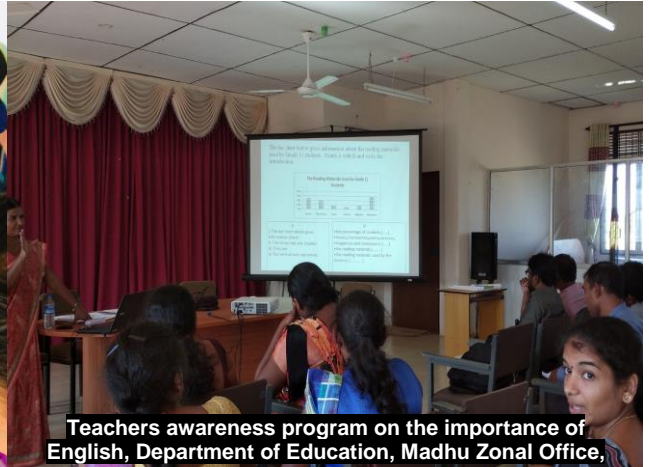




Team building training for SHGs' group members and working together, Thevanpitty, Mannar



Teachers awareness program on the importance of English, Department of Education, Madhu Zonal Office,



E-Teacher program test run with GCE O/L students at OPEnE office, Mannar



Members taking oath at the beginning of Sembaruthi Small Help Group, weekly meeting, Hunainagar, Musali.

“Knowledge empowers, self-learning enables”



Annual Report 2019 to 2020

Who We Are

The Organisation of People for Engagement and Enterprise (OPEnE) is a local, not-for-profit, development organisation, which has been working in Mannar district of Northern Sri Lanka since 2016. The organisation was created by a group of like-minded and motivated individuals with the support of ZOA, a Netherlands based INGO - our strategic partner. In the context of a long-term civil war which ended about a decade ago, OPEnE's aim is to improve the livelihoods of war affected communities and nurture the socio-economic development initiated by other actors in our area. At present, we are achieving these aims primarily through children's education and women's empowerment. Our work currently contributes towards the following Millennium Development Goals:

1. to eradicate extreme poverty and hunger;
2. to achieve universal primary education;
3. to promote gender equality and empower women;

Our Vision

A pluralistic Sri Lanka where all are empowered
and included

Our Mission

To empower individuals through knowledge, skills,
tools and networks to make sustainable changes
in their own lives *and* the lives of their community

Core values

- Human dignity
- Transparency and accountability
- Good governance
- Participation
- Creativity and innovation

Where We Work



We implement our program in Mannar district with focusing in the Manthai west and Musali DS divisions

Mannar district, situated in the northwest of Sri Lanka, comprises mostly Tamil and Muslim communities, and a small Sinhala speaking community.

The Mannar District was devastated by the protracted conflict, with little opportunity for growth and development throughout the war. Communities experienced continuous displacement from 1990 onwards, only to be resettled after the end of the armed conflict in 2009. Basic services such as accessible health facilities, quality education and livelihoods assistance remain limited, making communities in the area isolated and vulnerable.



How We work

- **Develop active citizenship through promoting volunteerism**
 - o Mobilise volunteers at all levels: international and national.
 - o Empower the community.
 - o A means to provide valuable experience/learning, as well as service to others.
 - o A gateway to future employment for the younger generations.
- **People-centred approach**
 - o Invest in relationships and in building trust with key stakeholders (maintaining positive relationships is a key business driver).
 - o Design programmes that capture the human perspective.
- **Horizontal organisational structure**
 - o All volunteers and staff contribute to the success of our organisation.
 - o Decision-making is non-hierarchical and collaborative
 - o Innovation can come from anyone/anywhere!
- **Optimise resources**
 - o Scrutinise and be thoughtful in how resources are matched to the needs of the organisation and those we serve
 - o Prioritise institutional development to ensure organisational sustainability.

What we do

1. Education



Education is one of the important indicators of any country to measure the development of that nation and advancement of its population. Sri Lanka is one of the countries that always perform well in education in South East Asia and the enrolment rate at

national level is very high. But the disparity is wider among periphery and in rural areas. Unequal resource allocation including human resources and other physical resources make a big difference in the educational performances. Though the statistics revealed that the teacher's cadres are filled fully, the schools in rural and peripheral areas do not have trained and qualified teachers to match the cadres existing.

OPEnE focuses on laying a solid foundation for learning by enhancing opportunities for English Language, ICT and self-learning. Our two main products thus far have been

an O/Level e-booster course with 100 lessons covering the Sri Lankan O/Level syllabus, and the digitisation of national textbooks for grades 1-5. <http://www.openesrilanka.org/resources/>

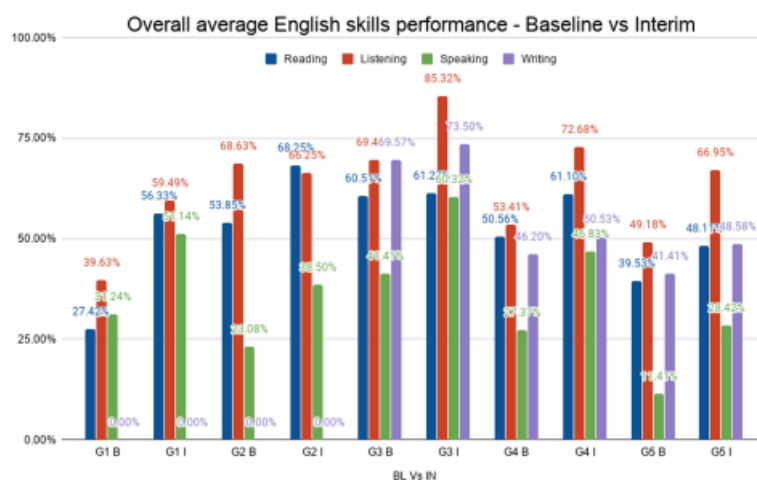
These products are being used in regular classrooms in the North and North Central provinces and in some educational zones in the East and Central provinces. The digitisation of the textbooks for grades 1-5 yielded impressive results. The e-resources also empowered teachers who are less confident in their English abilities to better assist their students. At present, the product is being used in 21 primary schools in Mannar with the facilitation of OPEnE.

The education initiatives conducted were in collaboration with the Northern Provincial Ministry of Education and the Department of Education. We were able to conduct teacher training at government facilities and bring teachers and principals together to introduce the self-learning materials and teaching aids.

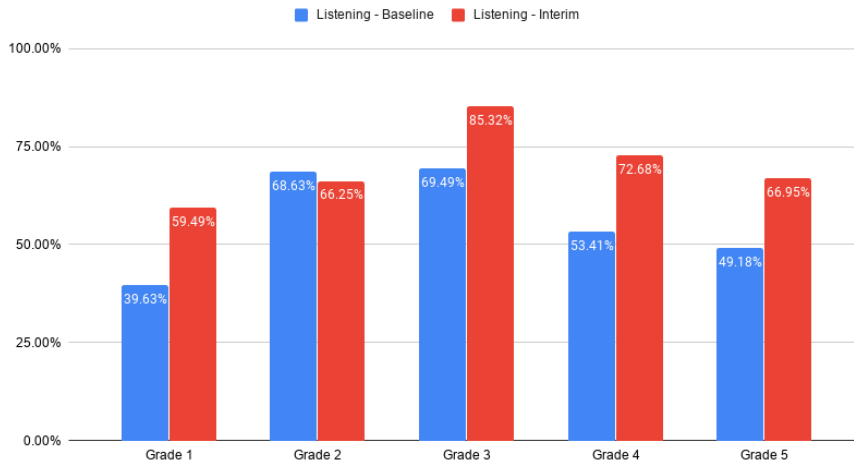


The outcomes achieved through the primary English e-lessons are illustrated in the following graphs.

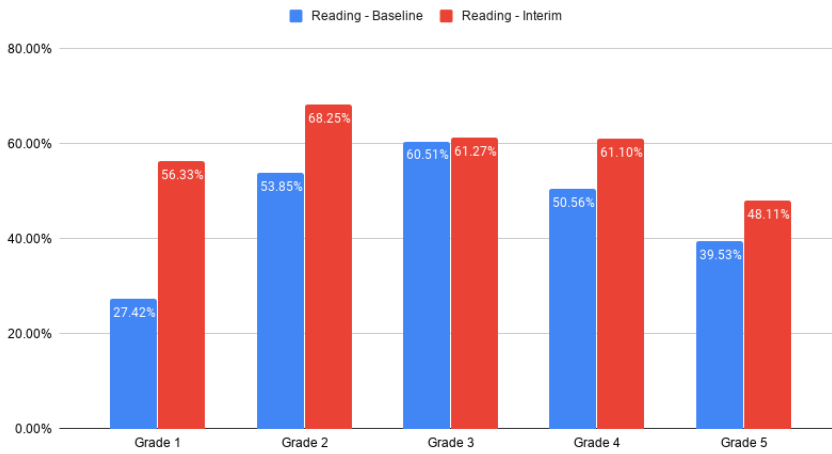
Overall average skills performance – Baseline vs Interim



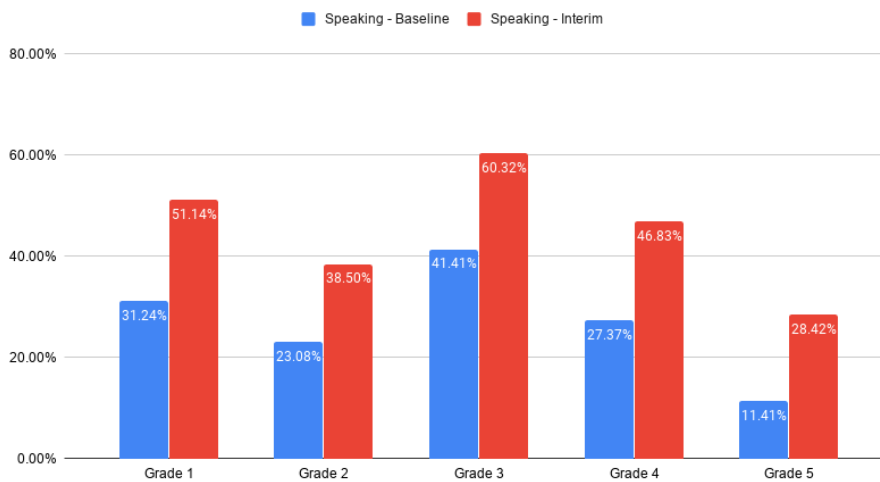
Baseline and Interim Comparison - Listening

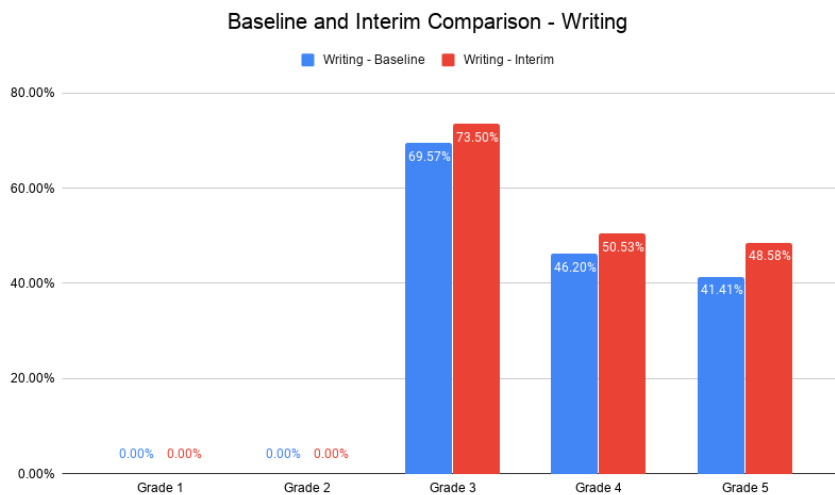


Baseline and Interim Comparison - Reading



Baseline and Interim Comparison - Speaking





Key activities implemented in Education

- 10 Nos. of English training conducted for Primary and secondary teachers
- 06 Nos. of English camps/workshops conducted for children
- 05 Nos. of parents' awareness conducted on importance of education
- ICT classes for 5 grades of primary students conducted
- Infield training and mentoring support provided for the 21 primary schools to conduct English classes using English E-lessons
- Supported for Sinhala Language classes in two primary schools
- Developed grade 5 English e-lessons

2. Community Capacity building



We work with 184 Self Help Groups (SHGs) and 17 Community Centers (CCs) with links to local government councils. Having adopted SHG approach to a large extent in terms of emphasizing the independence and autonomy of these groups, our SHGs have evolved beyond finance and savings activities to pursue social, economic

and political initiatives with the aim of optimizing benefits for children in their

communities. The SHGs and CCs consist of members from the predominant ethnic and religious groups in the area, thereby encouraging diversity and inclusivity in what remains a polarized society.

This project works closely with SHGs and CSOs (Civil Society Organizations) in three key areas: 1) capacity building of these groups to become constructive actors in governance and accountability; 2) strengthening SHGs and CSOs as partners in promoting the social, economical and political development of women; 3) empowering CSOs to become core stakeholders in promoting inclusive and sustainable growth within their communities.

The aim of this project is to capitalise on space available for civil society to bring about sustainable change and contribute to ongoing development efforts, through a two-pronged approach whereby SHGs and CSOs are:



- inwardly accountable to members, which will require the promotion of good governance practices and principles as well as the capacity building of grassroots community members to become involved and hold leaders accountable.
- outwardly functioning to advocate on behalf of members and make demands of the government and other duty bearers.

This project also seeks to address the serious problem of indebtedness faced by these communities, which impedes their economic development and social wellbeing. To this end, the program is focusing on improving financial literacy at household level as well as strengthening the capacity of women and SHG members to wean away from high interest financing instruments and seek alternative more sustainable borrowing facilities.

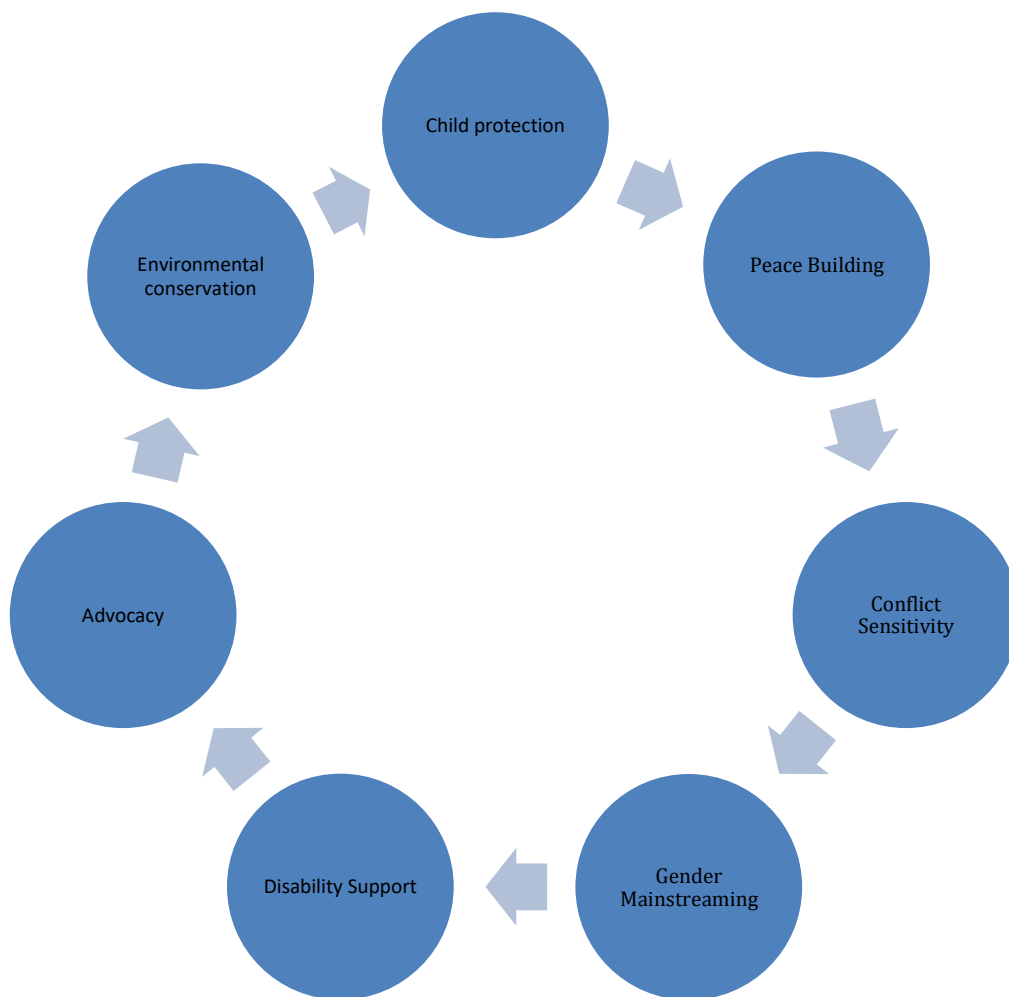
We work towards improving the psychosocial well-being of communities through building the capacity of individuals to support each other and also identify those in need of professional support and refer them to the relevant service providers.

The main strategies are: developing training content to integrate psychosocial elements into training for SHGs; capacitating community leaders and local stakeholders to disseminate this training among communities; and working with key individuals in the community and SHGs to serve as basic psychosocial 'first responders' to provide direct support and referrals.

Key activities implemented in community capacity building

- Mentoring and ongoing capacity building support for 184 self-help groups in to promote self-sustainability
- The continuous facilitation and mentoring support provided 17 community centres for proper functioning
- 19 Nos. of Accounting training provided for SHGs
- 01 No. of Psychosocial training conducted for volunteers
- 07 Nos. of Problem solving/Conflict mitigation skill training for SHGs
- 2 Nos. of advocacy forum were established
- 05 Nos. of training on Key legislations conducted
- 01 Leadership Training conducted
- 02 Nos. of awareness on micro finance issues including interest calculation methods
- 02 Nos of Public speaking, Advocacy through media was conducted
- 05 Nos of training on credit and saving conducted
- 02 Nos of training on Roles and Responsibilities of Pradeshiya Sabha, ACLG and CC and Accounting, Book Keeping conducted
- One land rights training was provided
- One divisional level community centers' federation in Manthai west was facilitated for better functioning

Our other Cross Cutting Themes of the Programme



What are our plans for the future?

As we grow, we want to have an increased tangible impact by making our resources more widely available, working with more organisations and individuals from top to bottom and moving into more sectors of development. We plan to expand into the western coast of Kilinochchi District of the Northern Province when more resources become available. This district shares a similar plight to Mannar district and is in desperate need of more attention by development actors. This need will only become more pronounced when our strategic partner, ZOA, fulfils its plans of moving out of Sri Lanka. We want to develop our relationship with relevant government bodies so that we can work more in step with them as well as our relationship with other development stakeholders. Finally, we plan to implement initiatives related to environmental conservation. More specifically, we want to train local fishermen on marine sustainability to ensure the availability of fisheries continue long into the future.

Financial Information

Statement of Comprehensive Income and Expenditure

(All amounts in Sri Lankan Rupees)

	2020	2019
Incoming Resources	10,553,938.98	14,784,120.15
Less: Project Expenditure	-10,553,938.98	-14,784,120.15
Net Surplus/(Deficit) on Project	-	-
Revenue Earned		
Vehicle Rent Income	47,525.00	456,284.87
Other Income	189,702.16	299,609.48
House Rent Income	196,200.00	806,824.94
Interest Income	152,354.31	115,586.79
Total Income	585,781.47	1,678,306.08
Less: Expenditure		
Administration Expenses		
House Rent	118,000.00	168,000.00
Staff Salary	100,000.00	-
Audit fee	-	40,000.00
	218,000.00	208,000.00
Finance Expenses		
Bank Charges	26,302.84	22,955.59
	26,302.84	22,955.59
Total Expenditure	244,302.84	230,955.59
Excess of Income Over Expenditure for the before tax	341,478.63	1,447,350.49
Taxation for the period		-23,357.22
Excess of Income Over Expenditure	341,478.63	1,423,993.27

Bird's view of projects implemented

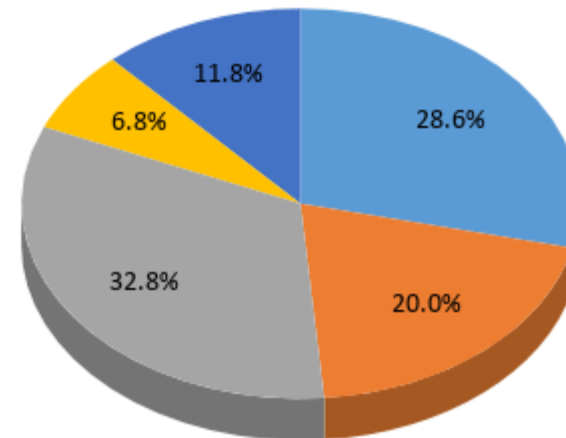
During the Year April 2019 - March 2020

Donor	ZOA ,Gecko Sri Lanka, Individual funding	ZOA	ZOA with EU Funding	Palmera,with Australian DAP funding	ZOA with GIZ SRP funding
Title of the project	Strengthening the education sector in post-conflict zones	Organizational capacity building	Empowering and mobilizing individuals, small groups and CSOs for better governance and accountability	Mobile dental clinic and Oral Hygiene Promotion	Integrating psychosocial elements into routine SHG programmes
Project cost in LKR	3,022,966.82	2,110,481.66	3,461,186.83	715,424.73	1,243,878.94
Project status	Ongoing	Ongoing	Ongoing	Completed	Ongoing

Major activities	<ul style="list-style-type: none"> English training for Primary teachers IT Class for students. Child Psychology workshop principal's meeting Facilitating and mentoring of Primary English e-lessons Support for Sinhala Language class Community awareness on importance of English and e-lessons English workshop for primary students English Training for HNDE students Development of English e-lessons 	<ul style="list-style-type: none"> Institutional development Organizational development Supplement the ongoing project activities 	<ul style="list-style-type: none"> Forming and strengthening of Self-Help groups and clusters Strengthening CSOs and small groups on advocacy initiatives and leadership Awareness and training on higher interest loans, indebtedness and interest calculation methods Establishing links with relevant stakeholders at local and/or national level Educating communities on financial management and literacy 	<ul style="list-style-type: none"> Development of oral health awareness films, flash cards, billboards and leaflets Provision of tooth modals for oral health awareness 	<ul style="list-style-type: none"> Forming and strengthening of Self-Help groups and clusters Provide psychosocial support for SHG members Awareness and training on higher interest loans, indebtedness and interest calculation methods
Targeted populations	1200 Students and 100 primary teachers		3500 Families	75000 individuals	50 Self-help Groups
Geographical locations	Mannar town and Manthai West DS Divisions, Mannar district	Mannar District	Manthai West and Musali DS divisions, Mannar district	Mannar	Manthai West DS Division, Mannar

Project Expenditure

- Strengthening the education sector in post-conflict zones
- Organizational capacity building
- Empowering and mobilizing individuals, small groups and CSOs for better governance and accountability
- Mobile dental clinic and Oral Hygiene Promotion
- Integrating psychosocial elements into routine SHG programmes



Our contribution for Change

Accountability and Social Issues handled by Leaders

Musali People's Advocacy Forum , Musali, Mannar



Submission of complaint letter

Musali division has a sub post office which is located in Saveriyarpuram, Chilawathurai. It has a postmaster and 5 post peons. These people are delivering postal to the village. But the situation was that those men were not delivering the services properly to the right persons and delayed delivering the letters to the village people and left the letters with someone else who weren't relevant to the letters' owners. Before 2016 Musali division people got excellent services earlier as all officers were from the same division and they knew village people and did the services well. This was said by the people from the villages. This division people suffered from 2016 to 2019 due to the poor services of Chilawathurai sub post office.

Current officers, including the post masters are from the outside, and 2 are elders. They didn't care about this division of people and the urgent need of the people's purposes of the future. And also this division has multi ethnic and religious group people; these people weren't thinking about it and not aware of the seriousness of the sensitivity. Due to the sub post office irresponsibility this division **people lost following listed assets and futures;**

1. Eligible candidates missed the job interviews and course interviews
2. Eligible people lost the jobs from Musali division
3. People lost pawned jewels from the bank
4. Lost opportunities for the trainings, workshops and important meetings
5. Conflict came between two person because letter reached wrong person who didn't like the owner of the letter

Root causes of the problem:

1. Irresponsibility of the post master and post peons
2. Not qualified post peons worked there , even they don't have basic language reading skills or ask to GS to find out the person
3. Elder peons were delivered the postal

So many times village people went and complained to the postmaster, he didn't take care of it and continued the service as usual they do. Finally, Some of the active individuals brought this issue to MPAF (Musali People's Advocacy Forum) and discussed this issue's seriousness with the evidence.

Solution found

At the MPAForum , the committee made a decision to meet a particular post master to talk about issues with the written petition. Committee has written the letter and CC to DS of the postal service, GS and some other relevant officers. And the following advocacy actions taken by the team to short out this issue.

1. Affected people complaint to Musali People's Advocacy Forum
2. MPAF had an analyst discussion among them
3. After that the committee has collected the evidences
4. Then, they wrote the letter and mentioned all
5. Fixed the date and met Sub post master of the post office, and insisted to deliver the proper service to the communities in proper way

Solution :

1. Post master called all post peons in front of MPAF team and discussed about this problem
2. Immediately, he asked 2 elder peons to give their resignation letters to refill the cader which will be filled by the young people.
3. He promised that it won't be held in the future this kind of service to the communities.

The solution was that it would no longer have such complaints, and I, the sub postmaster of Chilawathurai, assured the service would be done properly.

MPFA confirmed that the postal services in Musali area delivering well and no more problems regarding this.

English became an “easy subject”!



An ongoing digital English learning session by Diluxshini, Grade 04 Non English teacher at MN/VELLANKULAM GTMS.

I am Diluxshini, Grade 04 Non English teacher from Vellankulam School. The English e-learning program is useful not only for students but also for teachers to upgrade their skills. It was designed in a way to teach the children in an easy and effective way. The different structures and methodologies incorporated within this e-lesson teaching such as basic level of thinking, reading slowly, re –reading and reading loudly have been helping the students to learn the English language very quickly and also easy to understand the subject clearly. Now, children feel that English is an easy subject. As this program stimulates the students' learning interest, they are happy to attend the classes. As it is totally different from our regular classes' approach of chalk and board, it makes the students feel happy and motivated.

Our Team

Board of Directors

Mr.Adaikalam Lesley Jesurajan –Chairperson

Mr. Eliyathamby Christy Jeyaruban –Member

Ms. Nishika Cherine Fonseka –Member

Staff Members

Mr.Arulpragasam Suthagar, Team Leader

Mr .Varuna Ragavananda Alphonsus –Advisor

Mr.Jesuthashan Anexly - Admin/Project Officer

Ms.Jeyamalar Thevathas - Project Coordinator

Ms.Christhuthash Mariyavanistala - Caretaker

Mr.Rajavarothayam Oampragash - Admin & Finance Coordinator

Ms. Kunthavi Umanath- Senior Project officer



Ms.Arulrani Thevarajah Lambert -Project Assistant

Ms.Vincent Lowrance Godwin Dinogine-Project Assistant

Ms.Ragunathan Mary Victoriya-Project Assistant

Mr.Losanpillai Canicious - Project Officer

Our Donors

ZOA Sri Lanka	
Palmera	
Gecko Sri Lanka	
Individual donors	

Contact Us

Office Address: OPEnE, 08, Hospital Lane, Chavatkaddu, Mannar, Sri Lanka

Email: opene2016@gmail.com

Phone: +94 23 205 1604

Facebook: <https://www.facebook.com/OpenHubEducation>

[Website: www.openesrilanka.org](http://www.openesrilanka.org)