

Teaching Management Plan

Sri Lanka



OVERVIEW

Company Mission

Our mission is to encourage young people to volunteer for worthwhile work in developing countries. We expect that doing this kind of voluntary work will in time become the norm. As more and more people join us, we aim to create a multi-national community with a passion to serve, to learn, to understand, to teach, to inspire, and to be inspired.

Teaching Programme Mission

Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. Through our volunteers, we aim to empower underprivileged students by improving their future prospects and equipping them with the skills needed to actively engage in a multi-national community.

Background Information

Sri Lanka is a lower-middle income island nation located in South Asia with a population of 20.8 millionⁱ. Despite setbacks such as a civil conflict ending in May 2009 and the 2004 tsunami which destroyed a number of schools, Sri Lanka has taken significant steps in poverty reduction and improving education, today boasting one of the highest literacy rates in Asia with over 97% literacy rate for the youth populationⁱⁱ. Net enrolment in primary school also reached 97.5% in 2006; however, many of the most marginalised children remain excluded.ⁱⁱⁱ

However, the country's education system still faces challenges, notably concerns remain in the quality of education provided. Inadequate training for teachers is an issue: 18.75% of the government teacher population are untrained and professionally unqualified with these deficiencies being particularly acute in English, maths and science. In 2009 Grade 4 national exams, only 82.9% of children scored over 50% in first language exams. For English, this figure was as low as 58.4%^{iv}.

The education system focuses on competitive examinations rather than "critical, analytical, problem-solving or independent thinking skills beneficial for employment, higher education and a knowledge-based, higher value economy"^v. Insights into new teaching methods would thus be very beneficial to helping the country continue its promising progress within this sector.

Partners

Projects Abroad Sri Lanka registered as an NGO in 2003 through the Ministry of Social Services. Our work is approved by the Chief Minister for the Western Province in Sri Lanka.

We partner with various organisations in Colombo and surrounding towns. All the schools and centres we work with are located in disadvantaged communities with real need. Most parents struggle to find regular work; for those fortunate enough to secure employment, they work extremely long hours and earn a very low wage.

Following the 2004 tsunami, Projects Abroad Sri Lanka began running three community centres in partnership with the Panadura Assistant Government Agent Office (AGA), Kalutara Government Agent Office (GA) and Panadura Urban Council. These were set up to provide day care and education to children in communities that were displaced.

In addition to running these community centres, we also partner with the following organisations: Sukitha Girls' Home, Bosco Pura Tsunami Housing Community, Bosco Sevana Boys' Home and Prasanna Children's Home.

GOALS

In order to work towards our Teaching programme mission, we have set the following goals to achieve in the placements where we send our volunteers:

1. Improve English

Maintaining a certain influence from its colonial past, until the 1960s, all university instruction was conducted in English, and English is taught as a compulsory subject through schooling^{vi}. Since the civil war ended in 2009, tourism in Sri Lanka has been increasing and has now become one of its main industries. Knowledge of basic English can substantially improve employment prospects, and help people wanting to develop on an international basis to become economically successful. English is widely spoken, particularly in and around Colombo for commercial and official purposes, but the quality of teaching remains poor and interaction with native-speakers limited. Volunteers, in particular native speakers, can offer invaluable help in improving the students' and also the teachers' phonetics, pronunciation and grammar. Projects Abroad Sri Lanka also organises reading clubs and after-school clubs, as well as producing effective learning aids to improve the level of spoken English.

2. Improve classroom support

The high number of students in each class and the strict discipline make it very difficult for the slower learners to keep up, a fact that leads in later years to school drop-outs.

Volunteers are able to bring in a variety in the teaching and learning techniques as well as offer personalised teaching support to students identified as slow learners. We aim to support those in difficulty by organising remedial classes for slower learners, and encouraging students in their work. Indeed, volunteers can run creative activities that will motivate students in their learning as well as encourage them to think for themselves and become more innovative. Original teaching methods and activities help increase students' concentration as well as their participation in class.

3. Improve support for those with learning disabilities

People with disabilities are still often marginalised in Sri Lanka and receive only restricted opportunities. We partner with two organisations in towns south of Colombo that provide education, care and support for children with learning disabilities. The children that live here are either orphaned or their families are unable to care for them and provide the required level of support. By engaging the children and introducing creative games, our volunteers can work with the full-time staff at these organisations to improve the children's education and, consequently, their quality of life.

4. Improve the safety and cleanliness standard of the learning environment

The volunteers will work with schools and centres to improve the cleanliness of the environment of the school. Volunteers will lead health and hygiene workshops in schools, to promote healthy lifestyles and combat the spread of communicable diseases.

RESOURCES

| | |
|-----------------------------|--|
| Human Resources | Average 20 Teaching volunteers per year Projects Abroad global staff teams Placement staff support |
| Physical Resources | Projects Abroad offices Placement materials |
| Online Resources | Volunteer Resources Database Myprojectsabroad webpages |
| Financial Resources | Monthly budgets for overall operations Donations to specific projects or placements |
| Intangible Resources | Reputation in destination communities Goodwill; genuine desire to help Expertise |

Projects Abroad provides a range of resources for each of our programmes. These fall into four interdependent categories:

Human: Volunteers themselves are our most crucial asset in achieving our goals. Through their creativity and energy, all of our ambitions can be realised. Another central support team is our extensive network of Projects Abroad staff worldwide, dedicated to supporting volunteers and achieving our company mission. We also depend greatly on the staff in all of our placements; whose support guides volunteers through their daily activities.

Physical: Projects Abroad has offices in all of our destinations, where volunteers can come to speak to staff or attend workshops. There are also office materials and placement supplies available to volunteers.

Online: The Volunteers Resources Database and myprojectsabroad webpages all provide vital support before, during and after their placements.

Financial: Funds for all of Projects Abroad's work come solely from volunteer placement fees. These are distributed via monthly budgets, to ensure fair allocation of funds for each destination. Occasionally volunteers may also send donations directly for a specific placement or project.

Intangible: The good reputation of volunteers in local communities is what makes our work possible. This reputation has been earned over years of dedicated volunteer contribution. This is supported by the combined knowledge of our extensive staff network. With over 700 staff across every continent, we are proud to be a diverse and accomplished team.

MONITORING & EVALUATION

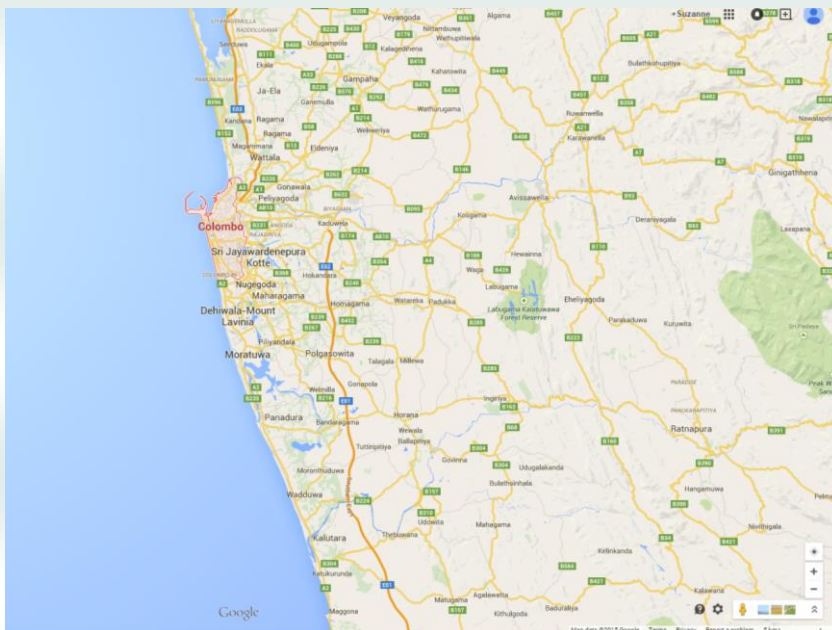
Placement visits
Volunteer workshop sessions
Staff meetings
Volunteer Resources Database
Feedback evaluation

Physical monitoring: Through placement visits and volunteer workshops, volunteers are in frequent contact with staff members, who will observe and advise volunteers in action. Staff participate in regular meetings to discuss best practices within and between destinations.

Online monitoring: The Volunteer Resource Database is platform for staff and volunteers to share and develop ideas.

Feedback evaluation: Feedback from placement staff, Projects Abroad staff and volunteers is continuously gathered and used to inform future plans.

LOCATION OF PLACEMENTS



Logframe - Teaching Management Plan-Sri Lanka Projects Abroad

| | | INDICATORS | MONITORING (MEANS OF VERIFICATION) | ASSUMPTIONS & EVALUATION |
|--|--|------------|---|--|
| Teaching Programme Mission: | | | | |
| Our Teaching programme mission is to provide sustainable educational support within disadvantaged schools and communities to reduce inequality in education. | | | 1. Onsite visits 2. Placement staff feedback 3. Projects Abroad staff feedback 4. Volunteer feedback (DQs & EOPF) 5. Children feedback 6. Test results | 1. Number of volunteers does not drop considerably 2. Political and civil stability 3. No natural disasters that could affect our work |
| Goal 1: (what we want to achieve) | | | | |
| Improve English | | | | |
| Actions: (the tasks that need to take place to achieve the goal) | | | | |
| 1.1 | Create and manage a Projects Abroad Library/Resource Centre of English language story books, flash cards and other English learning materials to improve English levels | | | |
| 1.2 | Incorporate at least 1 after school reading class per week, focusing on one-on-one or small group reading, spelling tests/pronunciation exercises/reading practice in the classroom and using creative techniques to help improve the listening and speaking skills of student's e.g. role plays, acting and drama, games. | | | |
| 1.3 | Organise workshops with volunteers to help them understand techniques for working with slow learners, to help them identify areas of weakness in literacy among the children | | | |

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|---|--|--|--|--|
| 1.4 | Invite a professional guest speaker once every 6 months to provide expert advice on how to motivate students to read and importance of reading | | | |
| 1.5 | Assisting to improve placement staff English levels | | | |
| Goal 2: | | | | |
| Improve classroom support | | | | |
| | Actions: | | | |
| 2.1 | Work with teachers to improve classroom rules and methods of discipline, correct pronunciation and grammar (English), providing alternative methods of teaching subjects to keep children interested, how to plan lessons, different learning style, positive discipline and activities for the coming week. | | | |
| 2.2 | Raise awareness for parents on the importance of their child's education and best practices. | | | |
| 2.3 | For a minimum of 1 hour per week research and document new teaching aids and create 2 teaching aides per month and ideas for making learning environments visually appealing and educational to the students to be used in the classroom | | | |
| 2.4 | Initiate story writing competitions/ poem writing which can then be presented to the class | | | |
| Goal 3: | | | | |
| Improve the lives of those living with disabilities | | | | |
| | Actions: | | | |
| 3.1 | Introduce creative activities to help develop skills | | | |
| Goal 4: | | | | |
| Improve the safety and cleanliness standards of the learning environment | | | | |
| | Actions: | | | |
| 3.1 | Introduce health & hygiene workshops/mini campaigns in schools and field trips | | | |

ⁱ Sri Lanka - Improving Relevance and Quality of Undergraduate Education Project, Education Sector Development Project, World Bank, 2012, page 1

ⁱⁱ <http://wenr.wes.org/2011/05/wenr-may-2011-feature/>

ⁱⁱⁱ http://www.unicef.org/infobycountry/sri_lanka_76917.html

^{iv} http://www.unicef.org/srilanka/activities_881.htm

^v Sri Lanka National Human Development Report, 2014. Youth and Development: Towards a More Inclusive Future, UNDP, 2014

^{vi} <http://wenr.wes.org/2011/05/wenr-may-2011-feature/>