



LOLC Divi Saviya

**Project on Education, Economy, and
Community Development**

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**Professor Ranjan
Hettiarachchi**

**Professor Dharmakeerthi
Sri Ranjan**



**University of Colombo
Colombo
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Research contribution:

Ranjan Hettiarachchi, Professor, Faculty of Mass Media, Sri Palee Campus, University of Colombo, Sri Lanka.

Dharmakeerthi Sri Ranjan, Professor, Faculty of Mass Media, Sri Palee Campus, University of Colombo, Sri Lanka.

Research Assistants:

M. A. C Harshani Piyathilake, Senior Lecturer - Sri Lanka Institute of Advanced Technological Education (SLIATE), ATI - Sri Lanka.

Yasarath Kamalsiri - Chief Operating Officer, MTV Channel (Pvt) Limited, Sri Lanka.

Pavitra Umayanganie, ICBT Campus, Sri Lanka.

Rajitha Dilshan Perera, Software Engineer, Sri Lanka

Rashika Dinesh Dharmaraja - Assistant Manager, MTV Channel (Pvt) Limited, Sri Lanka.

Jayani Malwanage - Coordinator - MTV Channel (Pvt) Limited, Sri Lanka.

Madhuwanthi Pavithra Kumari, University of Rajarata, Sri Lanka.

M. Nurani - University of Colombo, Sri Lanka.

T. I. D. Perera - Sabaragamuwa University, Sri Lanka.

Narayanan Punniyaselvan - University of Colombo, Sri Lanka.

H. L. Pavithra Udayangani, Advanced Technological Institute Dehiwala, Sri Lanka.

R. Sidukaran - Management Science Institute (MSI), Sri Lanka.

M. R. Vimukthi - University of Ruhuna, Sri Lanka.

Harsha Madhushan - HND Dehiwala, Sri Lanka.

E. A. M. M. Edirisinghe - University of Colombo, Sri Lanka.

R. A. Amalki Madhushani - HND Dehiwala, Sri Lanka.

Sachini Madhushika De Soysa - HND Dehiwala, Sri Lanka

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LOLC Holdings, one of Sri Lanka's most prominent and diversified corporate groups, has established itself as a pioneer in both the financial and non-financial sectors. With operations spanning Agriculture and Plantations, Leisure, Construction and Real Estate, Manufacturing and Trading, Digital Technology, Advanced Technology, Strategic Investments, Information Technology Services, Mining, etc. across Asia and Africa, LOLC has reliably demonstrated a commitment to inclusive growth and sustainable development. As a company that believes in empowering communities through innovation and responsible corporate citizenship, LOLC has made significant contributions to socio-economic advancement in Sri Lanka. Its far-reaching initiatives in education, particularly through targeted school development and child-focused programs, are a reflection of its belief in nurturing the potential of the next generation. Through these efforts, LOLC continues to bridge the gaps in access and quality, aligning corporate success with national progress.

We extend our deepest gratitude to the leadership of LOLC Holdings for their extraordinary commitment to this initiative. We are especially grateful to Mr. Ishara Nanayakkara, Deputy Chairman, for his visionary support and unwavering encouragement throughout this endeavor. His insight and belief in the importance of evidence-based social investment were instrumental in guiding this project.

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LOLC Holdings, as a diversified financial conglomerate with a strong presence both locally and internationally, continues to set a benchmark in corporate social responsibility. The Group's long-term commitment to uplifting education reflects its belief in empowering future generations as a foundation for sustainable national development. Through the "Divisaviya" initiative, LOLC has demonstrated the powerful impact that strategic private sector involvement can have in transforming the educational sector. This project is not just a testament to LOLC's vision, but also an investment in the human capital of Sri Lanka. Their sustenance bridges the gap between public education systems and the resources essential for equitable student development across regions.

We are equally grateful to the Sirasa News 1st team, whose support helped amplify the impact of the research and generate public interest in the outcomes. The active involvement and contribution of the administrative officers of Sirasa News 1st brought visibility and broader community engagement, which were vital in enhancing the reach and relevance of our findings.

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Finally, we extend our heartfelt gratitude to the parents and children who participated in the study. Their cooperation, honesty, and time were essential in helping us gain a genuine

understanding of the realities and impacts of the facilitation program. Their voices remain central to the purpose and value of this research.

This project serves as a vital contribution to the national conversation on educational equity and development. By evaluating and understanding the real impression of external facilitation in schools, we move closer to building a system that truly responds to the diverse needs of students across the country. Research such as this not only provides actionable insights but also reinforces the importance of inclusive, evidence-based approaches to policy and practice in education. It is our hope that the findings from this study will inspire continued collaboration between the private sector, academia, and government in the shared mission of empowering Sri Lanka's next generation.

Preface

The year 2020 commenced with the outbreak of the COVID-19 pandemic, a global health crisis that rapidly escalated into an unprecedented disaster, affecting virtually every corner of the world. The rapid spread of the virus brought about profound disruptions that plunged the entire globe into a state of turmoil and uncertainty. All aspects of human life, social, economic, political, and cultural, were deeply challenged by the unexpected consequences of this multifaceted crisis. From overwhelmed healthcare systems and economic recessions to restrictions on movement and widespread social isolation, the pandemic compelled the entire world to restructure itself in unprecedented ways. This situation was unmanageable to many developing countries due to the crippling of their entire system. Sri Lanka was no exception to this global crisis. Education was one of the major sectors that was heavily influenced. Recognizing the challenges faced by the education sector, LOLC in Sri Lanka stepped forward to support the students of affected schools by providing school materials that their families could not afford during this difficult time. This LOLC initiative offered much-needed relief to families struggling financially, easing the burden of educational expenses for their children.

Education is the foundation of progress, shaping individuals and societies alike. It equips people with the knowledge, skills, and values necessary to navigate an ever-evolving world. However, access to quality education remains a challenge for many, particularly in underserved communities. Addressing these challenges requires a collaborative effort that bridges the gaps in formal, non-formal, and informal education.

The LOLC Project was initiated with the vision of creating an inclusive, equitable, and sustainable educational system. Recognizing that education is not merely about schooling but about lifelong learning, the program integrates resource support, cognitive development strategies, and community engagement to empower students, teachers, and families. By providing essential learning materials, fostering parental involvement, and enhancing institutional learning, the project has directly contributed to reducing dropout rates, improving academic performance, and promoting holistic development among students.

This report explores the impact of the LOLC Project by analyzing its role in formal, non-formal, and informal education while addressing key barriers such as economic constraints,

infrastructural limitations, and outdated teaching methodologies. Drawing from data-driven insights and educational theories, it presents strategies for scaling and sustaining the program to ensure long-term educational transformation.

Education is not just a pathway to individual success but a powerful tool for national development. The LOLC Project serves as a model for community-driven, sustainable interventions that can reshape the educational landscape, particularly for marginalized communities. This document is intended to guide policymakers, educators, and stakeholders in building a future where every child has the opportunity to learn, grow, and thrive.

LOLC has set a remarkable precedent in Sri Lanka by pioneering welfare-driven initiatives that go far beyond traditional corporate objectives. While excelling in business, LOLC has consistently demonstrated an unwavering commitment to social and community development, investing significantly in projects that uplift society.

This initiative stands as a testament to LOLC's vision of corporate social responsibility with real impact, ensuring that education remains a priority, even in financially challenging times. By stepping in to support national efforts, LOLC not only alleviates the burden on government resources but also fosters a culture of shared responsibility, where the private sector actively contributes to national progress.

The LOLC initiative has empowered thousands of students, strengthened the education system, and reinforced the belief that public-private collaborations can drive meaningful change. Such projects fortify the nation's resilience, inspire new hope, and build a stronger future.

LOLC deserves the highest appreciation for its far-reaching vision, dedication, and generous investment in Sri Lanka's social development. Their leadership in this initiative serves as a shining example of how businesses can transform lives beyond their commercial pursuits.

A crucial pillar of the LOLC Project's success was the exceptional coordination and dedication of News First Media Network. From the very inception of the project, News First took on the enormous responsibility of overseeing school selection, liaising with the Ministry of Education, and coordinating with school authorities to ensure smooth execution at every stage. Their meticulous handling of pre-distribution logistics, the distribution process, and post-

distribution follow-ups ensured that the project ran seamlessly, reaching the students who needed it most.

Their unwavering commitment, efficiency, and passion for educational empowerment played a vital role in making this initiative a resounding success. We extend our heartfelt appreciation to News First Media Network for their invaluable contribution, ensuring that the vision of this project was transformed into a reality.

The success of this project would not have been possible without the dedication and tireless efforts of the research data collection team. Over several weeks, they traveled across the country, visiting schools in diverse regions, ensuring that every aspect of the study was meticulously documented.

Their commitment to accuracy, patience in gathering insights, and ability to engage with school principals, teachers, parents, and students were instrumental in collecting high-quality, comprehensive data. The cooperation they fostered with zonal education authorities further streamlined the process, making data collection both efficient and impactful.

Despite the challenges of travel, logistics, and extensive fieldwork, their perseverance ensured that every voice was heard, every school was represented, and every piece of data was meaningful. Their dedication has laid the foundation for informed decision-making and future improvements in education.

For their hard work, resilience, and unwavering commitment to this initiative, we extend our deepest appreciation to the research data collection team. Their contributions have been invaluable in shaping the outcomes of this project.

It is the teamwork that contributed to the success of this program. Educational administrators, community stakeholders, parents, and students collaborated with LOLC administration to ensure the success of the events of this project. We extend our deepest gratitude to all those who collaborated from the government as well as the private sector. As part of the LOLC Project, we visited selected schools across the country, and at every institution, we experienced a deep sense of hospitality. We were warmly welcomed and provided with all the information we needed. Principals, teachers, parents, and students extended their full cooperation, while zonal directors also offered invaluable support. Their collective efforts greatly facilitated our data

collection process, enabling us to assess the outcomes and impacts of the project, as well as to develop recommendations for similar projects in the future. The data revealed that the project delivered exceptional positive outcomes to the masses in the country during a very critical and difficult time. The data also revealed that similar endeavors can encourage students' engagement in continuous school activities and the educational process.

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Chapter One

The Role of Education in Human Development

Education is a fundamental pillar of human development and progress. It begins at birth and continues throughout life, shaping individuals and societies. It fosters knowledge, skills, critical thinking abilities, and creativity while providing opportunities to navigate the challenges of life. These transformative processes of education extend and enrich the knowledge, bringing out the thoughts of universal validity, providing skills, techniques, experiences, data, and information, enabling them to know themselves, their families, society, humanity, universality, and the reality of the universe. These progressions extend and enhance individuals and society by nurturing aspirations for a brighter and more rational future. Then, they can expand their vision and outlook to perceive the world around them.

Accordingly, education means bringing out the knowledge of the collective validity of the universe that is latent in the mind of every man achieving them through open-mindedness, rationalized knowledge on the basis of science, and extension of the meaning of the primary activities. This subject matter is developed as a social matter with an open mind through naturalism and humanism.

These structural processes transmit the knowledge, skills, and traits of the characters, manifesting them in various forms. This makes an individual educate, refine, socialize, civilize, and culture, and leads to progressive aspects and positive development through the moral and

The etymological meaning of education:

The word education has been derived from different Latin words:

- **Educare** - means to 'nourish' or to 'bring up'.
- **Educere** - means to 'lead forth' or to 'draw out'.
- **Educatum** is composed of two terms, 'E' + Duco'

E - Means - movement from inward to outward

Duco means developing or progressing.

'Educatus' - to bring up, educate.

'Educatio' - a bringing up, a rearing.

Education: means nourishing or bringing up the complete development of the personality in the man and society.

social faculties. These formative effects of the mind, characters, and physical abilities of an individual /s transform them from generation to generation.

Philosophical analyses of the concept of education are rightly linked to the values inherent in natural developmental processes, particularly in relation to the inculcation of moral principles and behavioral patterns in individuals. Accordingly, they have defined education as:

"Education means the bringing out of the ideas of universal validity which are latent in the mind of every man" (**Socrates** - Ancient Greek, 470 – 399 BC).

"Education is the creation of a sound mind in a sound body (**Aristotle** - Attic Greek, 384–322 BC).

“Education is the capacity to feel pleasure and pain at the right moment” (**Plato** - Greek, 428–423 BC, 348 BC).

"Education is complete living" (**Herbert Spencer** - English, 1820 – 1903).

“Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life” (**Rabindranath Tagore** - Indian Bengali, 1861 - 1941).

“Education is the process of living through a continuous reconstruction of experiences” (**John Dewey** – American, 1859 – 1952).

“Education is the child’s development from within” (**Jean-Jacques Rousseau** - Genevan philosopher, 1712 – 1778).

(Doharey, Aman & Kapil, 2023).

Education is an integral part of life, and it develops individual and social life by navigating the reconstruction of experiences. This structural process brings out the ideas of universal validity, which are latent in the mind of every man. These continuations and reconstructions of experiences bring changes in the man's mind, spirit, and body, empowering the aspirations and shaping the current understanding.

This process of transformation, transferring, and the formation of conscience processes grows beyond self-formation and self-determination, changing and refining the ability of the mind

to think. Education is not the constant pressure from the current scenarios, and not only commitments by the memory of how much we know, it makes the differentiations between what we know and what we do not. True knowledge cannot be reduced to automated, robotic processes—it requires active engagement, reasoning, and discovery.

As a structured system of learning, education creates opportunities, strengthens communities, and extends its impact far beyond academic achievements. It cultivates moral values and instills a sense of responsibility, laying the foundation for lifelong growth and success by achieving and promoting

- Critical thinking and their values (Ennis 1962; Scheffler 1973; McPeck 1981; Lipman 2003; Siegel 1988; 1997; 2017).
- Problem-solving abilities.
- Decision-making abilities.
- Relative merits of knowledge (Hirst, 1965; Goldman, 1999; Adler 2003).
- Understanding of the natural and social processes (Elgin 1999, 2007).
- Intellectual virtue (Baehr, 2011, 2016, 2021; Battaly 2006).
- Primary aims / primary epistemic aims (Watson, 2016).
- Moral virtue - intrinsically good attributes develop perceptual, emotional, cognitive, motivational, and behavioral dispositions comprising and coordinating practical wisdom (Sherman, 1989; Carr & Steutel, 1999; Moss, 2011; Kristjánsson, 2015). Genuine moral values are an important aim of education. Wisdom is an essential aspect of it.
- Ethics as science.
- Predetermined commencements of living well.
- Student-centered defenses and autonomy for the labor market success, etc. (Nussbaum, 2004; 2011; Unterhalter, 2003; 2016; Walker & Unterhalter, 2007; Hart & Brando, 2018; Terzi et al., 2023).

Further, the benefits of education can be explored and extended in the following ways, too. They are:

- Provides advancement opportunities - Education opens doors to higher employment and advancement in careers.
- Develops problem-solving skills - It enhances critical thinking and the ability to tackle challenges effectively.
- Self-reliance and empowerment - Education fosters independence and confidence in one's abilities.
- Promotes equality among individuals - It helps level the playing field, granting everyone a chance to succeed.
- Reconstruct the experiences continuously – Reconstruct and remodel the experiences in a socially desirable way.
- Develops stability of life - Education contributes to a more stable life, both personally and economically.
- Develops economic growth (as a Nation) - An educated populace drives innovation and economic progress at the national level.
- Increases chances of financial stability - Higher education often correlates with better job opportunities and financial security.
- Creating equal opportunities - Education is key to providing equitable chances for success across different demographics.
- Giving back to the community - Educated individuals are often more inclined to contribute to their communities and support local initiatives.

These facts illustrate how education plays a crucial role in individual and societal development.

Accordingly, education promotes social progress, career development, and economic prosperity, and encourages to overcome social barriers by empowering them to attain social mobility. It breaks the cycle of poverty and discrimination, forming a more inclusive and fair society with inspiring lifelong achievements. Knowledge, feelings, creativity, critical thinking, and rationality promote the propensity to think, feel, and act morally (Siegal, 2022; Siegal, Phillips, Callan, 2018) with the potential and achievement of self-actualization. Critical thinking is one of

the fundamental aims of education (Curren, 1996). It is not a neutral proponent and claims a universal and presuppositionless world.

This cultivates freedom, autonomy, and liberal ideas with open-mindedness and develops productive members into the global society. Education and its social domain mostly cultivate hopeful environments in the consciousness of the social mind and make relationships with the transmitted, justified fundamentals of true virtues rather than fostering further epistemic assets like critical thinking (Borchert, 2006).

This epistemological approach strengthens concerns about independent inquiry, making their insights objective with open-mindedness and consciousness of further considering human fallibility (Siegel, Phillips & Callan, 2018). These ways of important implications uncover general causal factors and maintain well-warranted knowledge, encouraging them to discover further learning by themselves (Munoz, Heiberger, McFarland, 2019; Androne, 2014).

Education is the philosophical investigation through the development of practices, broad characterizations, and promotions of desirable forms through assumptions, aspirations, aims, etc. These developments are based on the following fundamentals on the basis of social responsibilities, and their effectiveness can be clarified further as well.

They are:

- Supervision of study - experimentation, explorations, collaboration, play, and other formulations of the exertion of abilities.
- Instruction or teaching – based on social responsibility.
- Coaching - combines mostly with the supervision of practice, diagnosis, and performance, and is targeted through the process of aims.
- Habituation - supervision, coaching, structuring, and the process of activities.

Curriculum:

There are four ways of approaching the theory and practices of curriculum. They are

1. curriculum as a body of knowledge to be transmitted
2. curriculum as an attempt to help students achieve goal / s
3. curriculum as a process
4. curriculum as praxis.

(Smith, 1996, 2000).

- Evaluation – process through the relativism.
- Mentoring and counseling – process through the long-term and short-term aims and objectives.
- Motivational and disciplinary process – Through supervising, guiding, giving instructions, and coaching (Hirst & Peters 1970, p. 19).

Accordingly, this multidisciplinary and multifaceted concept encompasses a broad range of practices based on philosophical principles. It extends lifelong learning experiences through formal, informal, and non-formal advancements and engagements (La Belle & Thomas, 1982; Eshach, 2007). These sensory stimulation processes actively contribute to the betterment of humanity by promoting intellectual, social, emotional, and physical development.

1. 1. Types of education:

There are three main types of education. They are:

1. Formal education
2. Informal education
3. Non-formal education.

Education is the fundamental format that extends beyond the formal structures of traditional schooling systems. Formal education is a structured, systematized, and organized form of learning that takes place within an institutional context, typically following a chronological and hierarchical order. It is often regarded as the foundation of initial education.

1. 1. 1. Formal Education:

These formal cultures of education are guided by the curriculum, institutionalization, certification, or authorization accompanying the systematic way of fundamentals and institutional assistance. Special needs of education, vocational education, and certain aspects of adult education are often considered as part of the formal education system worldwide. Formal

Structure of formal education:

- Preschool education
- Elementary education
- Secondary education
- Post-secondary education
- Continuing education etc.

education begins in elementary schools and continues through secondary schools. Higher education or post-secondary education is typically pursued at colleges or universities. In Sri Lanka, the formal education system is governed by the state.

Special Characteristics of Formal Education:

The main structures of formal education are:

- Structured hierarchically from nursery to higher classes.
- Follow syllabuses and subject-oriented recognitions.
- Administered through instructive norms and formal academic standards.
- Structured through a time-based and subject-focused grading scheme.
- Instruct through curriculum-driven schemes.
- Maintain a chronological grading system.
- The teachers instruct the youngsters.
- Organize teaching paradigm and up-to-date teaching materials.
- Promote critical thinking and problem-solving skills.
- Institutions are organized both physically and administratively.
- Provide fundamentals of networking opportunities.
- Maintain hierarchical order from nursery to upper levels of education.
- Awards recognized certificates, etc.

1. 1. 2. Informal Education:

Informal education always takes place outside traditional teaching or school-based learning processes (Rogoff, Callanan, Gutiérrez, & Erickson, 2016). This pattern of education mostly opens through conversation and the exploration and enlargement of experience. This informal system of education benefits people in acquiring information in a new way. This less controlled classroom setting makes a positive and powerful learning environment (Callanan, Cervantes, & Loomis, 2011; Rogoff, 2003).

This structure of education encompasses various alternative learning methods, such as homeschooling, unschooling, self-teaching (autodidacticism), and youth work (community support activities), etc.

Typical mechanisms of informal learning include the following ways:

- Trial and error or learning by doing,
- Modeling,
- Feedback,
- Reflection.

(Tannenbaum, Beard, McNall, & Salas, 2010).

Four models of informal learning:

1. Self-directed – conscious and intentional
2. Incidental - Conscious and unintentional
3. Tacit – through socialization
4. Integrative – nonconscious and intentional.

(Bennett, 2012).

Special Characteristics of Informal Education:

The Informal education processes:

- With no boundaries.
- Not with pre-planned and not with schedule/s.
- Through daily experience and through the lifetime.
- Create natural deepening situations that help to explore and enlarge experiences.
- Make changes and provide an environment for everyone to learn together.
- Emphasizes the social, physical, and cultural aspects of learning.
- Bridges the gap between life and school.
- Provide learning reachable in everyday life at present and in the future.
- Through conversation and interaction with others, and the physical materials.
- Allows abilities to free adoptions and change interests.
- Make relations between theory and practice.
- Not compulsory to learn from teachers.
- A natural way of happening at any time and anywhere.

1. 1. 3. Non-formal Education:

Non-formal educational structures are always outside the formal schooling systems of education. These non-formal systems are typically associated with natural and spontaneous parts of the activities and are considered a recurrent and lifelong learning process. These learning processes are structured mostly out of the curriculum, certification, accreditation, institutionalization, etc. However, this has been considered a more structural process than informal learning matters, which increases skills, knowledge, as well as experiences, and passion for learning. This system of non-formal education gained popularity in the late 1960s and early 1970s.

Household activities, decision-making processes, socio-economic, cultural, and political engagements, and self-esteem processes significantly influence non-formal education. Additionally, the self-esteem and experiences of household members directly impact the non-formal learning patterns of their children.

Special characteristics of non-formal education:

This non-formal education is mostly

- Takes place at a variety of places.
- Not included in the core syllabuses of the school systems.
- Promote through indirect teaching behaviors.
- Starts at any time and throughout the whole of life.
- Flexible and adaptable to the desires and skills of the learner's abilities.

Barriers to Non-formal education:

The main barriers to non-formal education are:

01. Structural components
02. Individual components.

They are:

- Too much work or no time for the students.
- Financial reasons - A lack of funding for education.
- Course not available.
- Personal reasons.
- Gender differences in barriers to participation.

Women indicate more preference as opposed to men when engaging in non-formal education. But Males are more likely than females to engage in work. Most of the females report personal reasons, such as lack of child care, and ill health as their core barriers.

- Not only for children but for adult men and women.
- Effective in decision-making skills.
- Develops with cognitive, social, emotional, and behavioral fundamentals.
- Develop vocational skills.
- Instilling confidence and a sense of empowerment.
- Clientele determines entry necessities.
- Environmental-based, flexible, resource-saving, and community-related.

- Learner-centered, self-governing, and relevant to the needs.

- Theoretical knowledge can be used for practical knowledge.

- Active and voluntary participation with own needs, and interests.

Accordingly, these forms of education are mostly administrative. Formal education is provided primarily by training institutions and schools. Informal education is based on interactions with family, friends, neighbors, work colleagues, and others. Non-formal education primarily includes community groups and other organizations (Coombs & Ahmed 1974). Non-formal education is 14.18% by the year 2020 in Sri Lanka.

Creative engagement in Non-formal education in some countries in the world:

	2020	2021	2022
Sri Lanka	14.18%	-	-
Sweden	-	42.23%	
Argentina	-	-	20.22%
Brazil	-	-	15.2%
United States	-	-	12.74%
Canada	-	-	12.85%
Nigeria	-	-	19.95%
France	-	-	15.02%
Norway	-		30.74%
Iceland	-	32.35%	-
Germany	-	17.41%	-
India	-	-	13.85%
Pakistan	-	9.59%	-

UNESCO Institute for Statistics:

<https://ourworldindata.org/grapher/participation-rate-in-formal-and-non-formal-education-and-training?time=2021®ion=Asia>

Education benefits every individual and unlocks the power of imagination for the masses. It fosters intellectual growth and moral values, creating new opportunities for progress worldwide. Additionally, education plays a fundamental role in developing self-respect, empowering individuals to contribute to a progressive and healthy society. Moreover, educational and learning initiatives help achieve global development goals.

1. 2. Sustainable Development Goals (SDGs) to achieve through this project:

The Sustainable Development Goals (SDGs) include 17 global objectives aimed at reducing inequalities and promoting sustainable development worldwide. These goals strive to create a better and more sustainable future for all. The SDGs were established at the United Nations Conference in 2012 as a response to urgent environmental, economic, political, and social challenges.

The SDGs replaced the Millennium Development Goals (MDGs), which were launched in 2000 to address the indignity of poverty (United Nations, 2000). By tackling universally agreed-upon, measurable objectives, the SDGs aim to eradicate extreme poverty, hunger, and deadly diseases while ensuring access to primary education for all children. Additionally, they encourage the pursuit of secondary education and the development of vocational and technical skills. The SDGs also promote adult literacy and work toward eliminating disparities that hinder individuals in their daily lives.

“End poverty in all its forms everywhere” is the first goal of the SDGs, by which it is expected that poverty will be eliminated from all parts of the world by 2030.

The fourth Sustainable Development Goal (SDG) is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations, 2015, p.14). To achieve this goal, ten specific targets have been established to ensure quality education worldwide. These targets are:

‘Target 4.1: Free primary and secondary education:

By 2030, ensure that all girls and boys complete free, equitable, and quality primary and secondary education leading to relevant and effective learning outcomes.

Target 4.2: Equal access to quality pre-primary education:

By 2030, ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.

Target 4.3: Equal access to affordable technical, vocational, and higher education:

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational, and tertiary education, including university.

Target 4.4: Increase the number of people with relevant skills for financial success:

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

Target 4.5: Eliminate all discrimination in education:

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.

Target 4.6: Universal literacy and numeracy:

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

Target 4.7: Education for sustainable development and global citizenship:

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Target 4.a: Build and upgrade inclusive and safe schools:

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

Target 4.b: Expand higher education scholarships for developing countries:

By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States, and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering, and scientific programs, in developed countries and other developing countries.

Target 4.c: Increase the supply of qualified teachers in developing countries:

By 2030, significantly increase the supply of qualified teachers, including through international cooperation for teacher training in developing

countries, especially least developed countries and small island developing States.

(Unpacking Sustainable Development Goal 4 Education 2030, 2016, pp. 11-15).

These ten targets of Sustainable Development Goal 4 (SDG 4) emphasize mostly the sustainable expansion of the social system. Therefore, the best way to eradicate poverty is to ensure that everyone has access to quality education. Education is one of the most powerful tools for shaping and transforming lives, as it fosters critical thinking, unlocks potential, and creates pathways out of poverty. It is not just about literacy and numeracy; it is about providing individuals with the means to live a life of dignity, free from the constraints of deprivation and lack of education.

The 17th SDGs is the strengthening of the means of implementation and revitalizing global partnership for sustainable development. It helps to balance our economic, environmental, and social needs, allowing well-being for now and future generations.

The short titles of the 17 SDGs can be highlighted as follows. They are: No poverty (SDG 1), Zero hunger (SDG 2), Good health and well-being (SDG 3), Quality education (SDG 4), Gender equality (SDG 5), Clean water and sanitation (SDG 6), Affordable and clean energy (SDG 7), Decent work and economic growth (SDG 8), Industry, innovation and infrastructure.

Goal 17 is about stimulating a comprehensive partnership for sustainable development. The 2030 Agenda is universal and calls for action by all countries, developed and developing, to ensure no one is left behind.

These holistic approaches enable people to address both their immediate needs and long-term prosperity. Therefore, rural communities worldwide should be empowered with the tools, knowledge, and resources necessary to build strong primary, secondary, and adult education systems.

Despite being a fundamental human right and a powerful tool for change, education remains inaccessible to millions of children due to poverty, conflicts, and systemic barriers. Thus, the most sustainable and responsible course of action is to uplift communities and nations, inspiring them to embrace transformative changes for generations to come.

Therefore, every individual in every country should be dedicated to creating and laying the groundwork for sustainable growth and prosperity within their own societies. Accordingly, governments, non-governmental organizations, and citizens in countries in the world should share a common vision and mission to break the cycle of poverty.

The total number of public, private, and informal educational institutions worldwide is approximately 1.5 to 2 million. The global population exceeds 8.2 billion and grows by about

Starting of schools

- **Starting of provincial schools:**

The Portuguese invaded Sri Lanka in 1505. They ruled the country by the kings of Kotte, Kandy, and Jaffna for about 150 years.

- The Portuguese introduced an education system in the provinces and started many schools. The main purpose of this was to the local population to the Catholic religion.

- **Standard system of schooling in Sri Lanka:**

A standard system of schooling was begun in Sri Lanka under the recommendations of the Colebrooke Commission of the British ruling era in 1836.

- **Oldest school in the world:**

The honor goes to the oldest school in the world Shishi High School in China, which dates back to 141 B.C.

one billion every 12 to 15 years. According to the World Bank Report (2018), 81.59% of people living in rural areas depend on agriculture for their livelihood (World Bank Report, 2018).

South Asia has a population of 2.04 billion, making it the most populous region in the world. According to World Bank definitions, learning poverty affects and damages nearly 250 million children (reaching 80% in some countries) worldwide, severely limiting their life opportunities. In many countries in the world, children living in rural and impoverished areas are among the most affected (UNESCO, 2015; Woden, Bell & Huebler, 2015).

Learning Poverty

According to the World Bank and UNESCO, the Learning Poverty is unable to read and understand a simple text by age 10 at least. This indicator conveys together schooling and learning indicators.

Limited access to essential resources makes it difficult to provide quality education for these students. UIS and UNICEF (2015) estimate that the out-of-school population in rural areas is roughly twice as large as in urban areas. This disparity hinders national development and economic growth in their own countries. Accordingly, learning experiences vary significantly between rural and urban children worldwide (UNESCO, 2014, 2015).

Most children worldwide have failed to develop reading proficiency. Consequently, a large proportion of them struggle to acquire even fundamental skills. Approximately 260 million children in the world do not attend school at all. This has led to a global learning crisis that threatens the development of human capital in the country

This crisis poses a significant threat to society, hindering individuals' ability to integrate into the workforce. The resulting educational and workforce shortcomings

The learning poverty indicator focuses on reading for three reasons

They are:

1. Reading proficiency is an easily understood learning measure
2. Reading is a student's gateway to learning in other areas
3. Reading proficiency can serve as a proxy for foundational learning in other subjects.

Retrieved from

<https://www.worldbank.org/en/topic/education/brief/what-is-learning-poverty>

contribute to deeper crises, exacerbating poverty and leading to unhealthy, unprosperous families. These learning crisis challenges weaken efforts toward sustainable progress and poverty reduction, both nationally and internationally.

By the end of 2024, Sri Lanka's population was 23.1 million (23,103,565). In 2021, the student population was 4.2 million. The country has a total of 10,175 schools.

1. 3. Number of Schools, Teachers, Pupils, and Pupil-Teacher Ratio by the Type of Schools 2019 – 2022

Item	2019	2020	2021	2022
Total Number of Schools	11,084	11,091	11,088	..
Government Schools(a)	10,165	10,155	10,146	..
Government approved	89	90	93	..
Private Schools				
Special Schools	29	30	30	..
Piriven	801	816	819	..
Total Number of Teachers	261,803	265,394	256,676	..
Government Schools	246,592	249,494	241,054	..
Government-approved	7,490	8,019	7,776	..
Private Schools				
Special Schools	521	545	499	..
Piriven	7,200	7,336	7,347	..
Total Number of Pupils	4,268,039	4,272,289	4,260,466	..
Government Schools(a)	4,061,653	4,063,685	4,048,937	..
Government-approved	135,600	136,230	138,828	..
Private Schools				
Special Schools	2,467	2,496	2,391	..

Piriven	68,319	69,878	70,310	..
Pupil-Teacher Ratio				
Government Schools	17	16	17	..
Government-approved	18	17	18	..
Private Schools				
Special Schools	5	5	5	..
Piriven	10	10	10	..
New Admissions to	333,074	319,405	304,105	..
Government Schools				

Note: (a) Functioning schools only

Source: Department of Census and Statistics, (2023).

Ministry of Finance, Economic Stabilization, and National, Retrieved 25.01.2025 from

<https://lankastatistics.com/economic/poverty-line-and-poor-households.html>:

As of July 1, 2024, the official poverty line in Sri Lanka is Rs. 16,619 per person per month, with 24.8% of the population living below this threshold. These figures highlight the ongoing struggle of many families to meet their basic monthly needs.

In January 2024, the national poverty line rose to Rs. 17,014, a significant increase from Rs. 5,223 in 2012/13. Additionally, 40% of the rural population consists of small-scale farmers, who have been among the most affected by economic hardships. They mostly suffered from

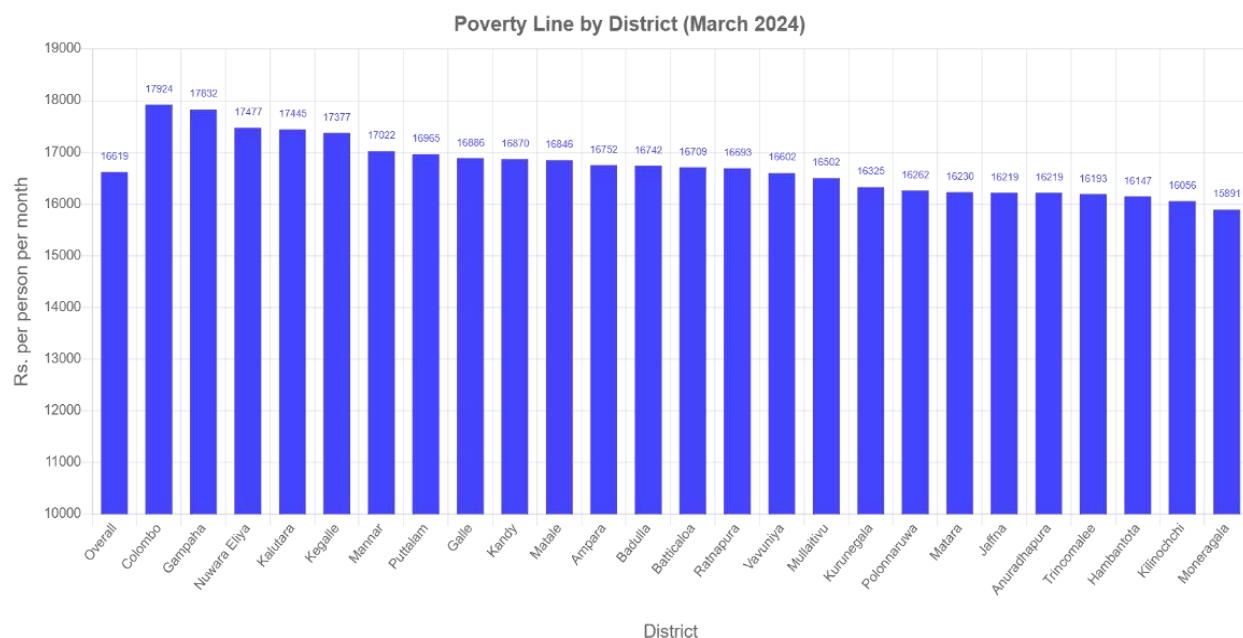
- Economic turbulences
- Low investment levels due to poor financial services
- Poor engagement in education
- Poor roads, transportation facilities
- Limited technology, etc.



1. 4. Poverty line by District: October 2024

(Minimum expenditure per person per month to fulfill the basic needs)

	National	Colombo	Gampaha	Kalutara	Kandy	Matale	Nuwara Eliya	Galle	Matara	Hambantota	Jaffna	Mannar	Vavunia	Mulativ	Kilinochchi	Bataloa	Ampara	Trincomalee	Kurunegala	Puttalam	Anuradhapura	Polonnaruwa	Badulla	Monaragala	Ratnapura	Kegalle
Survey Year 2012/13 Rs.	5223	5429	5422	5287	5214	5246	5269	5049	5018	4811	5149	5395	5338	5166	5296	5287	5183	5223	5046	5218	4941	5151	5007	4746	5075	5273
Survey Year 2016 Rs.	6117	6640	6438	6406	6337	6223	6506	6040	5846	5867	5979	6109	5993	5936	5870	6231	6117	6059	6026	5970	5904	6139	5994	5759	6067	6362
Survey Year 2019 Rs.	6966	7513	7474	7312	7071	7061	7326	7078	6803	6768	6798	7135	6959	6917	6730	7004	7022	6787	6843	7111	6798	6816	7018	6661	6997	7284
2023 January Rs.	15970	17224	17135	16764	16211	16188	16794	16226	15596	15516	15585	16357	15954	15858	15429	16057	16097	15560	15688	16302	15585	15627	16089	15270	16041	16698

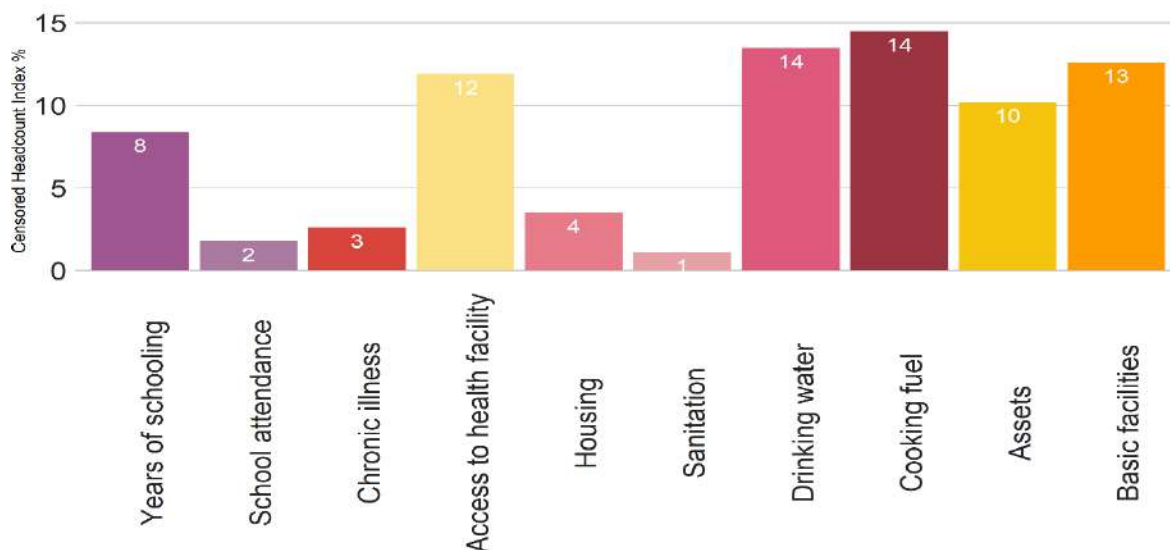


Source: District Official Poverty Lines (January 2023 - March 2024) | Department of Census and Statistics, Sri Lanka. Retrieved from 25.01,2025, <https://lankastatistics.com/economic/poverty-line-and-poor-households.html>

Poverty Line in Sri Lanka:

Year	Overall poverty rate
2018	12.6%
2019	14.3%
2020	12.7%
2021	25%
2022	25%
2023	27.9%

Source: Central Bank Report



Source: HIES Final Report 2019 (2022), Department of Census and Statistics.
Retrieved 25.01.2025 from <https://www.cep.gov.lk/>



Education is not only limited to the insides of the classrooms. It involves work beyond the classroom hours. Educators spend time preparing lesson plans, grading assignments, engaging in professional development, and providing support to students outside of the classes. Their responsibilities extend beyond direct instruction, encompassing mentoring, curriculum development, and administrative tasks that contribute to a well-rounded learning experience.

Given the situation in Sri Lanka, the government and non-governmental organizations should closely monitor these challenges and provide the necessary support to uplift education into a higher position in the world. Some children in rural areas never start schooling, while others begin late or drop out altogether. Students and other communities in rural areas continue to suffer due to the lack of physical and human resources. They are facing inadequate infrastructure, limited access to qualified teachers, and a lack of learning materials, all of which severely hinder their educational opportunities.

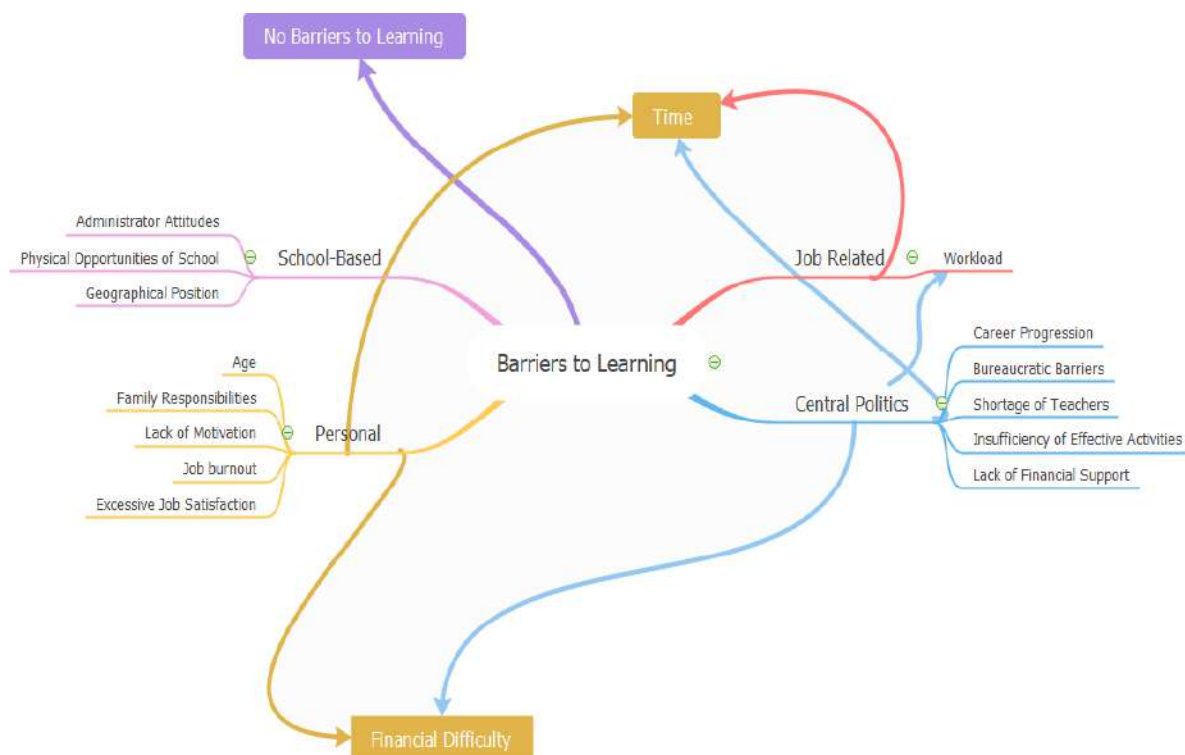
Lack of these satisfactory educational opportunities, resources, experiences, etc. can hinder a person's social, intellectual, and skill development. This can result from various factors

such as poverty, lack of educational infrastructure, social inequalities, or disruptions like conflicts and pandemics, etc.

Those barriers can be particularized as:

- Personal barriers
- School-related barriers
- Job-related barriers
- Central policies related barriers etc.

1. 5. The Barriers to the Process of Learning:



(Çelik, Çelik, & Kahraman, 2021).

Learning barriers are obstacles that prevent individuals from acquiring knowledge, skills, and education effectively. These barriers can be categorized further as

- Cognitive barriers
- Environmental barriers
- Emotional barriers
- Social barriers, etc.

impacting learners of all ages and backgrounds.

Cognitive Barriers:

These barriers are related to how a person processes and understands information.

- **Learning Disabilities** – Conditions like dyslexia (difficulty with reading), dyscalculia (difficulty with math), and ADHD (attention deficit hyperactivity disorder) make learning more challenging.
- **Low Confidence and Fear of Failure** – Some learners struggle with self-doubt, which makes them hesitant to engage or participate in learning activities.
- **Poor Memory Retention** – Difficulty in retaining and recalling information can slow down the learning process.

Learning Deprivation:

Learning Deprivation is defined as the union of two deprivations:

1. Schooling deprivation- deprived of primary school age and out of school.
2. Learning deprivation – deprived applications in school and who are below this minimum proficiency (Azevedo, 2020).

These dimensions of learning deprivation (LD) apply only for children in school to identify the level below this minimum proficiency.

The consequences of learning deprivation can be long-lasting and deeply affect individuals and societies.

Emotional and Psychological Barriers:

A student's emotional state plays a crucial role in learning.

- **Anxiety and Stress** – High levels of stress or anxiety, especially related to exams or performance, can affect concentration and cognitive function.

- **Lack of Motivation** – Students who do not see the relevance of what they are learning may struggle to stay engaged.
- **Depression and Mental Health Issues** – Mental health challenges can make it difficult for students to focus and absorb information.

Environmental Barriers:

The surrounding environment can either enhance or hinder learning.

- **Poor Learning Environment** – Noisy, crowded, or uncomfortable settings can make it difficult to concentrate on the lessons.
- **Lack of Access to Educational Resources** – In some regions, students do not have access to textbooks, technology, or well-trained teachers.
- **Unstable Home Environment** – Family conflicts, financial struggles, or lack of parental support can affect a student's ability to learn.

Causes and Effects of Learning Deprivation:

Learning deprivation refers to the lack of access to quality education, educational resources, and learning opportunities. This issue can have serious consequences for individuals and society as a whole.

These results keep effectively skill gaps, lower academic achievement, and reduced future opportunities for individuals and communities.

This deprivation can occur at various levels, from early childhood education to higher education and lifelong learning.

Social and Cultural Barriers:

These barriers stem from societal norms, traditions, and social expectations.

- **Language Barriers** – Students learning in a non-native language may struggle with comprehension.
- **Gender Inequality** – In some societies, girls may have limited access to education.
- **Discrimination and Bullying** – Negative social interactions can discourage students from fully engaging in learning.
- **Lack of development and distance from political isolation, and sociocultural practices.**

Technological and Digital Barriers:

With the rise of online learning, technology plays a significant role in education, but not all students have equal access.

- **Lack of Internet and Devices** – Many students do not have access to computers or reliable internet due to the lack of Internet connectivity, computers, or other digital tools necessary for modern education.
- **Limited Digital Literacy** – Some learners, especially older students, may struggle to use digital tools effectively.
- **Over-reliance on Technology** – Too much screen time can lead to reduced engagement and retention of information.
- **Socioeconomic Barriers** – Children from low-income families often lack access to quality schools, learning materials, and private tutoring. Financial constraints may also prevent them from pursuing higher education.
- **Economic Inequality**—A lack of education perpetuates cycles of poverty, prevents social mobility, and contributes to economic disparities between communities and nations.
- **Geographical Challenges** – Rural and remote areas often have limited schools, poorly trained teachers, and inadequate educational infrastructure, making learning difficult.

Learning poverty and its development:

Learning poverty refers to the inability of children to acquire basic literacy, numeracy, and essential learning skills by a certain age, typically by the end of primary school. It reflects a failure in the education system to equip children with foundational knowledge necessary for future academic and professional success.

Learning poverty is developed due to the two main reasons. They are:

1. **Learning deprivation**
2. **Schooling deprivation** (The responsibility of the country is to bring the school children into the system).

This is a global challenge that limits children's ability to succeed academically and economically.

- **Political and Social Instability** – War, conflict, and displacement disrupt education systems, preventing millions of children from attending school. Refugees and internally displaced persons (IDPs) face immense challenges in accessing formal education.
- **Lower Literacy and Numeracy Skills** – Without proper education, individuals struggle with basic reading, writing, and mathematical skills, limiting their ability to function in daily life.
- **Poor Educational Quality** – Even in regions where education is accessible, outdated curricula, insufficient teacher training, and lack of student engagement can lead to ineffective learning.
- **Health and Nutrition** – Malnutrition, lack of healthcare, and disabilities can impact a child's ability to concentrate, participate, and succeed in school.

Key Definitions of Learning Poverty:

World Bank Definition:

The percentage of children who cannot read and understand a simple text by the age of 10. This measure highlights the lack of foundational literacy, which is crucial for further learning and development.

UNESCO Definition:

Learning poverty occurs when children are deprived of the opportunity to acquire fundamental learning skills due to barriers such as poverty, poor-quality education, lack of access to schools, and social inequalities.

Oxford Education Glossary:

Learning poverty is the gap between what children should be able to learn at a given stage of education and what they actually achieve, often caused by inadequate schooling, lack of resources, or socio-economic challenges.

General Academic Definition:

The condition in which children and young people are unable to reach minimum proficiency levels in core subjects, particularly literacy and numeracy, due to deficiencies in the education system and socio-economic constraints.

- **Pandemics and Natural Disasters** – Global crises like the COVID-19 pandemic forced millions of students out of school, exposing gaps in remote learning accessibility. Natural disasters, such as earthquakes and floods, also disrupt education systems.
- **Lack of Adequate Classroom Facilities for Students -**

One major cause of **learning deprivation** is the lack of **adequate classroom facilities**. When students do not have a proper learning environment, their academic performance, motivation, and overall well-being are negatively affected.

- **The Impact of Long Walking Distances to School**

In many rural and underdeveloped areas, students have to walk several miles daily to reach school due to the lack of nearby educational facilities. They are:

- **Limited Availability of Schools**
 - Many rural or remote areas have very few schools, forcing students to travel long distances.
 - Governments may not have enough resources to build schools in every community.
- **Poor Transportation Infrastructure**
 - Lack of roads, bridges, and public transport makes it difficult for students to use alternative means.
 - In some cases, harsh weather conditions (floods, extreme heat, or cold) make the journey even harder.
- **Financial Constraints**
 - Some families cannot afford private transportation, such as bicycles, motorcycles, or school buses.
 - Public transport may be available, but too expensive for daily use.
- **Cultural and Gender Barriers**
 - In some regions, girls face additional risks while walking long distances, such as harassment or safety concerns.
 - Parents may prevent girls from attending school due to fear of harm during long commutes.

- **Difficulties of the professional isolation of the teacher's experience.**

This challenge has serious consequences on the education, health, and overall well-being of the masses. So, every citizen in the country is responsible for promoting sustainable solutions that will transform the lives of the masses and ensure a brighter and more equitable future for them.

Possible Solutions to Overcome Learning Barriers:

By identifying and addressing these barriers, education can become more inclusive and effective for everyone. Accordingly, educators, parents, policymakers, the state, etc. can take the following steps to develop further the process of education in the country. They are:

- **Building More Schools in Remote Areas**

- Governments and NGOs should invest in constructing more schools closer to communities.
- Mobile or community-based schools can be introduced

where permanent buildings are not possible.

The learning poverty indicator:

The Learning Poverty Indicator (LPI) is a measure developed by the World Bank and UNESCO to assess the percentage of children who cannot read and understand a simple text by the age of 10. This indicator highlights deficiencies in foundational literacy, which is essential for future learning and development.

Key Components of the Learning Poverty Indicator

- Basic Literacy Proficiency
- Schooling Deprivation
- Learning Deprivation
- Global Comparisons and Tracking Progress
 - The LPI is used to compare educational performance across countries and monitor progress towards improving literacy.
 - It is part of the effort to achieve **UN Sustainable Development Goal (SDG) 4**, which aims to ensure **inclusive and equitable quality education for all**.

The learning poverty is calculated as follows:

$$LP = [LD \times (1-SD)] + [1 \times SD]$$

LP = Learning poverty

SD = Schooling deprivation

LD = Learning deprivation

- Construct nurturing educational surroundings that can help turn their dreams into reality.
- Supply school needs – This helps to excel and explore their potential.
- Develop schools as community schools, not schools for the community, etc.

Develop social reintegration processes.

- **Providing School Transportation:**

- Governments should establish school bus services for students in remote areas.
- Communities can create shared transportation programs.
- Scholarships and Boarding Schools
- More funding should be provided for boarding schools to accommodate students from distant locations.
- Financial support can help families afford nearby housing for their children.

- **Improving Roads and Infrastructure**

- Governments should work on building better roads and bridges to make transportation easier.
- Local communities can collaborate to maintain pathways for safe travel.

- **Using Digital and Alternative Learning Methods**

- In extremely remote areas, online education or radio-based learning can be used as an alternative.
- Schools can adopt flexible learning schedules to accommodate students who travel long distances.
- Providing technology access and training for all learners.
- Incorporating a balanced mix of digital and traditional learning methods.
- Development of Personalized Learning methods– Adapting teaching methods to meet individual student needs.

- **Development of the Emotional and Mental Health Support Process** – Offering counseling and well-being, and stress management programs.

- **Improve Learning Environments** – Ensuring classrooms and online platforms are accessible and distraction-free.

- **Develop Opportunities for Equal Access to Education**

- **Implementing policies to reduce inequality and discrimination.**

- **Multilingual education, gender-inclusive policies, and anti-bullying programs** - can promote equal learning opportunities.
- **Creating quiet, well-equipped learning spaces and providing financial aid or school support programs**

These needs will ensure directly the direct collective compassion, commitment, and action of the individuals and families. This highlights further the urgent need for education reforms, investment in teacher training, better infrastructure, and early intervention programs to ensure the child develops essential skills.

1. 6. LOLC involvement in Education Development in Sri Lanka:

Philosophical, intellectual, and expert perspectives agree that education is the foundation for the development of all societal structures. If the foundation is compromised, it can severely impact the proper formation and functioning of those structures. Among the various forms of resource development, human resource development holds a prominent place when considering a country's overall progress. Education's primary objective is to foster human resource development. Therefore, prioritizing education should be a shared responsibility of both the public and private sectors.

Recognizing its role in social responsibility, LOLC voluntarily stepped forward to support the country's education system. Its involvement has contributed to strengthening a more conducive and supportive educational environment. LOLC has contributed to enhancing the education system by creating a conducive learning environment through the provision of essential school supplies and stationery. This intervention directly addresses key barriers to education such as absenteeism and high dropout rates, particularly among students from low-income families. By ensuring that schools are adequately resourced, the risk of school closures—often due to declining enrollment and lack of infrastructure—is significantly reduced, thereby contributing to long-term educational sustainability and improved learning outcomes.

As a private sector partner, LOLC is dedicated in the social welfare project in fostering effective public-private partnerships, which is essential for sustainable development in education and beyond. A well-structured PPP model ensures that both sectors contribute their strengths—

public oversight and private innovation—in a mutually beneficial and accountable manner. Such partnerships can lead to improved service delivery, increased investment in education infrastructure, and innovation in teaching methods. Globally, successful PPPs in education have led to better student outcomes and more resilient education systems.

Targeted support to families and communities not only alleviates the economic burden on parents, especially those in vulnerable or marginalized communities, but also plays a critical role in keeping children in school. Preventing school closures and reducing dropout rates helps maintain the continuity of learning and preserve employment opportunities tied to educational institutions, such as teaching and support staff roles. In the broader sense, educational stability contributes to community resilience, long-term economic growth, and social cohesion.

It is evident that LOLC's contributions to education have significantly enhanced the overall educational environment. These efforts have also strengthened public-private partnerships in educational development and helped ease the financial burden on parents and communities regarding school-related expenses. Furthermore, LOLC's support has encouraged regular class attendance among students, which has positively impacted overall school performance.

Chapter Two

Community Development Project of LOLC and History of Social Welfare Programs in Sri Lanka

2. 1. Introduction:

Sri Lanka, an island nation rich in cultural heritage and natural beauty, has faced various economic and social challenges over the years. Despite being classified as a developing country with a relatively high standard of living compared to its regional counterparts, structural issues such as income disparity, fiscal instability, and poverty persist. Numerous social welfare and community development programs have been implemented since ancient times in Sri Lanka to address these challenges.

Social welfare programs in Sri Lanka have historically focused on alleviating poverty, improving healthcare, enhancing educational opportunities, and supporting infrastructure development. These initiatives, often led by the government, non-governmental organizations (NGOs), and private entities, aim to uplift vulnerable populations and create sustainable development models for further development approaches.

From the ancient Buddhist heritage of Anuradhapura to the vibrant tea plantations of the central highlands, the island offers a unique blend of history, spirituality, and natural wonders. Sri Lanka's people, known for their warm hospitality and resilience, have faced challenges with unwavering strength throughout history. This spirit of resilience, coupled with a rich cultural heritage, undoubtedly guides the nation to face current difficulties and pave the way for a brighter future.

World development entails an extremely broad spectrum of programs, each having its own goal and multifarious impacts. Apart from regular concerns such as infrastructure, agriculture, and health care, in modern times, development activities are also increasingly reorienting towards digital inclusion, gender equality, and climate resilience. Digital inclusion programs are widely initiated by bodies such as the International Telecommunication Union (ITU) and supported by initiatives coming from the Digital Development practice of the World

Bank, aimed at bridging the digital divide if equitable access and training are not provided, or if such programs fail to take due consideration of the cultural and linguistic needs of various targeted populations, disparities may instead be aggravated.

Gender equality programs, promoted by UN Women and embedded in governments' policies in a number of national helping agencies and NGOs, have indeed had a favorable impact on education, health, and economic participation, but in some cases, binding social norms may still act as a counter to their success, and would, therefore, require a context-specific approach to initiate long-lasting change.

Climate change resilience programs, which address the increasing impact of climate change, have components such as the United Nations Framework Convention on Climate Change (UNFCCC) and the Green Climate Fund (GCF) as key players, while national-level ministries of environment, as well as several local NGOs, participate in all processes. While these programs seek to build the capacity of communities to respond to climate shocks, their prospects depend on good governance and funding, as well as the incorporation of local knowledge. Otherwise, peacebuilding and conflict resolution programs, usually operated by the United Nations Department of Political and Peacebuilding Affairs (DPPA) and worked through implementing partners such as the International Crisis Group, tackle the underlying causes of conflict. In-depth stakeholder engagement and addressing historical grievances are essential for these programs, ensuring inclusive governance.

Plans for cities aided by UN-Habitat and the national planning agencies focus on the urban development of the city. These plans deal with issues such as informal settlements, pollution, and traffic jams, which need integrated solutions, pieces of which emphasize social justice and environmental protection.

In addition, humanitarian aid programs provided and coordinated by the UN Office for the Coordination of Humanitarian Affairs, using a large number of entities, such as the World Food Program (WFP) and the International Committee of the Red Cross (ICRC), provide urgent intervention support. They do claim to assist with immediate need gaps, but their approaches must focus on long-range sustainability.

Additionally, National Governments themselves cover all of these programs and are often the top management, together with local and regional authorities. Overall, the outcome of these numerous development programs is influenced by their intention and implementation, and set where it is required with an understanding that the social, economic, and environmental aspects of the issue, as well as local and international government organizations, non-government organizations, and participation, are fundamental.

Sri Lanka, which was once labeled an underdeveloped country, has been ranked as a developing economy for a long time despite its comparatively high standards of living and rich natural resources relative to most of its regional counterparts. The nation, nonetheless, has not been able to graduate to a developed economy due to structural issues like unequal income distribution, frequent fiscal crises, and a considerable percentage of its population having lived below the poverty line in the past.

Successive governments have sought to address these imbalances by implementing massive welfare programs and subsidizing food, medicine, education, and cash transfers to vulnerable groups. While such programs have alleviated short-term deprivation for millions, doubts about their long-term efficacy persist, with critics highlighting fiscal unsustainability, dependency cycles, and politicized resource allocations. Despite these issues, welfare programs are a cornerstone of Sri Lanka's social policy.

Sri Lanka has a long and rich history of social and community development projects, dating back to ancient traditions, religious principles, and evolving governance structures. These initiatives, spanning from ancient irrigation systems to modern digital education programs, reflect the nation's commitment to sustainable development and public welfare. These initiatives have targeted poverty alleviation, healthcare, education, housing, infrastructure development, etc. Some of these notable welfare examples of the projects from the far ancient periods are interesting to extend as below. They extend our knowledge boundaries for further development of the country.

2. 2. Overview of Social Welfare Programs in Sri Lanka:

Ancient and Medieval Period - Before 1500 CE

2. 2. 1. Irrigation, Water Management, and Agricultural Development Systems

Sri Lanka's ancient hydraulic civilization is one of the most advanced in the world, as recorded in historical chronicles like the *Mahavamsa* and *Culavamsa*. The country's irrigation infrastructure was pivotal in supporting agriculture and ensuring food security.

- **Anuradhapura and Polonnaruwa Periods:** These cities had extensive water management systems that supported both agriculture and urban development. **Mahavamsa records** describe how early kings prioritized irrigation development to support agriculture and community welfare.
- **King Pandukabhaya (4th century BCE)** developed the first planned city, Anuradhapura, with reservoirs and sanitation systems. The city of Anuradhapura was considered one of the ten largest cities in South Asia during the Middle Early Period of History (250 BCE to 100 CE).
- **Major Reservoirs:** Kala Wewa, Minneriya Wewa, and Parakrama Samudra, constructed by kings such as Dhatusena (5th century CE) and Parakramabahu I (12th century CE), exemplify sophisticated hydraulic engineering.
- **Hydraulic Engineering Expertise:** The **Bisokotuwa** mechanism, a sluice gate system, was developed to regulate water flow efficiently, demonstrating advanced engineering knowledge.
- **Sustainable Agriculture:** The ancient tank system provided water for rice cultivation, ensuring year-round farming and preventing drought-induced food shortages.

2. 2. 2. Urban Planning and Sanitation

Ancient Sri Lankan cities were meticulously planned, reflecting strong governance and technical expertise.

- **Anuradhapura and Polonnaruwa** featured drainage systems, separate residential and commercial zones, and structured road networks.
- **Sigiriya (5th century CE)** showcased an advanced water management system with fountains and pools operating through gravitational force.
- **Mihintale Hospital (2nd century BCE)** was among the world's first hospitals, providing herbal treatments based on Ayurveda.
- **Abhayagiri and Mihintale monastic complexes** had well-developed infrastructure, including roads, rest houses, and bathing ponds.

2. 2. 3. Religious, Community Healthcare and Welfare Projects

Buddhism significantly influenced Sri Lanka's social welfare framework.

- **King Devanampiyatissa (247–207 BCE):** Introduced Buddhism and established monasteries as centers of education and healthcare, encouraging social welfare and community well-being systems.
- **King Dutugemunu (161–137 BCE)** initiated large-scale religious and social projects, including the construction of **Ruwanwelisaya** and community welfare programs.



- **King Buddhadasa (4th Century CE):** Authored *Sarartha Sangrahaya*, an early medical text documenting herbal medicine and surgical procedures.

2. 2. 3. 1. Social Healthcare and Welfare Programs

Sri Lanka has a long history of **social welfare and healthcare programs**, dating back to ancient times. These initiatives have evolved from **monastic hospitals and royal welfare projects** to **modern universal healthcare and social welfare systems**. Some of the key social welfare and healthcare programs have been extended below from the past.

- **Ancient Healthcare Systems**

- **First hospitals (3rd Century BCE)** were established by **King Devanampiyatissa** under the influence of Buddhism.
- **Mihintale Hospital (2nd Century BCE)** – One of the **world's oldest hospitals**, with dedicated wards and medicinal gardens.
- **Ayurvedic and herbal medicine** was the primary form of treatment.
- **King Buddhadasa (4th Century CE)**, a physician-king, wrote "**Sarartha Sangrahaya**", an early medical text.

2. 2. 3. 2. Social Welfare Programs

- **Alms halls (Dana Salas)** provided **free food and shelter** to monks, the elderly, and the needy.
- **Community water supply projects**, including irrigation tanks (wewas), ensured access to clean water.

Provided free meals to monks and the underprivileged, institutionalizing a culture of charity early kings, including King Devanampiyatissa, built hospitals and charity centers. Early monastic institutions functioned as both healthcare centers and educational hubs in Sri Lanka.

2. 2. 4. Education and Knowledge Centers

- **Mahavihara and Abhayagiri Universities:** These Universities were the centers of learning, providing free education in disciplines like medicine, mathematics, and Buddhist philosophy. Accordingly, these Universities / Monasteries served as both religious and educational institutions.
- **Epigraphic Evidence:** Rock inscriptions confirm the widespread nature of educational institutions accessible to both monks and laypersons / the general population.

2. 2. 5. Road and Trade Development - Urban Planning and Infrastructure

- **Ancient trade routes** were developed for better connectivity between the kingdom's regions.
- Ports such as **Mahatittha (Mannar), Gokanna (Trincomalee), and Godavaya** connected the island to major international trade networks, facilitating trades, and bringing economic prosperity to communities.
- **Sigiriya (5th Century CE)** – A planned city with advanced urban features.
- **Road Networks** – Ancient kings developed roads to connect cities and trade centers.
- **Urban Planning:** Roads and market centers facilitated economic activities, reflecting a sophisticated economic system.

2. 3. Colonial Period (1500–1948):

2. 3. 1. Introduction of Western Medicine

- **Portuguese and Dutch:** Introduced European medical practices, leading to the establishment of dispensaries.
- **British Rule (19th Century)** - Government hospitals were established in Colombo and major towns, alongside the introduction of **quarantine systems** to prevent disease outbreaks and improved **sanitation and public health** services.

2. 3. 2. Social Welfare Initiatives

- **Poor Relief Ordinance (1939):** The first structured welfare law in Sri Lanka, aimed at aiding the financially disadvantaged.
- **Hospitals and dispensaries** expanded to rural areas.
- **Expansion of Midwifery Services:** Improved maternal healthcare, reducing infant mortality rates.

2. 3. 3. Infrastructure and Transportation

- **Railway System (1864–1900s)** – During the British rule, primarily built the plantation economy and later contributed to community benefits and connectivity.
- **Road Expansion** – Enhanced and improved urban-rural linkages fostering economic growth.

2. 3. 4. Plantation Economy and Social Services

- **Tea and Rubber Plantations** – Led to the provision of housing and healthcare facilities for laborers.
- **Christian Missionary Schools and Hospitals** – Played a significant role in introducing formal education and modern healthcare.



2. 4. Post-Independence (1948 to Present)

2. 4. 1. Social Welfare Programs in Sri Lanka:

Sri Lanka has a long history of social welfare programs aimed at reducing poverty, improving healthcare, and ensuring the well-being of vulnerable populations. These programs cover areas

like poverty alleviation, financial aid, healthcare, education, disability support, elderly care, and rural development. Some of them have been extended as below. They are

- Disability and Elderly Support Programs
- Gam Udawa - Village Upliftment Program
- Gam Peraliya - Village Reawakening
- Housing projects
- Janasaviya and Samurdhi Programs
- Free Education and Skills Development Programs
- Disaster Relief and Rehabilitation Programs
 - Post-Tsunami Recovery (2004–2010)
 - COVID -19 Relief Programs (2020–2022)
- Digital and Technological Development etc.

2. 4. 1. 1. Disability and Elderly Support Programs

Sri Lanka has a history of supporting elderly and disabled individuals through various government and non-government programs. These efforts have evolved and been influenced by colonial policies, post-independence welfare measures, and modern social protection initiatives.

- **Disability Assistance Program** – Provides financial aid to disabled individuals to support their basic needs.
- **Elderly Welfare Programs** – Includes pensions, elder care centers, and subsidized medical care for senior citizens.
- **National Council for Persons with Disabilities (NCPD)** – Supports vocational training, accessibility improvements, and livelihood programs for disabled individuals.

2. 4. 1. 2. Colonial and Early Post-Independence Period (Before 1970s)

- **Buddhist and Religious Charity:** Historically, Sri Lanka's religious institutions played a key role in supporting the disabled and elderly. Buddhist temples, Christian missions, and Hindu kovils provided shelter and assistance.

- **Colonial Poor Relief Programs:** The British colonial administration introduced limited welfare measures, mainly for poor individuals, but there were no specific disability or elderly programs.
- **Early Pensions:** The Public Service Provident Fund (established in 1901) provided pensions for government employees, benefiting elderly workers after retirement.

2. 4. 1. 3. Expansion of Social Welfare (1970s – 1990s)

- **Public Assistance Programs:** The government began providing financial aid to impoverished individuals, including elderly and disabled persons, under the Social Services Department.
- **Disability Allowances:** The government initiated financial assistance schemes for persons with disabilities, though coverage was limited.

2. 4. 1. 4. Modern Social Protection Measures (2000s – Present)

- **Samurdhi Program (1995-Present):** Though primarily focused on poverty alleviation, the Samurdhi program provides financial support to low-income families, including elderly and disabled members.
- **Elderly Assistance Allowance (2012):** The government introduced a Rs. 2,000 monthly allowances for low-income senior citizens.
- **Disability Benefit Programs:** Financial aid schemes for persons with disabilities were expanded to provide better support.
- **Health and Rehabilitation Services:** Government hospitals and social service programs provide free medical care, assistive devices, and rehabilitation services.
- **Private and NGO Initiatives:** Organizations like the Sri Lanka Council for the Blind and the Disability Organizations Joint Front (DOJF) work alongside the government to support people with disabilities.

2. 4. 1. 5. Gamudawa Program (Village Reawakening Program)

"Gam Udawa," meaning "Village Reawakening," was a pivotal rural development program in 1980s Sri Lanka, primarily focused on providing shelter for low-income populations, emphasizing housing as a fundamental human need. This program centered on enhancing living conditions in rural areas by addressing housing needs, reflecting a philosophy that adequate shelter is essential for physical, psychological, and social well-being. Gam Udawa highlights its continued relevance in tackling present-day rural development challenges.

- Launched by **President Ranasinghe Premadasa** in the **1980s**, this program aimed to develop self-sufficient villages.
- Focused on **housing development**, community infrastructure, and social welfare.
- Encouraged rural development by constructing **schools, roads, water supply systems, and community centers**.

2. 4. 1. 6. Gam Peraliya – Village Reawakening Program (2018–2019)

The 'Gam Peraliya' initiative, notably the 'Gamperaliya - Rapid Rural Development Programme,' was implemented in late 2018. This program focused on rural development and poverty alleviation through infrastructure development, support for agriculture and small-scale industries, and improvements to community facilities. These initiatives aimed to enhance living conditions in rural areas and create economic opportunities. The program highlights the importance of comprehensive approaches to rural development.

2. 4. 1. 6. 1. Objectives of Gam Peraliya

1. Rapid Rural Infrastructure Development – Improve roads, bridges, irrigation, and sanitation in rural areas.
2. Job Creation & Economic Growth – Boost rural employment through agriculture, tourism, and small industries.
3. Support for Farmers & Entrepreneurs – Provide grants and microfinance loans for small businesses and agriculture.

4. Digital & Technological Advancements – Introduce smart classrooms, IT centers, and e-government services in villages.
5. Disaster Recovery & Climate Resilience – Assist communities affected by floods, droughts, and other natural disasters.

2. 4. 1. 6. 2. Key Features of the Program

- Fast-tracked rural development projects with a budget of Rs. 64 billion (2018–2019).
- Focused on 6,000 villages across Sri Lanka.
- Rehabilitation of rural roads, irrigation tanks, and public facilities.
- Entrepreneurship grants for self-employed individuals.
- Promotion of digital literacy and IT education in rural schools.

2. 4. 1. 6. 3. Impact of Gam Peraliya

- Improved rural infrastructure and connectivity.
- Created short-term jobs and supported small businesses.
- Helped farmers and rural entrepreneurs access financial support.
- Contributed to modernizing rural villages with technology and education.

This program was discontinued in 2019 due to a change in government, and many projects remained incomplete.

2. 5. Housing Projects

Housing initiatives, such as the Indian Housing Project and urban regeneration programs, have provided affordable housing to low-income families and those affected by conflict or natural disasters. These projects have not only addressed housing shortages but also fostered social stability. The success of these programs underscores the need for partnerships and collaboration in implementing large-scale welfare projects.

- Key programs include:
 - **Urban Housing Development Projects** – Provides **low-cost apartments** for slum dwellers in Colombo and other cities.

- **Village Housing Schemes** – Aims to build new homes for rural communities.
- **Indian Housing Project** – Funded by India to support housing for war-affected families in the North and East.

2. 6. Janasaviya Program:

The Janasaviya Program was a poverty alleviation initiative launched by President Ranasinghe Premadasa in 1989 to uplift low-income families in Sri Lanka. It was later replaced by the Samurdhi Program in 1995.

2. 6. 1. Objectives of the Janasaviya Program:

1. Provide Financial Support – Offered monthly cash grants to poor families to meet basic needs.
2. Encourage Self-Employment – Focused on income-generating activities rather than direct handouts.
3. Promote Savings and Credit Access – Helped participants save money and obtain micro-loans.
4. Enhance Skills and Vocational Training – Provided job training to empower beneficiaries to be self-sufficient.
5. Improve Nutrition and Health – Supported food security and healthcare for vulnerable groups.

2. 6. 2. Key Features of the Janasaviya Program:

1. Families were given a monthly grant of Rs. 2,500 over two years.
2. Half of the grant was saved in a mandatory account, ensuring long-term financial security.
3. Beneficiaries were encouraged to start small businesses or engage in farming.
4. Employment training programs were introduced to improve skills and job opportunities.

2. 6. 3. Impact of the Janasaviya Program:

- Provided financial relief to thousands of low-income families.
- Encouraged self-sufficiency through skill development and microfinance.

- Laid the foundation for the Samurdhi Program, which continues to support poverty alleviation today.

This program faced challenges, such as administrative inefficiencies, political interference, and sustainability issues, leading to its replacement by the Samurdhi Program in 1995.

2. 6. 4. Samurdhi Program:

The Samurdhi Program, launched in 1995, remains one of Sri Lanka's most significant poverty alleviation initiatives, providing financial assistance to low-income families, livelihood development programs, and nutritional and educational support for children in underprivileged households (Ministry of Social Empowerment and Welfare, 2023). Administered under the Ministry of Social Empowerment and Welfare, the program has benefited millions of Sri Lankans through direct cash transfers and community empowerment schemes. Over **1.8 million families** (approx. 25% of Sri Lanka's population) received Samurdhi benefits as of 2022. Contributed to reduced extreme poverty rates.

2. 6. 5. Financial Assistance for Low-Income Families

- Monthly cash transfers to economically disadvantaged households.
- Targeted at families earning below a specific income threshold.
- Support for basic needs such as food, healthcare, and education.

2. 6. 6. Janasaviya and Samurdhi Banking System (Microfinance & Savings)

These programs promote financial inclusion and poverty reduction through microfinance, credit facilities, and savings initiatives. By empowering low-income individuals, particularly women, to start small businesses, these programs have enhanced livelihoods and economic independence. This demonstrates the potential of financial inclusion as a tool for poverty alleviation in welfare projects.

- Replaced Janasaviya and became Sri Lanka's main **poverty alleviation** program.
- Provides **financial aid, microloans, savings programs, and livelihood development.**

- Operates through **Samurdhi Banks**, which offer microfinance and entrepreneurial support to underprivileged communities.

These programs have played a vital role in **poverty alleviation, rural development, and social welfare** across Sri Lanka.

2. 6. 7. Livelihood and Skill Development

- Vocational training programs in various sectors (agriculture, handicrafts, IT, etc.).
- Assistance for small and medium enterprises (SMEs).
- Infrastructure support for rural economic activities.

2. 6. 8. Social Welfare and Community Development

- Nutrition programs for children and pregnant women.
- Subsidized food programs to ensure food security.
- Housing assistance for underprivileged families.

2. 6. 9. Impact of the Samurdhi Program

- Poverty Reduction – Helped millions of Sri Lankans escape extreme poverty.
- Financial Inclusion – Enabled rural populations to access banking and credit services.
- Women Empowerment – Many women benefit from microfinance and entrepreneurship programs.
- Employment Creation – Encouraged self-employment and skill-based jobs.

Accordingly, the program has faced **challenges**, including **political influence, inefficiency, and issues in beneficiary selection**. Efforts are being made to **modernize and restructure** it for a better impact on the community

2. 7. Disaster Relief Programs:

Sri Lanka's disaster relief programs have addressed the needs of communities affected by natural disasters, such as the 2004 tsunami and recurring floods. Through reconstruction, emergency relief, and long-term rehabilitation, these initiatives have helped communities recover and rebuild.

These initiatives have played a critical role in helping communities recover from catastrophic events, rebuild their lives, and regain economic stability.

- **Tsunami Recovery Programs (2004–2010)** – Focused on rebuilding hospitals, housing, and social services.
- **COVID-19 Relief Programs (2020–2022)** – Included **free vaccinations, financial aid, and food distribution.**

Accordingly, Sri Lanka has faced several natural and health disasters, including the **2004 tsunami, floods, landslides, droughts, and the COVID-19 pandemic.**

2. 7. 1. 2004 Tsunami Recovery Programs

The Indian Ocean Tsunami on December 26, 2004, was one of the deadliest natural disasters in Sri Lanka’s history, killing over 35,000 people and displacing over 500,000.

2. 7. 2. Emergency Response and Immediate Relief

- Food, water, and medical aid were provided to affected families.
- Temporary shelters and camps were set up for displaced individuals.
- Counseling and mental health support were offered to survivors.

2. 7. 3. Housing Reconstruction Programs

- ‘Tsunami Housing Reconstruction Program’ – Built permanent homes for displaced families.
- ‘Owner-Driven Housing Reconstruction Program’ – Families were given financial grants to rebuild homes.
- Fisheries and Livelihood Rehabilitation – Assistance was provided to restore fishing boats and equipment for affected fishermen.

2. 7. 4. Infrastructure and Community Development

- Schools, hospitals, and coastal roads were rebuilt with international aid.

- The ‘Rebuilding Communities Program’ helped reestablish businesses and local economies.
- Disaster Early Warning Systems were set up to detect future tsunamis and storms.

2. 7. 5. Public free Health care and Nutrition Initiatives

Sri Lanka's universal healthcare system ensures access to medical services for all citizens, including free treatment in government hospitals, maternal and child health programs, and expanded rural healthcare facilities. The country's impressive health indicators, such as low infant mortality rates and high life expectancy, demonstrate the effectiveness of accessible healthcare systems. This emphasizes the value of integrating health and welfare initiatives to improve community well-being.

- **Free Mid-Day Meal Program (1970s–Present)** – Provides **nutritious meals for school children**.
- **National Immunization Program (Expanded in the 1980s)** – Vaccination programs to eliminate diseases like polio and measles.
- **Family Planning and Maternal Health Services** – Supports **safe childbirth and reproductive health**.

2. 7. 6. Impact and Future Focus

- Sri Lanka’s **free healthcare system** has led to **high life expectancy** and **low infant mortality rates**.
- The country continues to focus on **universal social security, elderly care, and mental health services**.

2. 7. 7. Urban Development and Housing

- **Low-Cost Housing Schemes (1980s–2000s)** – Urban low-income housing projects in Colombo and other cities.
- **Megapolis Development Plan (2015–Present)** – Focuses on modernizing Colombo and other urban centers.

2. 8. Digital and Technological Development

1. **e-Government Initiatives (2000s–Present)** – Digitization of government services for better accessibility.
2. **Smart City Projects (2020s–Present)** – Focus on technology-driven urban development.

Sri Lanka's social and community development projects have transitioned from ancient irrigation and religious welfare to modern urban planning, digital transformation, and environmental sustainability, and these initiatives continue to shape the nation's progress.

2. 9. The key educational development projects in Sri Lanka:

- Free Education System (1945–Present)
- School Development and Infrastructure Programs
- Higher Education and Skills Development
- Digital Education and ICT Development
- Community and NGO-Led Education Projects

2. 9. 1. Free Education System (1945–Present):

Sri Lanka's free education system, established in 1945, has been a cornerstone of social mobility and poverty reduction, offering tuition-free education from primary to tertiary levels (Ministry of Education, 2023). Complemented by nationwide school meal programs and provisions such as free textbooks, uniforms, and subsidized transportation, these initiatives have significantly reduced educational inequality, particularly for low-income households (World Food Programme [WFP], 2021). The country's literacy rate of 92.4% (UNESCO, 2022) underscores the transformative role of education-focused welfare policies in fostering long-term development and equitable growth. Critics, however, argue for further reforms to address regional disparities in resource allocation and the quality of rural schooling (Institute of Policy Studies [IPS], 2020).

- **Introduced by C.W.W. Kannangara, the Free Education Act (1945) ensures free primary to university education.**
- **Key features:**
 - **Central Colleges** were established across the country to provide high-quality secondary education.
 - **Compulsory Education Ordinance (1997)** made schooling mandatory for children aged **5 to 14 years**.
 - **Special programs for underprivileged students** (e.g., free uniforms, books, and school meals).

2. 9. 2. School Development and Infrastructure Programs:

2. 9. 2. 1. Nearest School is the Best School Program (2016–Present)

- Aims to improve **1,000 schools island-wide** by upgrading:
 - **Classroom infrastructure** (new buildings, better facilities).
 - **Teacher training programs** to enhance quality education.
 - **IT and digital learning resources** (smartboards, computer labs).

2. 9. 2. 2. Thousand Schools Program (2012 to Present)

- Focuses on **upgrading secondary schools** to provide equal educational opportunities.
- Key improvements:
 - **Modern science labs and IT classrooms.**
 - **Sports and extracurricular activity facilities.**
 - **Better teacher training and recruitment.**

2. 9. 2. 3. School Meals Program

- Provide **free mid-day meals** for **primary school children** in low-income areas.
- Helps **reduce malnutrition** and **improve attendance** in rural schools.

2. 10. Higher Education and Skills Development:

2. 10. 1. Free University Education

- Sri Lanka has **17 state universities** offering **free degrees** in fields like **medicine, engineering, arts, and technology**.
- Key universities:
 - **University of Colombo, University of Peradeniya, University of Moratuwa, and University of Sri Jayewardenepura.**
- **Challenges:** High competition due to limited university seats.

2. 10. 2. Open University of Sri Lanka (OUSL)

- Established to offer **distance learning programs** for those unable to attend traditional universities.
- Offers **degree, diploma, and certificate programs** in multiple fields.

2. 10. 3. Technical and Vocational Education (TVET) Programs

- Institutions like:
 - **National Apprentice and Industrial Training Authority (NAITA).**
 - **Vocational Training Authority (VTA).**
 - **University of Vocational Technology (UNIVOTEC).**
- Focus on **technical skills** for employment in **IT, engineering, tourism, and hospitality**.

2. 10. 4. Scholarship Programs

- **Grade 5 Scholarship Exam:**
 - Provides **financial support** for **high-performing low-income students** to attend prestigious schools.

- **Mahapola Scholarship Scheme:**
 - Supports **university students with a monthly stipend** for living expenses.

2. 11. Digital Education and ICT Development:

- **e-Thaksalawa** (National e-Learning Platform)
- Government-run **online education portal**.
- Offers **interactive lessons, e-books, and past papers** for students.

2. 11. 1. Smart Classrooms and Digital Learning (2018–Present)

- Introduction of **smartboards and online learning tools** in classrooms.
- **Coding and IT education** initiatives for students.

2. 11. 2. Laptops for University Students (2021–Present)

- Government initiative to provide **affordable laptops and internet access** to university students.
- Helps improve **online learning and research capabilities**.

2. 11. 3. Gurugedara Online Learning (2020–Present)

- A **community-driven online education platform** launched during COVID-19.
- Offers **free online classes, video tutorials, and digital resources**.

2. 11. 4. Future Focus Areas in Education Development

- **STEM (Science, Technology, Engineering, and Mathematics) education** to meet future job market demands.
- **Digital transformation in schools** with more online learning resources.
- **Inclusive education programs** for differently-abled students.
- **Improving teacher training** and **expanding vocational education**.

These early projects reflect a highly advanced civilization that prioritized sustainable development, public welfare, and community well-being. Many of these ancient initiatives continue to influence Sri Lanka's modern infrastructure and cultural heritage.

2. 12. Empowerment of Women and Marginalized Groups:

These programs aim to promote gender equality and uplift marginalized communities, including women, war widows, and plantation workers, through skills training and entrepreneurship initiatives tailored to empower women economically. They also provide support for female-headed households and war-affected families, alongside programs designed to improve the living standards of plantation workers and other marginalized groups. Such initiatives have significantly increased economic participation among women and vulnerable communities, leading to improved living standards, greater social inclusion, and enhanced opportunities for sustainable development.

2. 13. Environmental and Agricultural Welfare Projects:

These initiatives focus on promoting sustainable agriculture and environmental conservation to enhance food security and ecological health by providing subsidies for farmers, including the distribution of fertilizers and seeds, to boost agricultural productivity. They also emphasize programs promoting organic farming and climate-resilient practices to ensure sustainability, alongside reforestation and watershed management initiatives to address environmental degradation. As a result, these projects have contributed to improved food security, increased farmer incomes, and better environmental health, fostering long-term resilience and sustainability in communities.

2. 14. COVID-19 Relief Measures (2020 – 2022):

The COVID-19 relief measures aimed to mitigate the economic and social impacts of the pandemic on vulnerable populations through cash transfers and food distribution programs targeting low-income households, support for small businesses and daily wage earners to sustain livelihoods, and free vaccination programs and healthcare services to ensure public health. These measures provided critical support to millions of people, helping them navigate the economic and health challenges posed by the pandemic and ensuring greater resilience during the crisis.

Despite the significant positive impacts of these welfare projects, several challenges persist, including politicization, where some programs have been criticized for being used as political tools, undermining their effectiveness and credibility. Additionally, inefficiency due to bureaucratic delays and instances of corruption has hindered the smooth implementation of certain initiatives, while ensuring long-term benefits and preventing dependency on welfare remains a critical challenge for achieving sustainable outcomes.

The Easter Sunday attacks in Sri Lanka in 2019 had a devastating impact on the country. In the incident, over 250 people were killed and hundreds more injured in a series of coordinated suicide bombings targeting churches and luxury hotels. The attacks caused



widespread trauma and fear among the population, particularly within the Christian community. The tourism industry, a major contributor to the Sri Lankan economy, suffered a significant blow as tourists canceled trips and travel advisories were issued. The attacks raised serious concerns about national security and intelligence capabilities, leading to increased security measures and a heightened sense of anxiety. The attacks fueled religious and ethnic tensions and led to political instability and changes in government. The Easter Sunday attacks were a tragedy that had a profound and lasting impact on Sri Lanka, affecting individuals, communities, and the nation as a whole. Easter Sunday's bombings shook the country, struggling to find its way toward a stable peace.

The economic crisis that began in 2019 with the easter attack is considered as the worst economic crisis faced by the island nation since its independence in 1948. This resulted in extraordinary levels of inflation, depreciation of foreign currency reserves and rupee value, the decline in gross domestic production, hiking interest rates, and shortage of essentials including oil, gas, power and medical supplies.

The economy destroyed by the Easter bomb blast was further affected by the COVID-19 pandemic, which started in December 2019 in Wuhan, China. The Ministry of Health report indicated the following information on COVID-19 in Sri Lanka.

As per the reports related to COVID-19, here's a summarized total impact of COVID-19 in Sri Lanka up to 2024:

Health Impact: By the end of 2023, Sri Lanka had recorded over 670,000 COVID-19 cases with around 16,800 deaths. The actual death toll is believed to be higher than reported due to testing limitations.

Economic Impact: The economy experienced significant setbacks, with a contraction of 3.6% in 2020, making it the worst fiscal performance recorded. Following that, a recovery trend was observed with an estimated growth of approximately 5% in the first quarter of 2024.

Socio-Economic Challenges: The pandemic exacerbated poverty levels, disrupted education, and strained health services. Many sectors, particularly tourism and exports, struggled to rebound fully.

Public Health Response: The response to the pandemic involved a combination of national and governmental interventions, focusing on health service maintenance and population management. Emergency relief programs assist the affected communities through the healthcare and Vaccination Programs.

- Free COVID-19 vaccinations for all citizens.
- Special quarantine centers and hospitals were set up.
- Financial aid for frontline healthcare workers and additional medical staff recruitment.

Long-term Effects: The repercussions of the pandemic are still influencing the country's economic stability and social dynamics, with ongoing challenges in recovery and resilience building.

The situation continues to evolve, and Sri Lanka is in a phase of recovery as of 2024, but the long-term impacts of COVID-19 could linger in various forms across public health, economic stability, and social structures.

Table 2. 14. 1: Local situation in Sri Lanka

Total number confirmed		6717776
Local cases	Imported cases (Returnees from other countries)	328
	Foreign	328
	Sri Lankans	7242
	Navy and their close contacts	950
	Kandakadu cluster & their close contacts	651
	Minuwangoda cluster	3059
	Fish market / Harbour cluster	82758
	Prison cluster	9154
	New year cluster	483090
	From January 1 st , 2022, to date	84204
	Others	313
Total number confirmed		671776
Total number recovered		654919
Total number of deaths		16811
Hospitalized/waiting to admit / home-based -today 10 am		46
Suspected – today 10 am		3

Epidemiology Unit Ministry of Health 231, De Saram Place, Colombo 10.

The Sri Lankan economy contracted 3.6% in real terms in 2020, owing to mobility restrictions and other measures taken locally and internationally in order to prevent the spread of the virus, this hampered the economic activities in all sectors where industries such as tourism, construction, manufacturing sectors contracted sharply (CBSL, 2020).

External Environment Impacts on Sri Lanka - 2020	
Merchandise Export	15.6%
Merchandise Imports	19.5%
Tourists Arrivals	73.5%
Remittances Increased	5.5%
Source: Central Bank 2020	

The domestic economy, which was facing difficulties induced by the COVID -19 pandemic, started to confront escalated foreign currency and external debt distress in early 2022 after recovering from the pandemic in 2021. The rise in the current economic distress emerged as a result of the pandemic, coupled with fiscal issues and vulnerabilities such as changes in the tax structure in 2019, which widened the fiscal deficit even further (Kataria et al., 2022).

The COVID-19 pandemic dealt a severe blow to Sri Lanka's economy. The country, heavily reliant on tourism and exports, faced significant challenges due to travel restrictions and the global economic slowdown. The pandemic exacerbated pre-existing economic vulnerabilities, leading to a sharp decline in GDP, increased unemployment, and a surge in poverty rates. The government's response to the crisis, including lockdowns and economic stimulus packages, further strained the economy. The pandemic highlighted the need for economic diversification and resilient policies to withstand future shocks.

2. 15. Building a Better Future: LOLC's Social Welfare and School Programs in Sri Lanka:

LOLC Holdings PLC, commonly known as LOLC, is a prominent multi-industry conglomerate in Sri Lanka. Initially established as a Non-Banking Financial Institution (NBFI) or Non-Bank Financial Company (NBFC), LOLC began by facilitating banking-related financial services. Today, it is recognized as one of the largest companies operating across multiple sectors in Sri Lanka.



Incorporated in 1980, LOLC Holdings stands as Sri Lanka's largest diversified conglomerate, with a global footprint spanning 27 countries, uplifting communities and enriching lives around the world with a strong commitment to Environmental, Social and Governance. Originally named Lanka ORIX Leasing Company (LOLC), it later transitioned into a holding company overseeing a diversified group of businesses. In 2018, the company rebranded itself as LOLC Holdings PLC.

2. 16. Global Expansion of the LOLC:

LOLC's international footprint has expanded significantly, particularly in Asia, Africa, and Australia. The following map indicates the expansion of LOLC in the three continents. These strategic expansions enable the company to maintain a strong global presence while mitigating risks through geographical diversification.



Global Presence of the LOLC

LOLC's impressive growth, both domestically and internationally, is driven by its clear vision, strong mission, and unwavering commitment to excellence. The company has solidified its position as a major player in Sri Lanka's economy and continues to set benchmarks across various industries worldwide.

LOLC serves as a sustained growth engine for the Sri Lankan economy by diversifying its services and products, and aims to be the leading provider of financial services to the rural and semi-urban areas of the country.

With a focus on innovation, sustainability, and strategic expansion, LOLC Holdings PLC is well-positioned to remain a leader in the global financial and industrial sectors.

2. 16. 1. Innovation and Global Impact: The Driving Force of LOLC Holdings:

The innovation lies at the core of LOLC Holdings, guiding clients toward fulfilling their life needs with tailored solutions. Aligning with the SDG goals 4 and 6, the company's various services operate under strong customer protection principles, focusing on reducing poverty, empowering women, and uplifting livelihoods at the grassroots level. By empowering

individuals from underprivileged rural and urban communities, LOLC actively contributes to poverty alleviation and economic growth. Beneficiaries of these services often go on to establish sustainable business ventures, turning their aspirations into reality and fostering long-term financial stability for their families.

As part of its commitment to financial inclusion, LOLC has embedded client protection practices into its core business model, ensuring that services remain accessible to the most vulnerable segments of society. The company continues to expand its global footprint, strategically entering new foreign markets to strengthen its international presence and broaden commercial opportunities.

2. 16. 2. A Model for Business Integration and Sustainable Strategic Consolidation

A well-structured model of business integration ensures a comprehensive management chain while fostering a fully developed, environmentally sustainable strategic consolidation. This approach prioritizes social consciousness, allowing businesses to evolve naturally while reinforcing their vision and objectives at every level.

Ethical governance systems play a crucial role in upholding integrity and ensuring that operations align with ethical principles at all times. By embedding a strong sense of social responsibility, businesses unlock limitless potential, fostering innovation and sustainable growth. Furthermore, this heightened awareness promotes a culture of accountability, enabling organizations to shape a business landscape that thrives on ethical, environmental, and economic sustainability.

In a rapidly evolving global economy, businesses that embrace this ideology position themselves as leaders in responsible innovation. By integrating sustainability, ethics, and corporate responsibility into their core strategies, they not only enhance operational efficiency but also contribute to a more equitable and environmentally conscious future.

2. 16. 3. Leveraging Technology for Growth and Integration

LOLC utilizes cutting-edge technologies to drive commercialization, optimize operations, and unlock new pathways for business expansion. Its commitment to digital innovation promotes seamless integration across industries, offering unlimited potential for global partnerships and collaborations. By continuously evolving in a highly qualified and expert-driven environment, LOLC ensures that its expansion strategies align with global best practices.

This rapid growth and diversification serve as a catalyst for success, shaping the company's vision for excellence. These efforts enhance service delivery to clients and create valuable opportunities for collaboration with governmental and regulatory bodies. By adopting a forward-thinking approach, LOLC has positioned itself as a leader in sustainable business practices, fostering a dynamic and inclusive corporate culture.

2. 16. 4. Sustainability, Financial Empowerment, and Socioeconomic Development

LOLC's transformation into a diversified conglomerate has created an interconnected business ecosystem that drives economic empowerment from the grassroots level. Through strategic investments in education, IT, language skills, and technical training, the company integrates financial solutions with technology, further expanding and strengthening its customer base.

This approach has played a pivotal role in accelerating GDP growth in the countries where LOLC operates, contributing to macroeconomic stability and micro-level financial empowerment. As an industry leader, LOLC has garnered national and international recognition for its impactful initiatives.

By fostering bilateral and multilateral collaborations, the company builds strong community networks that promote sustainable aspirations and economic resilience. Through these efforts, LOLC continues to redefine financial services, setting new benchmarks for inclusive growth, innovation, and long-term prosperity.

2. 16. 5. Contributions of LOLC and Empowering of the Communities in Sri Lanka:

In the Sri Lankan context, where development projects often face challenges related to governance, community engagement, and long-term sustainability, LOLC's welfare initiatives are strategically designed to address these specific issues. Recognizing the importance of transparency, LOLC prioritizes open governance practices across its projects, ensuring accountability and building trust within local communities. Active community participation is a cornerstone of LOLC's approach, fostering a sense of ownership and ensuring that projects are tailored to the unique needs and cultural contexts of Sri Lankan communities. To maintain project effectiveness and ensure lasting impact, comprehensive monitoring and evaluation mechanisms are implemented. Furthermore, LOLC actively collaborates with local organizations and government agencies, leveraging their established networks and expertise to enhance project reach and create sustainable positive change within Sri Lanka. LOLC's welfare projects prioritize transparent governance, community participation, and monitoring mechanisms to ensure accountability and sustainability. Additionally, fostering partnerships with local organizations and government agencies can enhance the project's reach and impact.

2. 17. LOLC Divi Saviya project, Social Welfare and Future Development:

Following the 2019 Easter attack and the subsequent outbreak of COVID-19, the country plunged into crisis, and citizens faced severe challenges in their daily lives. The situation became so dire that many people had no means of earning a livelihood. In response, LOLC, driven by a strong commitment to social welfare, launched the "Divi Saviya project" to support affected citizens. Recognizing the urgent societal needs of the time, LOLC identified food security as a major

concern for many families. To address this issue, the “LOLC Divisaviya – Jeevithaya Dinannata” initiative was launched, providing dry rations for 100 days.

Once the immediate concern of food insecurity was managed, LOLC shifted its focus to education, another critical issue during the crisis. To support students' educational needs, the project “Daye Daruwanta Anagathaya” was initiated under the broader Divisaviya initiative. This effort has been recognized as a significant humanitarian initiative aimed at assisting underprivileged students in Sri Lanka.

Education is a lifetime endeavor, and it is the determining factor for the success of all individuals. The mission of nation-building is fundamentally based on school education, which lays the foundation for human resource development and, in turn, supports the development of all other national resources.

This project that supports school education has been instrumental in providing essential educational resources, such as books, bags, and stationery, to students from grades 1 to 13 of low-income families across the country, through which LOLC seeks to create an enabling environment conducive to learning and growth for students.

Through its phased approach, the LOLC Divi Saviya initiative has successfully distributed essential school materials to over 1400 schools in its inaugural phase, expanding its reach to 1600 schools in the subsequent phase. With the launch of the third phase, the initiative aims to extend its coverage to an additional 1204 schools, with a total investment surpassing Rs. 2.5 billion.

In December 2023, LOLC Divi Saviya launched the third phase of its educational initiative, coinciding with the festive season under the theme "Gifting the Future." Through targeted activations across 24 LOLC locations, the initiative involved regional schoolchildren, emphasizing the importance of fostering educational opportunities in shaping their dreams.

As the third phase progresses, LOLC Divi Saviya endeavors to broaden its reach to schools nationwide, specifically targeting those with 101-150 students. This expansion initiative is poised to encompass over 40% of the schools in Sri Lanka.

By distributing these resources, Divi Saviya aims to alleviate the financial burden on families and ensure that all children have equal access to education, regardless of their socioeconomic background. This initiative has been particularly impactful during the challenging times of the COVID-19 pandemic, where many families faced economic hardships. The Divi Saviya project, launched by the LOLC Group, has emerged as an inspiration of hope for underprivileged students in Sri Lanka. It has made a significant impact on the educational landscape by providing essential resources and support to those who need it most.

The project has also helped to bridge the gap between privileged and underprivileged students, ensuring that all children have equal learning opportunities. By supporting education, Divi Saviya has empowered communities, especially in rural areas, fostering a culture of learning and development. Additionally, the project encourages community engagement, especially in rural



areas, fostering a culture that values education and development. Divi Saviya is a fundamental continuing project aiming to empower the students of the schools, their parents, and communities, especially in rural areas, promoting a newly benefited educational and social culture. The project has enhanced the reputation of the LOLC Group and has inspired other organizations to undertake similar initiatives.

The collaboration between LOLC Group and News First Media Network has been instrumental in amplifying the reach and impact of the Divi Saviya project, making it a successful and impactful initiative in Sri Lanka.

The project is being conducted with the support of multiple stakeholders, but a comprehensive understanding of its true impact is developing into the future. This research aims to fill that gap by thoroughly investigating the project's actual effects and outcomes.

2. 17. 1. Project aim and objectives:

Aim:

To strengthen the education system, empower public-private partnerships alleviate families and communities lives stranded.

Objectives:

- To understand the entire educational environment of the student population of the country.
- To identify the necessary educational materials for supporting the academic development of students in schools.
- To build partnerships with the school community to address the physical, social, and other academic needs of the students in the country.
- To study the motivation of the students who possess the educational materials needed to carry out their studies.
- To identify the technological needs of the students to create a knowledgeable student community for the future.

- To ensure sustainability by enhancing and supporting the development of the country by providing students with the materials they need.

2. 17. 2. Methodology:

This project collected data from a proportionate population who were the direct and indirect beneficiaries of the project, representing schools island-wide across all districts. The stakeholders included in this survey are educational directors and zonal directors, the principals, teachers of the schools, parents, and students.

2. 17. 3. Data Collection Team:

To gather comprehensive data on beneficiary satisfaction, LOLC commissioned a team of independent research specialists with research experience in beneficiary behavior analysis.

Each team consisted of one lecturer, one professor, two graduate students, and a representative from the Sirasa Media Network.

Accordingly, this expert team designed and administered a detailed survey to a randomly selected sample of 125 schools that had recently benefited from the welfare activity. **Table 2.17.1** indicates the schools that participated in the survey, and the Population who participated in the survey.

Table 2. 17. 1. Divisaviya Book Donation Program for 50 Less Students

District	Schools	Distributed
Gampaha	12	439
Kegalle	109	3309
Kandy	84	2879
Matale	51	1803
Kurunegala	109	3977
Puththalam	21	832
Anuradhapura	89	3423

Vavuniya	65	1474
Mannar	38	1192
Jaffna	95	3147
Kilinochchi	19	1264
Mullaitivu	36	291
Trincomalee	41	1440
Polonnaruwa	23	840
Batticaloa	61	1974
Amapra	50	1993
Monaragala	33	1069
Badulla	116	3286
Nuwara-Eliya	75	2475
Rathnapura	100	2734
Hambantota	24	840
Matara	39	1287
Galle	40	1195
Colombo	18	669
Kalutara	42	1479

Table 2. 17. 1 demonstrates significant disparities in school size and student enrollment across districts. For instance, the Gampaha district encompassed 12 schools with fewer than 50 students, while the Kegalle district housed a considerably larger number at 108 schools. This disparity is further reflected in student populations, with Gampaha district serving 432 students compared to Kegalle's 3298. The table presents the distribution of schools with fewer than 50 students across districts, alongside the corresponding student populations. This analysis reveals the scope of the initiative, which impacted 1388 schools, ultimately benefiting 44,867 students through the provision of essential equipment and materials.

In the second phase of material distribution, all the schools that house up to 100 students were selected to donate the package. Table 2 provides the information relevant to this distribution.

Table 2. 17. 2. Book Donation Program 2023 (100 or Less Students)

No	District	School (District Wise)	Students (District Wise)	Zone	Schools (zone Wise)	Students (zone Wise)
1	Gampaha	44	3272	Kelaniya	7	432
				Negombo	8	545
				Minuwangoda	20	1637
				Gampaha	9	658
2	Kegalle	79	5638	Dehiowita	27	1948
				Kegalle	33	2244
				Mawanella	19	1446
3	Kandy	97	6810	Denuwara	14	998
				Gampola	20	1398
				Kandy	18	1290
				Katugastota	17	1173
				Teldeniya	IS	931
				Wategama	13	1020
4	Matale	50	3571	Matale	11	809
				Wilgamuwa	12	811
				Naula	12	834
				Galewela	15	1117

A questionnaire was administered, observations, and interviews and group discussions were held to collect data.

Interviews and other techniques of data collection were administered to collect data with

- Directors
- Principle

- School teachers
- Parents
- Outside the school community.

All the objectives of the projects were achieved. Stakeholders were evaluated with data. Overall, this project helps foster cognitive-behavioral and social changes through developing skills, attitudes, and motivation toward learning, self-efficacy, self-confidence, intellectual development, and ethical behavioral practices.

2. 18. Desired impact and outcome of the project:

The researchers expected to investigate the influencing factors for education in schools in rural and urban areas in Sri Lanka. Accordingly, they did empirical research using direct and indirect methods based on the theory and the pure logic and philosophical base. These methods motivated us to involve systematically collect data and draw conclusions with a strong analysis on the basis of practical applications and reliability under similar conditions in the field.

Accordingly, researchers study the long-term and short-term factors with various dimensions in the field and how they affect the learning process, the cognitive development processes, and community behavior in the following approaches. They are:

- Economic
- Social
- Cultural
- Institutional
- Environmental
- Technological, etc.

The LOLC school project has already been planned for a better future for the community on the basis of the school programs with multiple significant approaches. The LOLC school and this community project reveal a long-term positive impact on economic growth, social empowerment, cultural preservation, technological advancement, etc., in the near future.

Chapter Three

Education, Motivation, Community Integration, and the Effectiveness of School Programs of LOLC

3. 1. Introduction:

Education is a fundamental factor that helps in the transmission of knowledge. It is not only the transformative force that shapes individuals, communities, and societies according to their educational contexts. The efficiency and effectiveness of school programs extend beyond syllabuses and curriculum distributions, encompassing the capability to stimulate inspiration, their deep engagements, and integrating students within their broader social and cultural environments. In this regard, the intersection of education, motivation, and community amalgamation plays a vital role in influencing the overall accomplishment of educational creativities.

This chapter is critically based on the school programs of LOLC and their extensions, efficiency, and effectiveness throughout the multidimensional processes. These programs of the LOLC have meaningfully developed community integration, contributing to holistic and communally embedded procedures. This study examines specifically how these programs inspire and motivate the students, teachers, and the community well in our society. By examining the effectiveness of these initiatives, this study purposes to measure how they sustain student engagement, foster community involvement, and contribute to overall educational consequences. This study contributes to a broader understanding of educational programs and how they are structured well in our own society, strengthening with learning outcomes, and community ties, and promoting long-term educational success.

Education is the most influential bridge when it connects to learners' knowledge, individuals, their communities, aspirations, and opportunities. Therefore, this chapter exposes mostly the qualitative dimensions of educational effectiveness, shedding light on how programs of LOLCs influence the academic accomplishment, personal growth, and social cohesion abilities of the students and community. This exploration contributes to the broader understanding of education as evolving, integrative, and dynamic processes that help to form both individuals and communities in the future.

According to the theoretical analysis, the theories of Self-Determination (Deci & Ryan, 1985) and Social Capital (Putnam, 2000) have examined and explained the intricate interplay between student motivation, educational effectiveness, and community engagement. The theory of Self-Determination emphasizes the fundamental role of autonomy, competence, and relatedness in fostering intrinsic motivation, highlighting how educational programs must cater to these psychological needs to inspire deep learning. The development of these fundamental psychological needs influences the academic persistence of individuals and society. These fundamentals are the experience of autonomy, competence, and relatedness.

Simultaneously, the theory of Social Capital primarily emphasizes mostly the significance of strong community ties in enhancing educational outcomes, illustrating how the integration of students within supportive social networks contributes to both personal development and collective well-being. Accordingly, education does not exist in isolation but it is embedded within sociocultural, psychological, and scientific frameworks that shape every learner's experiences. These engage and develop their learning environments, experience greater social support, and develop a stronger sense of identity, purpose, etc., understanding education as a relational process, rather than a mere transaction of knowledge.

Furthermore, the theory of Bronfenbrenner's Ecological Systems (1979) highlights a holistic perspective, stressing multiple layers of effects, ranging from immediate relationships (the micro-system) to broader communal structures (the macro-system), which interact and shape the learning experiences of apprentices.

The conceptual and theoretical analysis in this chapter primarily illustrates the school program of LOLC and elaborates on its role in fostering motivation, strengthening social cohesion, and enhancing student outcomes. These educational support processes effectively create a learning environment that empowers students to take ownership of their education, develop a sense of belonging, and engage with their communities in meaningful ways.

Through qualitative and quantitative research explorations, this study contributes to a broader understanding of education as an evolving, integrative, and dynamic process that extends beyond the classroom and into the fabric of society.

Accordingly, this chapter seeks to contribute to the wider discourses on education as a dynamic, integrative process that helps to develop individual growth and collective well-being in society.

The empirical field studies in this research have allowed the researchers to analyze data from the 631 respondents. These key analyses include frequency distributions, descriptive statistics, t-tests, correlations, regression analysis, etc.

3. 2. Implications of the analysis on the program:

The data analysis of the research on the ‘Impact of the LOLC Daye Daruwanta Divi Saviya’ Program on Education, Economy, and Community Development’ is specified and progressing, with due emphasis mainly over the five measures outlined in the profiles as below. They are:

- Profiles of Frequency Distribution and Descriptive Statistics
- Profiles of Independent Variables
- Profile of the LOLC Program & Donated Items
- Profile of the Roles and the Impact of the Program
- Profile of the “Daye Daruwanta” Divi Saviya Program
- Profile of the Educational Administrators' Perspectives of the Program
- Profile of Influence and Impact of the Program

The researchers primarily utilized the scales of the six diverse measures mentioned above, which were derived from the field of ethnography and incorporated into the survey method. The integration, a key concept in this research, is mainly based on economic, social, cultural, cognitive, sociological, and psychological factors. Accordingly, the profiles that dominate in this data clarification are divided again as coefficients that are extended as follows

In this research on the ‘Impact of the LOLC Daye Daruwanta Divi Saviya’ Program, the independent variables represent key socio-economic and educational factors influencing the program outcomes. These variables are categorized as below: They are:

Profiles of independent variables

- Profile of the age and school class of the students
- Profile of the gender and the members of the family of the students

- Profile of students' religion and ethnicity
- Profile of the parental education and occupations of the students

‘The LOLC Daye Daruwanta Divi Saviya’ program provides various donated items for the students and the schools, including educational materials, school supplies, and community development resources. This program primarily spread through multiple channels such as community meetings, school networks, social media, local government initiatives, and word-of-mouth from beneficiaries, etc. The responses of the community, motivation, and fostering a sense of hope and empowerment have been planned in detail in the following profiles. They are:

Profile of the LOLC Program & Donated Items:

- Donated items and the sources of awareness on the program
- Responses and happiness for the program

The roles of the LOLC motivate and effectively encourage the parents and the relevant communities to develop the educational journey within and among the students. With these motivations and effective encouragement, parents can significantly impact their children's academic success, personal growth, and lifelong learning mindset. This ideology is based on the following profiles. They are:

Profile of the Roles and the Impact of the LOLC Program

- Parental Motivation and Effective Encouragement

This project-specific demographic profile provides important context for understanding the program's impact and effectiveness. The family size and parental background metrics indicate several key characteristics of the beneficiary of the population. They are family composition, parental education levels, family support systems, and socioeconomic indicators, which are analyzed on the following profiles. They are:

Profile of the Daye Daruwanta Divi Saviya program

- Demographic Profile of Respondents
- Family Size and Parental Background

Overall academics, students, and community engagements in the learning and teaching programs of the schools are facing challenges due to the inconsistent participation and the resource

limitations for the schools' programs and the rural living areas of the masses. The LOLC program has already contributed to better learning outcomes, but gaps in the necessary resources remain in certain areas. They have already planned an intervention for the necessary refinements, ensuring maximum impact for all the students. The academic administrators' perspectives and the project impacts have been extended in the basis on the research in the following relevant coefficients. They are:

Profile of the educational administrators' perspectives on the program

- Academic performance since the start of the project
- Satisfactory level and project impact on learning needs
- Development of the life changes of the students
- Insufficient school materials for educational activities
- Future engagement with the project

In this study, the researchers have extended their outcomes, demonstrating and enhancing academic performances, personal development, and overall engagement in learning of the students in the schools. The researchers find their faculty involvement on the basis of the learning gaps, fostering disciplines, and equipping students with critical thinking and problem-solving skills, too. These influences and the impact of the LOLC Program have been extended in detail in the following coefficients. They are:

- Effectiveness of the Programs of LOLC
- Obstacles to the Program
- Proposed Developments
- Additional Comments on the Program
- Limitations and Future Directions

The above six variables have been extended with the related dimensions, stressing the need for continuous adaptations and tailoring interventions for further investigations. The researchers ensure that these fundamentals and structural variables have been standardized before they are summed to give equal weight to each profile. In the primary analysis, the researchers standardized scales to measure the consistency and reliability of the given profiles, replicating key findings using measures as an output in the research.

3. 3. Frequency Distribution and Descriptive Statistics:

A frequency distribution is a summary that displays how often each value of a variable appears in a dataset. These frequency models and patterns help identify trends, distributions, and overall data behavior.

Descriptive statistics are essential for summarizing and explaining the main features of the findings. Key measures such as the mean (Average), standard deviation, and minimum and maximum values provide valuable insights into data centralization and variability.

Table 3. 3. 1. Distribution of Population Based on Demographic Factors

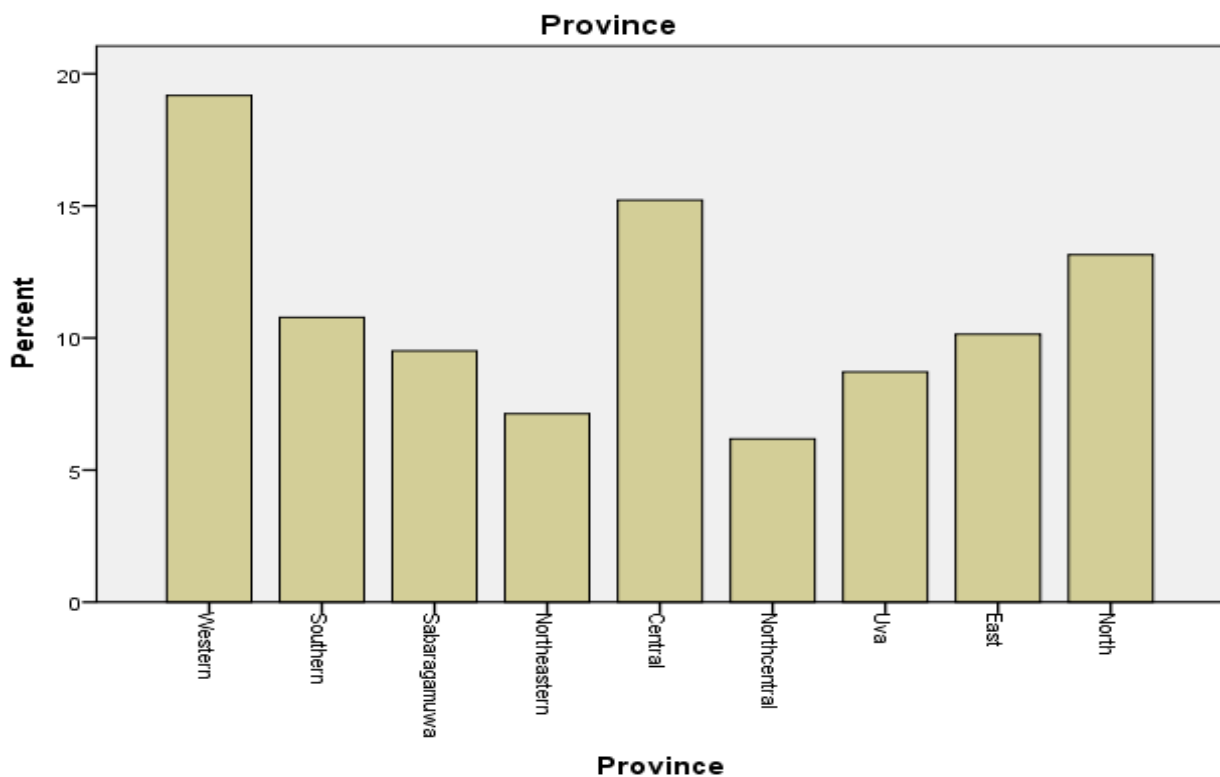
		N	Mean	Std. Deviation
1	Participants	631	316.00	182.298
2	Province		4.71	2.802
3	District		10.74	7.038
4	Age		1.13	.333
5	Class		4.28	2.135
6	Gender		1.51	.500
7	No. of Family Members		4.68	1.100
8	No. of Students		1.83	.787
9	Race		1.39	.583
10	Religion		1.91	1.305
11	Parent Occupation		8.37	7.520
12	Parent Education		1.36	.762
13	Awareness of LOLC Program		1.00	.000
14	Media of Awareness		1.85	.940
15	Donated Items		9.88	.988
Valid N (listwise)				

Table 3. 3. 1 presents the mean and standard deviation for all the variables measured in the study. The first row indicates the total number of participants in the study (N = 631). The second

row shows that participants come from different provinces, with an average value of 4.71 (Mean = 4.71). This suggests that most respondents fall within the middle range of the province categories. The standard deviation of 2.802 (SD = 2.802) indicates some variation in responses, reflecting diversity in the provincial distribution of participants.

The provincial distribution is further elaborated in **Graph 3. 3. 1** below. As per the graph, the respondents are from various **provinces** in Sri Lanka, with the **Western Province (19.2%)** having the highest representation (**Graph 3. 3. 1**) while **district distribution** follows a similar pattern, with **Gampaha (8.9%)** having the largest share (**Graph 3. 3. 2**).

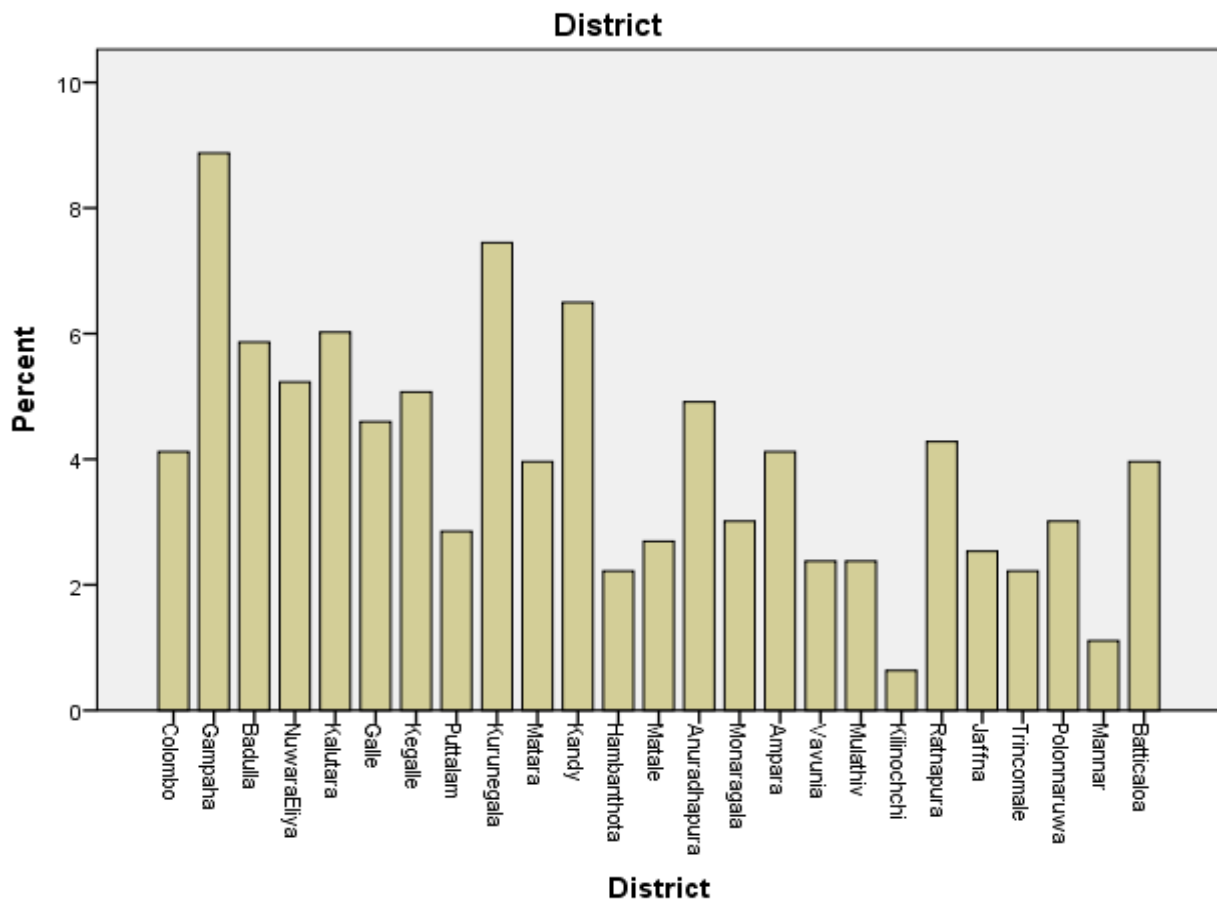
Graph 3. 3. 1. Provincial distribution of students in Sri Lanka



Regarding the district variable, the mean district number of participants is 10.74 (Mean = 10.74), with a relatively high standard deviation of 7.038 (SD = 7.038). This suggests that responses were spread across a wide range of districts, indicating significant geographic diversity among the participants. The higher standard deviation points to

considerable variation in the distribution of respondents across different districts. **Graph 3.3.2** further elaborates on the distribution of students district-wise.

Graph 3.3.2. Distribution of Sample Students in District-wise in Sri Lanka

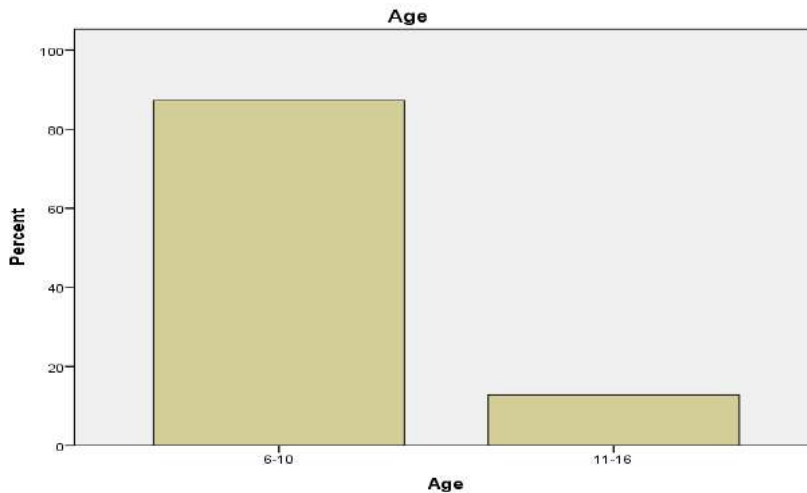


The fourth row indicates participants' age, with an average value of 1.13 (Mean = 1.13), suggesting that most respondents belong to the first age category. The standard deviation of 0.333 (SD = 0.333) indicates minimal variation.

Graph 3.4.1 further explains the age distribution. As per the graph, the majority (87.2%) of respondents are aged **6-10 years**, while **12.7%** are **11-16 years**.

3. 4. Profiles of Independent Variables:

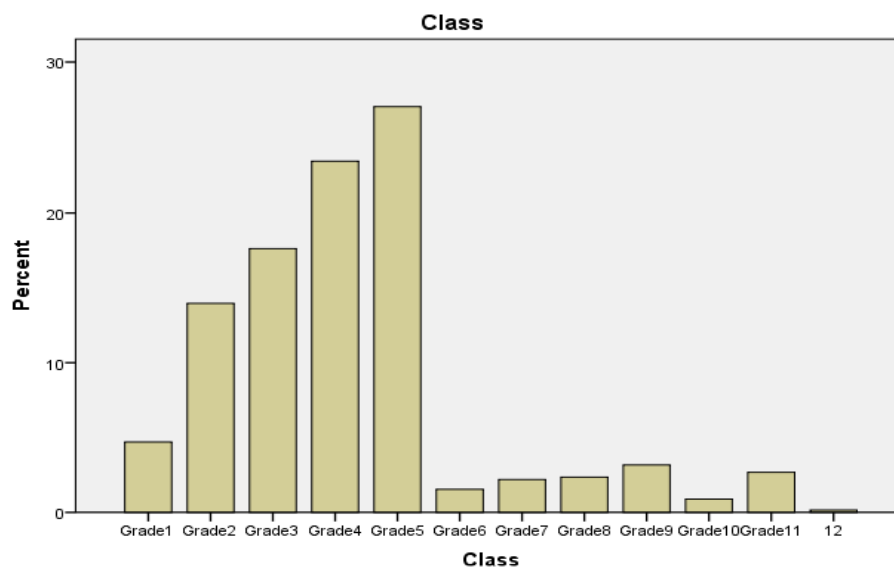
Graph 3 .4 .1. Age distribution of the students



The fifth row represents the class distribution, with a mean of 4.28 (Mean = 4.28), indicating that most participants fall within the middle range of class levels. The standard deviation of 2.135 (SD = 2.135) suggests some variability.

Graph 3. 4. 2 further explains the Grade (class) distribution of students. As per the graph, most students are in **Grade 5 (27.1%)** and **Grade 4 (23.5%)**.

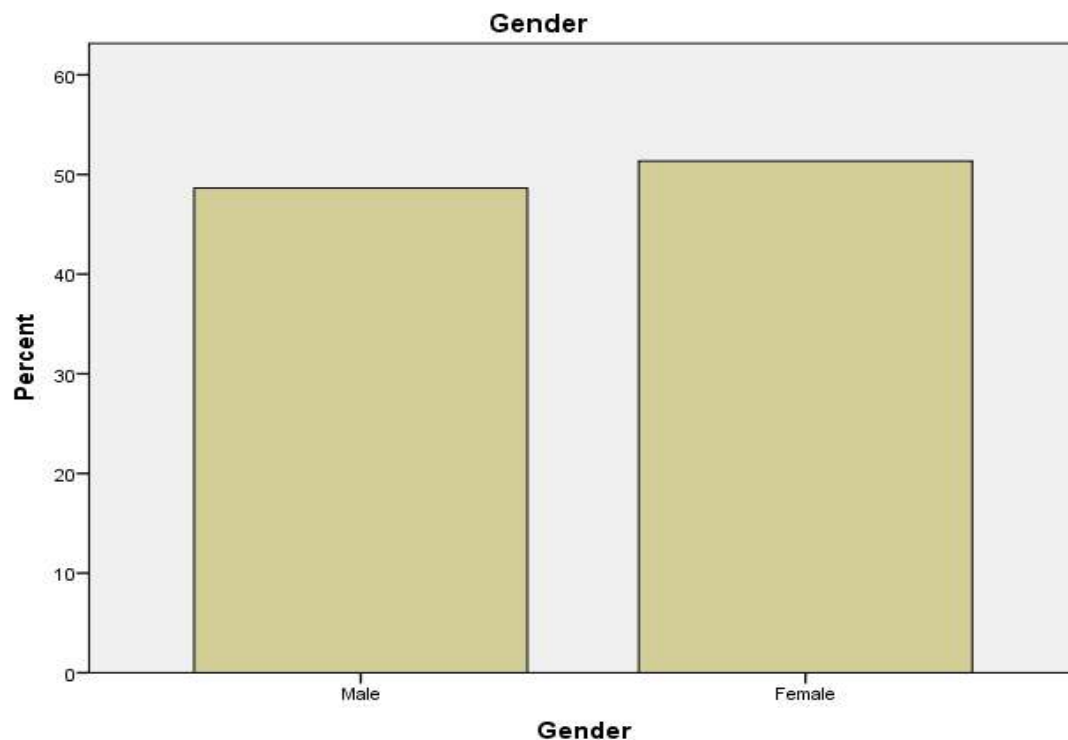
Graph 3. 4. 2. Grade (School class) distribution of students



The sixth row shows gender distribution, with a mean value of 1.51 (Mean = 1.51). If coded as 1 = Male and 2 = Female, this suggests an almost equal proportion of male and female participants, with a standard deviation of 0.500 (SD = 0.500).

Graph 3. 4. 3 further explains gender distribution, and as per the graph, the sample is almost evenly split between **males (48.7%)** and **females (51.3%)** (Graph 3. 4. 3).

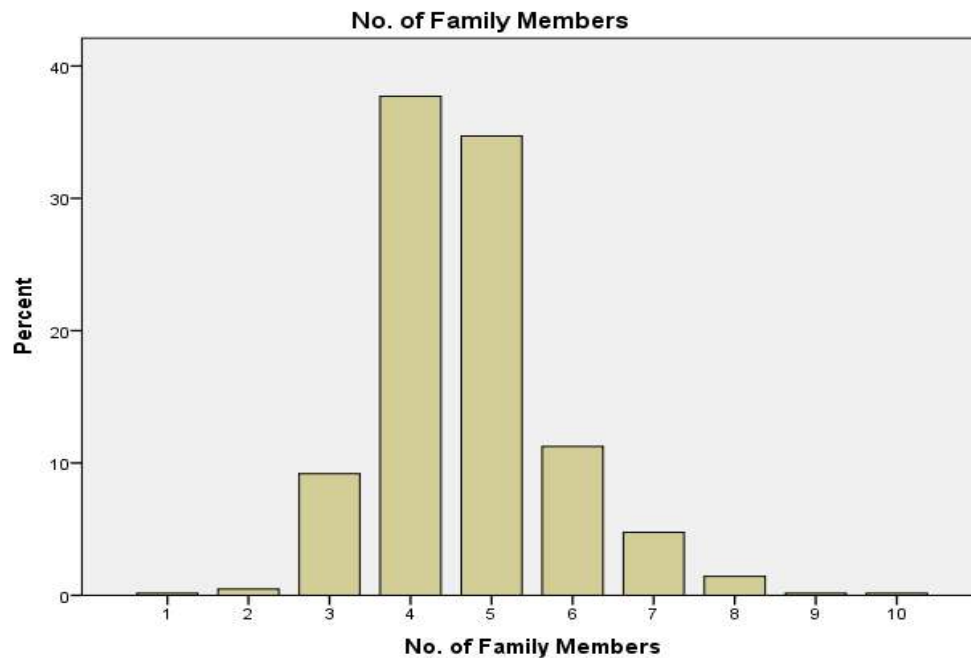
Graph 3. 4. 3. Gender distribution of students



The seventh row provides data on the number of family members, with an average of 4.68 (Mean = 4.68), indicating that most families consist of approximately 4 to 5 members. The standard deviation of 1.100 (SD = 1.100) suggests slight variability in family size.

Graph 3. 4. 4 further indicates that the average number of family members is around **4.68**, with most families having **4 or 5 members** (Graph 3. 4. 4).

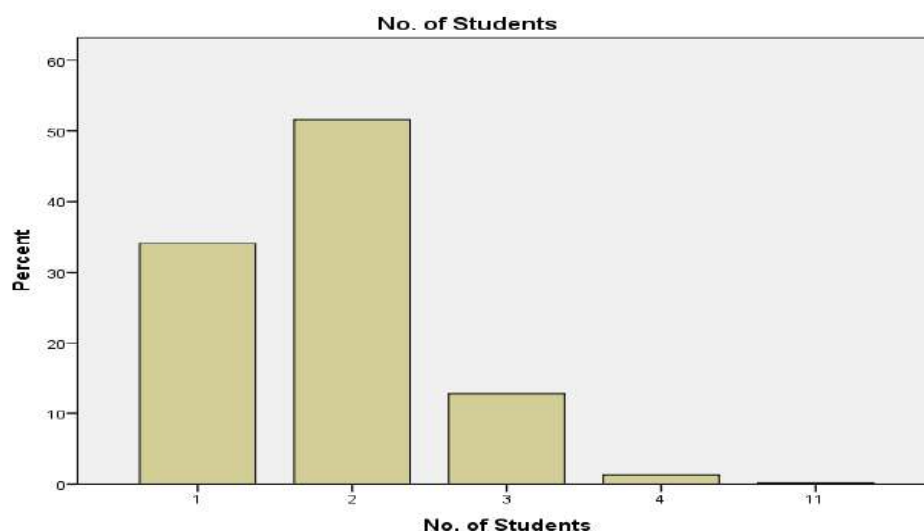
Graph 3. 4. 4. Distribution of family members in a Family



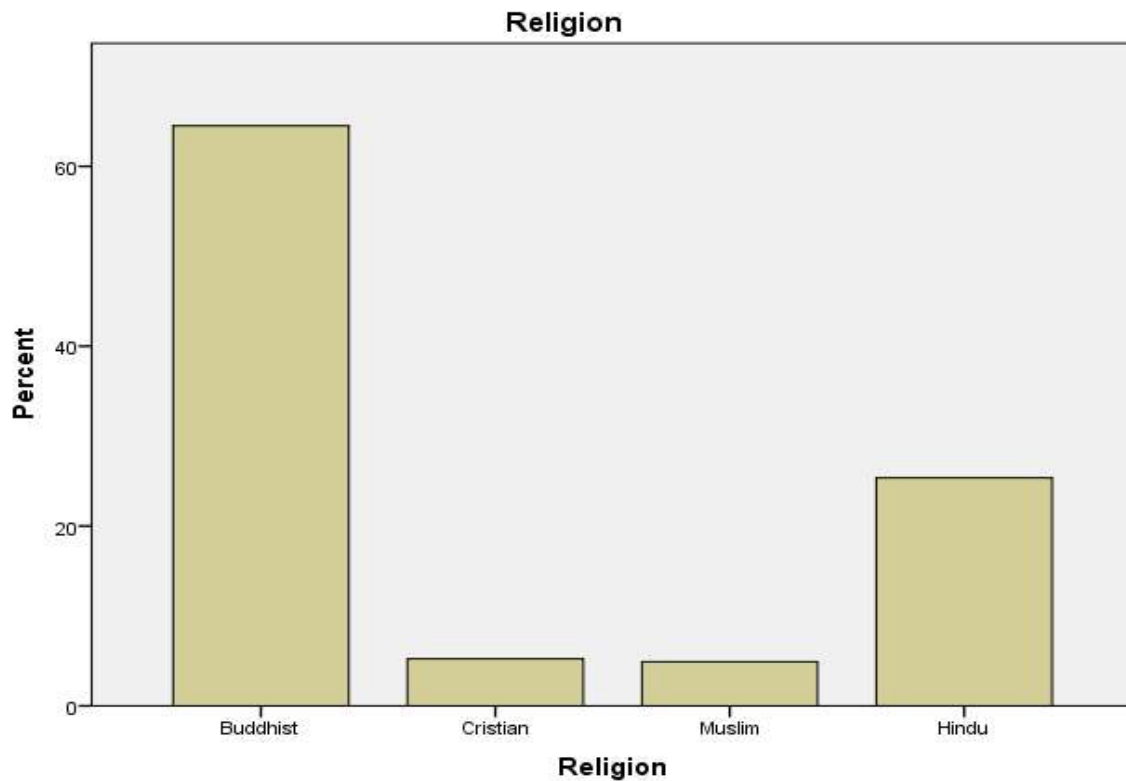
The eighth row represents the number of students per household, with a mean of 1.83 (Mean = 1.83), indicating that most households have one or two students. The standard deviation of 0.787 (SD = 0.787) reflects some variation in the number of students per family.

Graph 3. 4. 5 further indicates that the average number of students in a family is approximately one or two, with the majority of families having two students.

Graph 3. 4. 5. Distribution of student members in a Family



Graph 3. 4. 6. Distribution of students based on religion

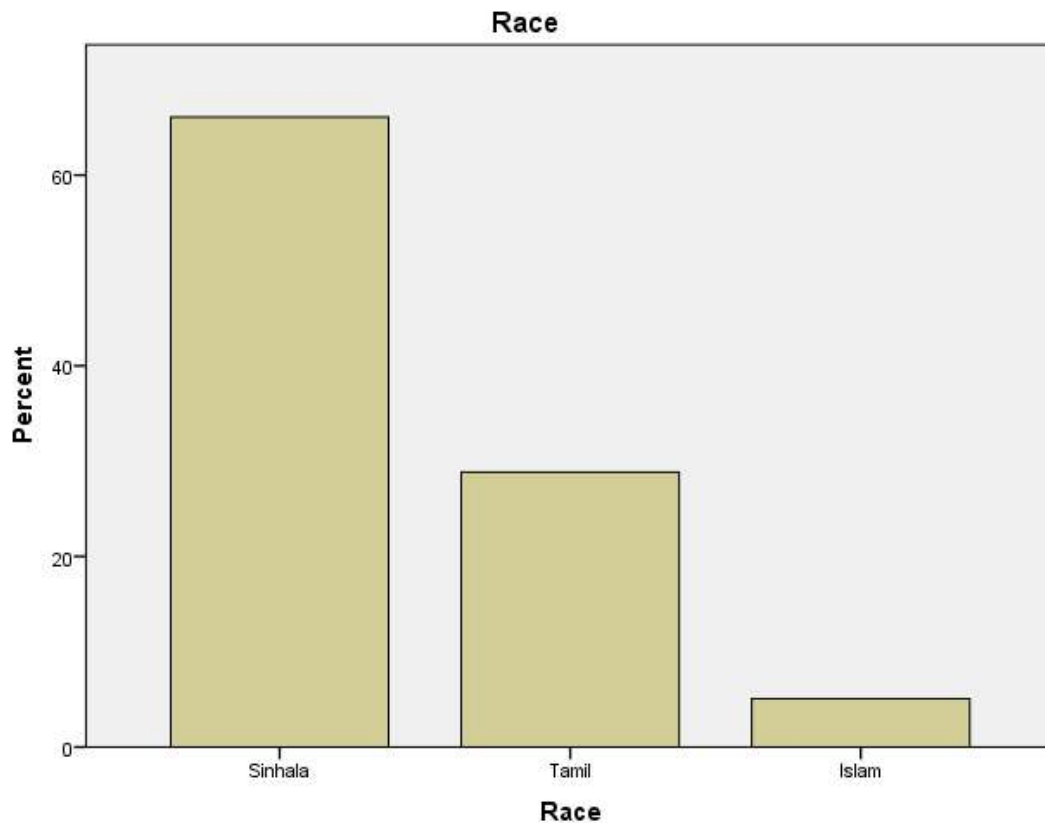


Graph 3. 4. 6 illustrates the distribution of religious affiliations (64.5% Buddhist, 25.4% Hindu, 5.2% Christian, and 4.9% Muslim) among the participants in the study. From the graph, it appears that the majority of participants identify as Buddhist, as this category has the highest percentage. Christian and Muslim affiliations follow, with Hinduism being the second highest represented among the participants. The graph highlights the religious diversity or concentration within the sample, depending on the prominence of each category.

The ninth row shows racial distribution, with a mean of 1.39 (Mean = 1.39), suggesting a mix of racial or ethnic backgrounds among respondents. The standard deviation of 0.583 (SD = 0.583) indicates moderate variability.

Graph 3. 4. 7 below further explains the student distribution among ethnic groups (Sinhala, Tamil, and Muslims) in the sample. It shows the proportionate distribution among ethnic groups: 66.1% Sinhala, 28.8% Tamil, and 5.1% Muslim.

Graph 3. 4. 7. Distribution of students based on ethnicity

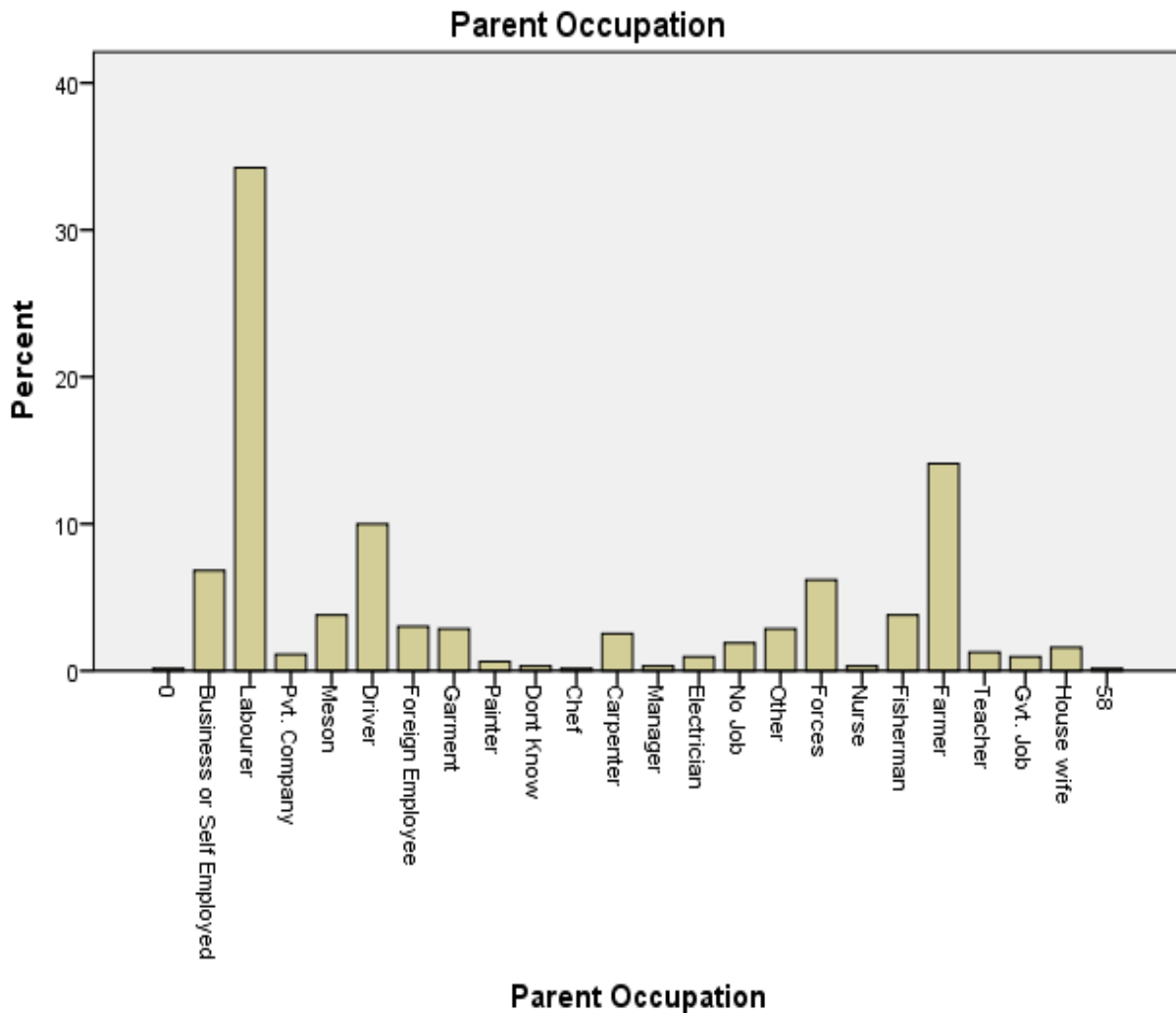


The tenth row presents religious affiliation, with a mean value of 1.91 (Mean = 1.91), suggesting diversity in religious groups among participants. The standard deviation of 1.305 (SD = 1.305) indicates a considerable range of religious affiliations.

Graph 3. 4. 8 further illustrates the distribution of parent occupations among the respondents. Dominant Category: The highest proportion of parents are laborers (34.2%), followed by farmers (14.1%), and drivers (10%).

The second most frequent occupation is farming, indicating agriculture as a prevalent occupation among parents. The third most common representation is driving, and the rest of the occupations show very low representation among the respondents' parents.

The Graph 3. 4. 8. Parental occupations of the students

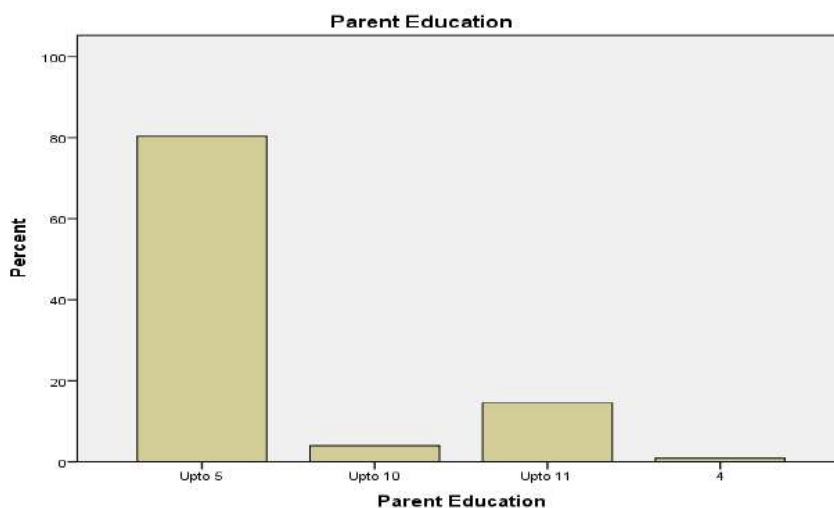


The eleventh row represents parental occupation, with a mean of 8.37 (Mean = 8.37), indicating a variety of occupations. The high standard deviation of 7.520 (SD = 7.520) suggests a broad distribution across different types of employment.

The twelfth row of the dataset presents findings on parental education, revealing a mean value of 1.36 (Mean = 1.36), which suggests that the majority of parents possess lower levels of formal education. The standard deviation of 0.762 (SD = 0.762) indicates a moderate degree of variation in educational attainment among respondents. These findings highlight a potential educational disparity that may influence students' academic motivation and engagement.

Graph 3. 4. 9. further visualizes this trend, illustrating that a significant majority (80.4%) of parents have received formal education only up to Grade 5, while a mere 1% have pursued education beyond Grade 3. 4. 9. This distribution underscores a limited parental academic background, which may have implications for the level of educational support available to students at home, potentially affecting learning outcomes and long-term academic aspirations.

Graph 3. 4. 9 Distribution of parents' education



The thirteenth row of the dataset examines participants' awareness of the LOLC program, reporting a mean value of 1.00 (Mean = 1.00) with a standard deviation of 0.000 (SD = 0.000). This result unequivocally confirms that all respondents were fully aware of the program. The absence of deviation suggests a uniformly high level of program visibility, which may be attributed to consistent outreach efforts, widespread dissemination through various media channels, or the program's strong presence within the community. Such a uniform awareness level could indicate effective communication strategies and deep program penetration across the target demographic, warranting further analysis of the factors contributing to this extensive reach.

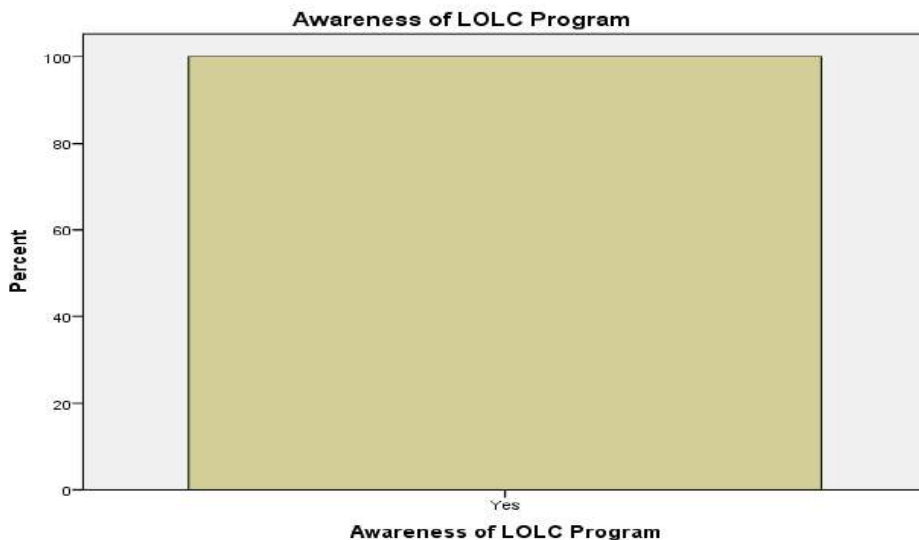
3. 5. Awareness of the LOLC Program & Donated Items:

The findings reveal that 100% of respondents were aware of the LOLC program, reflecting an exceptionally high level of program recognition and suggesting successful outreach efforts. This uniform awareness rate indicates that the LOLC program has effectively penetrated the target demographic, with no discrepancies in respondent knowledge. The analysis shows that electronic

media was the dominant channel for disseminating information about the program, with 52.5% of participants attributing their awareness to traditional and digital platforms such as television, radio, and online news outlets. This highlights the significant role of electronic media in shaping public knowledge and underscores its continued relevance as a primary vehicle for mass communication.

On the other hand, social media, while influential in certain contexts, accounted for only 9.7% of the awareness reported by respondents. This suggests that, in this instance, social media has a comparatively limited reach, potentially due to factors such as demographic preferences, access to technology, or the nature of the program's target audience. The substantial gap between electronic media and social media's contribution to awareness reinforces the idea that traditional media channels continue to be more effective in disseminating information to a broad and diverse audience. These findings provide critical insights into communication strategies, suggesting that while digital platforms should not be overlooked, continued reliance on electronic media may be essential for maximizing the LOLC program's visibility and engagement in the future.

The graph 3. 5. 1. Donated items and the sources of awareness on the program

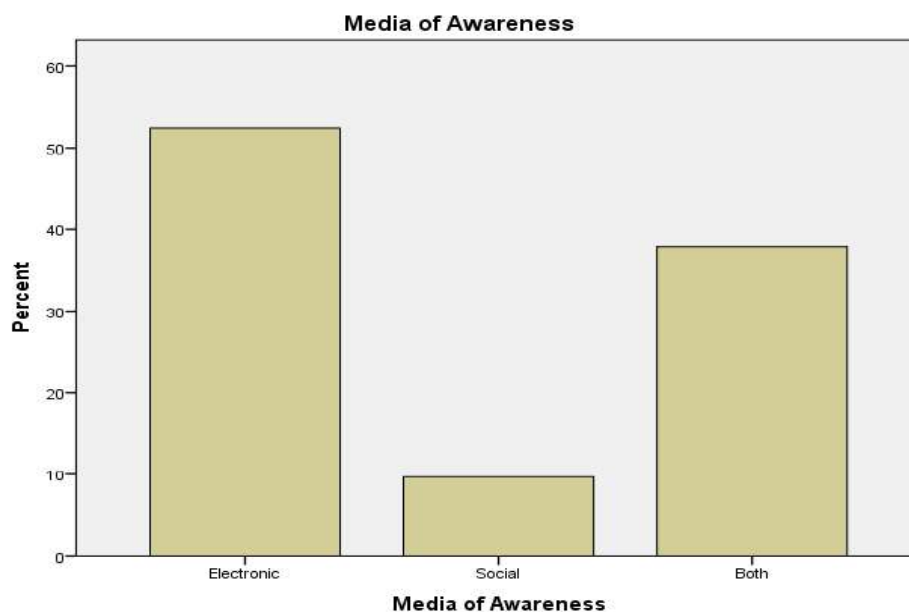


The fourteenth row provides insights into the media channels through which participants became aware of the LOLC program, with a mean score of 1.85 (Mean = 1.85). This value suggests that while awareness is spread across different media sources, the distribution of awareness is not uniformly concentrated, reflecting a moderate level of exposure across a variety of channels. The

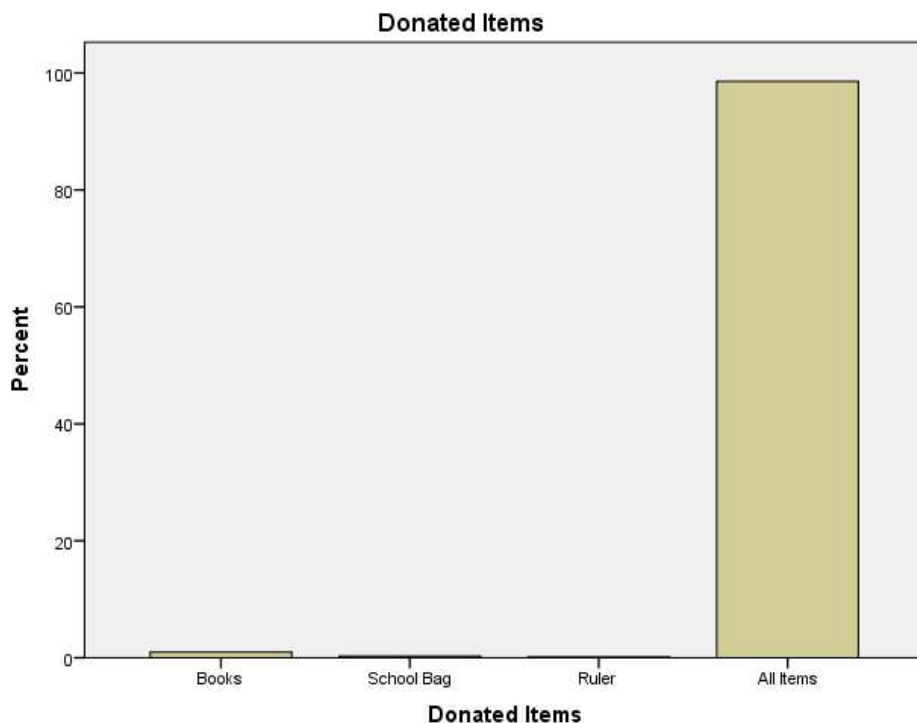
standard deviation of 0.940 (SD = 0.940) indicates a significant degree of variation in the types of media participants rely on, highlighting diverse sources of information within the sample population. This variation may point to differing access to or preferences for certain media platforms, which could inform future strategies for tailored outreach.

Graph 3. 5. 2 further elucidates the relative contributions of electronic and social media to participants' awareness of the program. The data reveals that electronic media, comprising traditional and digital channels such as television, radio, and online news outlets, accounts for the majority of awareness, reinforcing its dominant role in information dissemination. In contrast, social media, while contributing a smaller proportion, still plays a notable role in increasing program visibility, particularly among certain demographic groups. The "Both" category in the graph highlights the overlapping effect of these media, indicating that many participants are exposed to the LOLC program through multiple channels. This synergy suggests that a multi-channel approach, combining traditional and social media, may be particularly effective in maximizing reach and fostering comprehensive awareness. Such a strategy can enhance the program's impact by leveraging the strengths of each media type, ensuring that information is accessible across varied audience segments.

Graph 3. 5. 2. Source of program awareness and donated items:



The final row presents data on the donated items received by participants, with an average value of 9.88 (Mean = 9.88). This means indicates that, on average, participants received a relatively consistent number of donated items, suggesting an equitable distribution of resources. The standard deviation of 0.988 (SD = 0.988) further highlights that the majority of respondents received a quantity of donated items close to the mean value of 10. The relatively low standard deviation implies minimal variation in the number of items distributed, indicating that the donation process was largely uniform across participants. This consistency in the distribution of resources may reflect efficient program logistics, a standardized allocation model, or an effort to ensure that all participants benefit similarly from the initiative. Such findings are valuable for assessing the effectiveness of resource distribution in maximizing impact and ensuring equity in the delivery of support.



The findings derived from the above description reveal several key demographic trends within the sample. A significant portion of participants fall within the youngest age category, indicating that the program predominantly engages younger individuals, with minimal variation in age distribution. This suggests a targeted outreach toward a specific age group, likely reflecting the program's objectives or the population it serves.

In terms of socioeconomic status, respondents largely come from middle-range class levels, with some variability observed across the sample. This suggests that the program attracts a broad spectrum of participants from varying economic backgrounds, though it remains predominantly centered around the middle class. Such diversity in socioeconomic status could offer valuable insights into the program's inclusivity and its ability to reach individuals across different income brackets.

Gender distribution within the sample appears balanced, with an almost equal representation of males and females. This equitable gender representation is a key strength, indicating that the program successfully engages both genders, which may be important for ensuring gender-neutral outcomes and fostering inclusivity.

The household size data indicates that most families consist of 4 to 5 members, with only slight variation. This provides an indication of the typical family structure within the sample population, which could have implications for understanding the household dynamics that influence participants' access to resources and program benefits.

Finally, the majority of families have one or two students enrolled, though some variability exists in the number of children per household. This distribution suggests that the program primarily serves smaller families, with the potential for slightly larger families being involved in the initiative as well. These demographic insights are important for tailoring future program strategies to the unique needs of these family structures, ensuring more effective engagement and resource allocation.

The sample encompasses a heterogeneous group of individuals from diverse racial and religious backgrounds, with moderate variability observed. This diversity suggests that the program has a broad reach across different demographic groups, potentially enhancing its inclusivity and universal applicability. The variation in racial and religious representation may also reflect the program's ability to engage various community segments, fostering a sense of social cohesion and intercultural exchange, which is crucial for addressing the multifaceted needs of a diverse population.

Participants' parents come from a wide range of occupational backgrounds, as evidenced by the high variability in occupations within the sample. This indicates a diverse socioeconomic

landscape, potentially encompassing a spectrum of professional and economic statuses. Such occupational diversity could provide valuable insights into the program's ability to reach and support families from different economic strata, contributing to a more nuanced understanding of the socioeconomic factors that may influence program participation and outcomes.

Regarding educational attainment, the majority of participants' parents have lower levels of formal education, with some variability in educational backgrounds. This finding may align with the broader context of educational inequality, where lower parental education levels can influence children's educational outcomes, including their academic motivation and success. The variation in parental education may suggest varying levels of support available within the home environment, with potential implications for understanding how parental education influences program effectiveness.

The data reveals that 100% of respondents are fully aware of the LOLC program, indicating complete program visibility and successful dissemination across the sample. This universal awareness highlights the program's comprehensive outreach and suggests the effectiveness of its communication strategies in ensuring broad knowledge and engagement.

In terms of resource distribution, the majority of respondents received approximately 10 donated items, with minimal variation observed. This suggests a relatively uniform distribution of resources, indicating effective logistical planning and an equitable allocation system. The low standard deviation in the number of donated items implies that the program strives to ensure consistency in its support, offering participants similar levels of material assistance, thereby enhancing fairness and equitable access to program benefits.

3. 5. 3. Responses and happiness for the program:

A one-sample t-test was conducted to evaluate whether the mean responses for various indicators such as participants' happiness with the program, the perceived usefulness and quality of the donated items, the encouragement of student attendance, parental motivation to send their children to school, the program's support for the family economy, students' interest in education, the potential for program expansion to other schools, the avoidance of discontinuation of school attendance (living status), and the encouragement of regular attendance are significantly different from zero. These variables were selected to measure the perceived impact of the 'Daye

Daruwanta Divi Saviya' LOLC program, focusing on both tangible outcomes (such as material support) and intangible outcomes (such as motivational and educational shifts). Testing the null hypothesis (i.e., whether the mean is equal to zero) allows for an empirical assessment of whether the program has yielded a statistically significant impact across these domains.

A result that is significantly ($p < 0.01$) provides compelling evidence of a positive effect, indicating that these variables, ranging from academic motivation to economic support, are positively influenced by the LOLC program. This suggests that the program has a meaningful and measurable impact on the participants, supporting both their educational and socioeconomic well-being.

The positive results from this test reflect the program's efficacy in generating desired outcomes, providing insight into its success in motivating both students and parents, improving school attendance, and fostering long-term educational engagement. These findings support the argument that the LOLC program plays a crucial role in enhancing educational outcomes and community development, further emphasizing its potential for scalability and broader impact.

Table 3. 5. 3. 1. Responses for the program:

	N	Mean	Std. Deviation	Sig. (2-tailed)
Happiness	631	2.90	.307	.000
Usefulness	631	3.00	.000 ^a	.000
Quality	630	2.99	.097	.000
Attendance-Students	631	2.98	.168	.000
Motivation-Parents	631	2.98	.194	.000
Support to the family economy	631	2.99	.079	.000
Students' interest to education	631	2.99	.119	.000
Expansion of the program	631	3.00	.000 ^a	.000
Avoid discontinuation of schooling	631	2.9786	.07311	.000
Encourage regular attendance	631	1.00	.000 ^a	.000

T-Test Analysis

All factors have mean scores close to 3.00, which suggests that respondents generally rated the program highly across all dimensions. This indicates strong positive perceptions of the

program's impact. Usefulness and Regular Attendance have a mean of 3.00 with a standard deviation of 0.000. This means all respondents rated these factors as the highest possible value, indicating unanimous agreement on the program's usefulness and its positive impact on regular attendance.

Most factors have very low standard deviations (e.g., Help to Economy = 0.079, Living Status = 0.07311), indicating that responses were consistent and clustered closely around the mean. This suggests strong consensus among respondents.

Happiness has a mean of 2.90, which is slightly lower than the other factors. While still high, this suggests that the program's impact on happiness may be marginally less pronounced compared to other factors like usefulness or quality. Usefulness, expansion of the program, and the LOLC Program encourage regular attendance and have a standard deviation of 0.000, meaning there was no variability in responses.

This could indicate that the program is entirely perceived as useful, needs to be expanded, and is effective in improving regular attendance.

3. 6. Profile of the Roles and Their Impact on the Program:

Correlation analysis is a statistical technique used to assess the strength and direction of the linear relationship between two variables, providing insight into how changes in one variable might be associated with changes in another. This technique is particularly valuable for understanding the interrelationships between multiple factors that may influence program outcomes. In this study, correlation analysis was employed to examine how various demographic, socio-economic, and program-related factors correlate with participants' awareness of and perceived impact of the LOLC program.

By analyzing these relationships, the research seeks to identify key variables that are significantly associated with heightened awareness and greater program efficacy. Understanding these associations allows for a more nuanced interpretation of the program's effectiveness,

offering evidence of how factors such as media exposure, family background, and educational support influence both the reach and the perceived outcomes of the program. Strong correlations between specific variables and program impact can help to identify critical drivers of success, guiding future program adjustments and targeted interventions to maximize its effectiveness. This analysis was conducted to determine how different factors relate to the awareness and impact of the LOLC program.

3. 6. 1. Interpretation of Correlation Findings:

Strong Correlation: If a variable, such as student attendance or parental motivation, shows a strong positive correlation with awareness of the LOLC program, it suggests that the program has had a meaningful and potentially causal impact on that specific aspect. A strong correlation indicates that as awareness of the program increases, corresponding changes in behavior or attitudes, such as improved student attendance or heightened parental motivation, are likely to occur.

This suggests that the program's reach and its communicative effectiveness have a direct influence on these critical variables, further supporting the argument that the program contributes positively to participant engagement and educational outcomes.

Weak or Insignificant Correlation: Conversely, if a variable demonstrates a weak or insignificant correlation with LOLC awareness, it implies that the program has had little to no effect on that particular aspect. A lack of correlation may suggest that other external factors, such as individual or community-level variables, are more influential in shaping that outcome. In such cases, it may be necessary to investigate other contributing factors that could explain the absence of impact, guiding future refinements to the program's strategy. Understanding these nuances allows for a more comprehensive assessment of the program's overall effectiveness and helps to identify areas for improvement or targeted interventions.

Table 3. 6. 1. 1. Correlation Analysis

		Happiness	Quality	Attendance- Students	Motivat ion- Parents	Help to Economy	Mortivati on- Students	Living Status	
Happiness	Pearson Correlation	1	.024	.024	.127**	.039	.056	.619**	.056
	Sig. (2-tailed)		.546	.546	.001	.332	.160	.000	.160
	N	631	631	631	631	631	631	631	631
Quality	Pearson Correlation	.180**	1	.183**	.159**	-.008	.266**	.427**	.266**
	Sig. (2-tailed)	.000		.000	.000	.844	.000	.000	.000
	N	630	630	630	630	630	630	630	630
Attendance- Students	Pearson Correlation	.024	.183**	1	.475**	.229**	.386**	.597**	.386**
	Sig. (2-tailed)	.546	.000		.000	.000	.000	.000	.000
	N	631	630	631	631	631	631	631	631
Motivation- Parents	Pearson Correlation	.127**	.159**	.475**	1	.198**	.540**	.698**	.540**
	Sig. (2-tailed)	.001	.000	.000		.000	.000	.000	.000
	N	631	630	631	631	631	631	631	631
Help to Economy	Pearson Correlation	.039	-.008	.229**	.198**	1	.160**	.318**	.160**
	Sig. (2-tailed)	.332	.844	.000	.000		.000	.000	.000
	N	631	630	631	631	631	631	631	631
Mortivation- Students	Pearson Correlation	.056	.266**	.386**	.540**	.160**	1	.588**	1

	Sig. (2-tailed)	.160	.000	.000	.000	.000		.000	
	N	631	630	631	631	631	631	631	
Living Status	Pearson Correlation	.619**	.427**	.597**	.698**	.318**	.588**	1	.588**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	631	630	631	631	631	631	631	631

Table 3. 6. 1. 2. Parental Motivation and Effective Encouragement: Strong Correlations (Significant Relationships)

Variables	r- Values	P-values	Interpretation
Happiness & LOLC	0.632	<0.01	Higher awareness of LOLC is linked to greater happiness among respondents
Motivation of Parents & LOLC	0.710	<0.01	Parents who are aware of the program are more motivated to support their children
Attendees of students & LOLC	0.608	<0.01	Students in families aware of the program tend to have higher school attendance.

Table 3. 6. 1. 2 reveals the strongest correlation between parental motivation and awareness of the LOLC program ($r = 0.710$), indicating a substantial positive relationship. This suggests that the program has been highly effective in encouraging parents to support their children's education actively, reinforcing the idea that awareness and engagement with the LOLC initiative significantly enhance parental involvement. Such a strong correlation underscores the program's role in fostering a supportive home environment that is crucial for sustained student success.

Additionally, happiness and student attendance exhibit strong positive correlations with LOLC awareness, further validating the program’s impact on student well-being and school participation. The positive relationship between happiness and LOLC suggests that beneficiaries perceive the program as valuable, contributing to overall satisfaction and a sense of security. Likewise, the strong correlation with student attendance highlights that the program plays a critical role in reducing absenteeism and reinforcing regular school participation, likely by alleviating economic constraints and increasing student motivation.

These findings collectively demonstrate the multi-dimensional benefits of the LOLC program, not only in improving educational access but also in shaping a positive psychological and behavioral shift among both students and parents. The strength of these correlations suggests that the program serves as a key driver in fostering long-term educational engagement, emphasizing its potential for broader implementation and scalability.

Table 3. 6. 1. 3. Insignificant correlation: Weak or insignificant correlations

Variables	r- Values	P-values	Interpretation
Happiness & help to the economy	0.039	0.332	There is no significant relationship between happiness and economic support

Even though economic benefits might exist, they do not directly contribute to happiness in this data. This suggests that factors like social support, education, and community engagement may have a greater influence on happiness than financial assistance (**Table 3. 6. 1. 3**).

Conclusion

- The LOLC program is widely known and has high perceived effectiveness.
- The majority of respondents are young children from families with limited parental education.

- LOLC has a significant positive impact on student attendance, parental motivation, and overall happiness.

3. 7. Profile of the “Daye Daruwanta Divi Saviya program”:

The analysis of data provides a comprehensive understanding of the LOLC (“Daye Daruwanta Divi Saviya”) program and its significant contributions to students, families, and communities in Sri Lanka. Below is an extensive discussion of the findings, highlighting the program's impact and its role in addressing key socio-economic and educational challenges.

3. 7. 1. Demographic Profile of Respondents:

The majority of respondents are from the Western Province (19.2%), with the Gampaha district (8.9%) having the highest representation. This indicates that the program has a strong presence in urban and semi-urban areas, which are often more accessible and densely populated. The Western Province is also one of the most economically active regions in Sri Lanka, suggesting that the program is reaching areas where educational disparities may still exist despite relative economic development.

The program's ability to penetrate urban and semi-urban areas is significant because these regions often have a mix of socio-economic classes, including low-income families who may struggle to afford educational resources. By targeting these areas, the program ensures that even in relatively developed regions, vulnerable populations are not left behind.

The majority of respondents are aged 6-10 years (87.2%), with most students in Grade 5 (27.1%) and Grade 4 (23.5%). This highlights the program's focus on primary education, a critical stage for foundational learning. Early education is essential for long-term academic success, and by targeting this age group, the LOLC program contributes to building a strong educational foundation for children.

The program's focus on younger students is particularly significant because it addresses the critical transition period from early childhood to primary education. By providing resources like books and school bags, the program ensures that children have the necessary tools to succeed in school, reducing the likelihood of dropouts at an early age.

The sample is almost evenly split between males (48.7%) and females (51.3%), indicating that the program is gender-balanced in its reach. This is significant because it ensures that both boys and girls have equal access to educational resources, promoting gender equality in education.

In many low-income communities, girls are often at a higher risk of dropping out of school due to socio-cultural factors. By ensuring equal participation, the LOLC program contributes to breaking down gender barriers in education.

3. 7. 2. Family Size and Parental Background:

The average family size is 4.68 members, with most families having 4 or 5 members. This reflects the typical family structure in Sri Lanka, where extended families often live together. The program's ability to support families of this size is significant because it acknowledges the challenges faced by larger households, where resources may be stretched thin.

The majority of parents are laborers (34.2%), and 80.4% have only studied up to Grade 5. This highlights the socio-economic challenges faced by the families, where limited parental education and low-income occupations create barriers to educational attainment for children. The LOLC program plays a crucial role in bridging this gap by providing educational resources that parents may not be able to afford.

100% of respondents were aware of the LOLC program, demonstrating the program's exceptional outreach and communication strategies. This level of awareness is significant because it ensures that the program reaches its intended beneficiaries without exclusion.

The program's ability to achieve universal awareness is particularly noteworthy in a country like Sri Lanka, where geographic and socio-economic barriers can often limit access to information. The program's success in this area highlights its effectiveness in using available media channels to disseminate information.

The primary source of awareness was electronic media (52.5%), followed by social media (9.7%). This indicates that traditional media (TV, radio) remains a powerful tool for reaching communities, especially in regions with limited internet access.

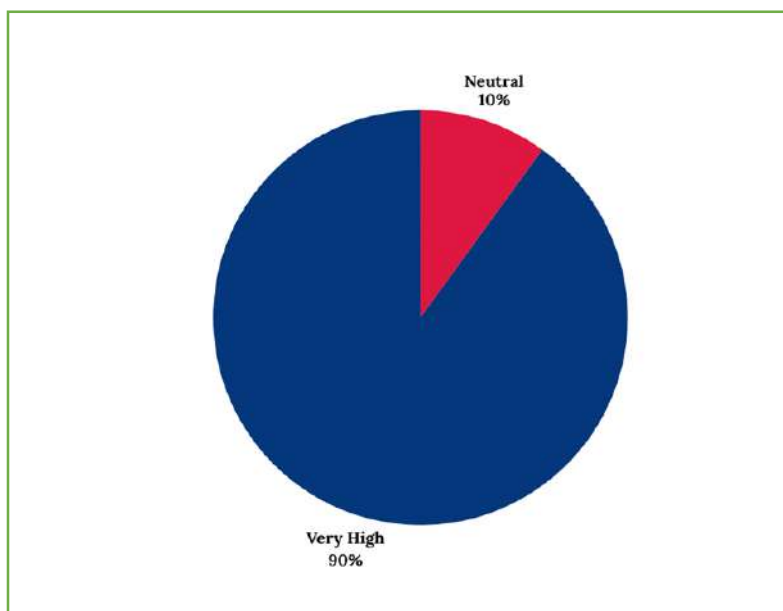
The program's reliance on electronic media is significant because it ensures that even families without access to the internet or smartphones can learn about the program. This inclusive approach is crucial for reaching the most vulnerable populations.

98.6% of respondents received all donated items, with books and school bags being the most commonly mentioned. This demonstrates the program's efficiency in delivering essential educational materials to beneficiaries.

The provision of books and school bags is particularly significant because these items are fundamental to a child's education. By ensuring that students have the necessary tools, the program removes a major barrier to school attendance and participation.

3. 8. Profile of the educational administrators' perspectives of the program:

Chart 3. 8. 1. Students' educational tendencies through the project



As per **Chart 3. 8. 1**, the most striking observation is that 90% of student respondents reported their educational tendencies as "Very High". This signifies a strong positive impact of the project on their educational inclinations. A small fraction, 10%, indicated a "Neutral" tendency.

This suggests that while the project may not have significantly boosted their educational tendencies, it also didn't negatively impact them. Importantly, no responses indicate low or very low educational tendencies. This reinforces the project's success in fostering positive learning attitudes.

The chart strongly suggests that the project was successful in enhancing the educational tendencies of the vast majority of participating students. The high percentage in the "Very High" category demonstrates a significant positive influence. The neutral responses could represent students who were already highly motivated or those who, for various reasons, didn't experience a change in their tendencies.

Chart 3. 8. 2. Opinion on academic performance since start of the project

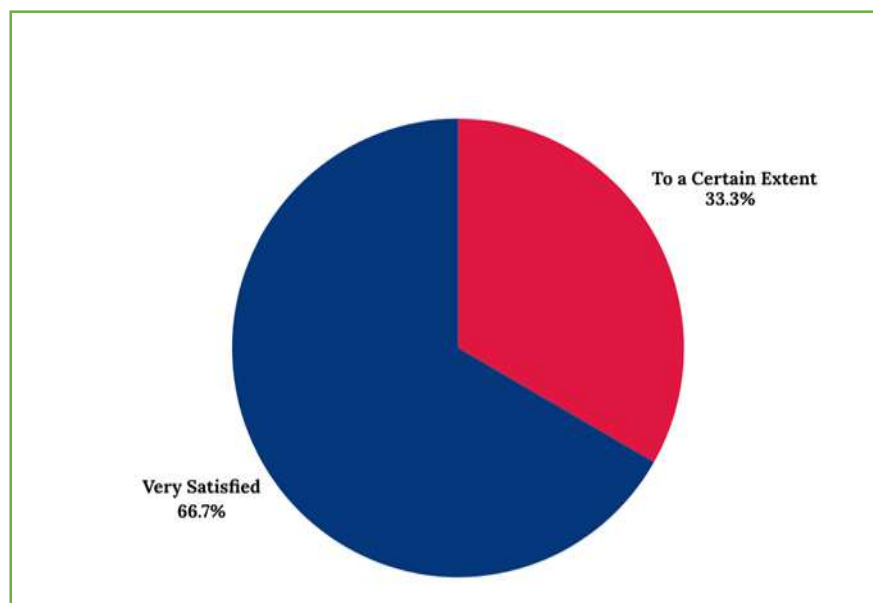


Chart 3. 8. 2 shows that the largest portion of respondents (66.7%) reported being "very satisfied" with their academic performance since the project began. This suggests a positive impact of the project on academic performance for a significant majority. A notable portion (33.3%) was satisfied "to a certain extent." This indicates some level of satisfaction, but perhaps with reservations or areas where they feel performance could be improved. Importantly, the chart does not show any respondents expressing dissatisfaction with their academic performance. This is a

positive sign, suggesting the project hasn't negatively impacted anyone's perception of their academic progress.

The data strongly suggests the project has had a positive influence on the majority of participants' academic performance, with two-thirds feeling 'very satisfied'. The 'satisfied to a certain extent' group highlights potential areas for improvement within the project. It would be valuable to understand what factors are preventing this group from being 'very satisfied'. Further investigation, perhaps through surveys or interviews, could provide insights. While there's always room for improvement, the overall picture is positive. The project appears to be contributing to improved academic performance for a substantial majority of participants.

Chart 3. 8. 3. Satisfactory level of support received from the Project

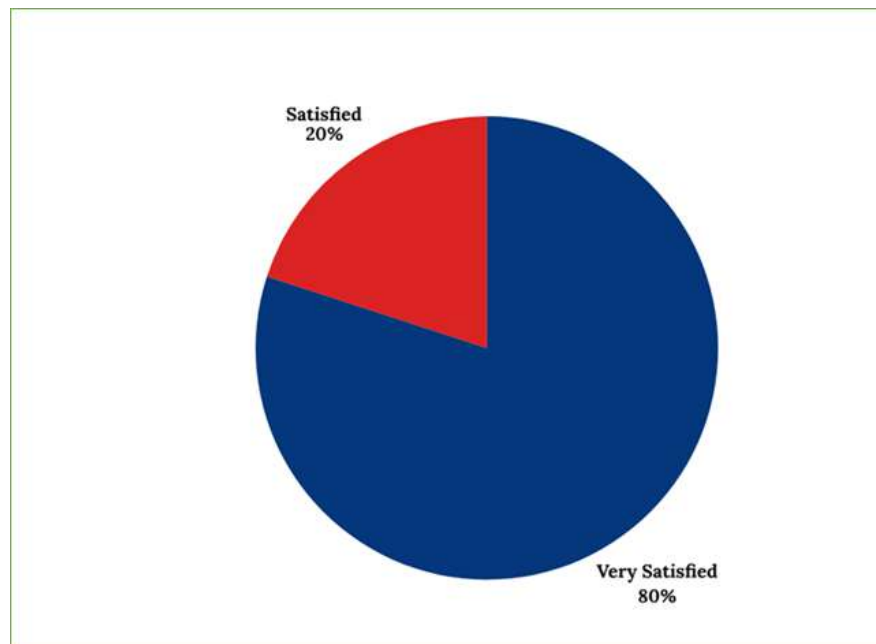


Chart 3. 8. 3 reveals the fact that the overwhelming majority (80%) of respondents reported being 'very satisfied' with the support they received. This highlights a strong positive impact and effective support system provided by the "Divisaviya" project. A smaller portion (20%) expressed being 'satisfied' with the support. While still positive, this suggests there might be areas for improvement in the support system to elevate satisfaction to a 'very satisfied' level for

everyone. Notably, there are no respondents who indicated dissatisfaction with the support received. This is a crucial positive aspect, indicating that the project's support structure hasn't negatively impacted anyone.

The high percentage of ‘very satisfied’ individuals underscores the effectiveness of the “Divisaviya” project's support system. It suggests that the project is meeting the needs and expectations of a substantial majority of its recipients. While the ‘satisfied’ group is still positive, their responses suggest potential areas to refine the support system. Understanding the nuances of their experience could help identify what aspects could be improved to increase overall satisfaction levels. The absence of negative feedback reinforces the project's success in providing helpful and satisfactory support.

Chart 3. 8. 4. Project impact on learning needs:

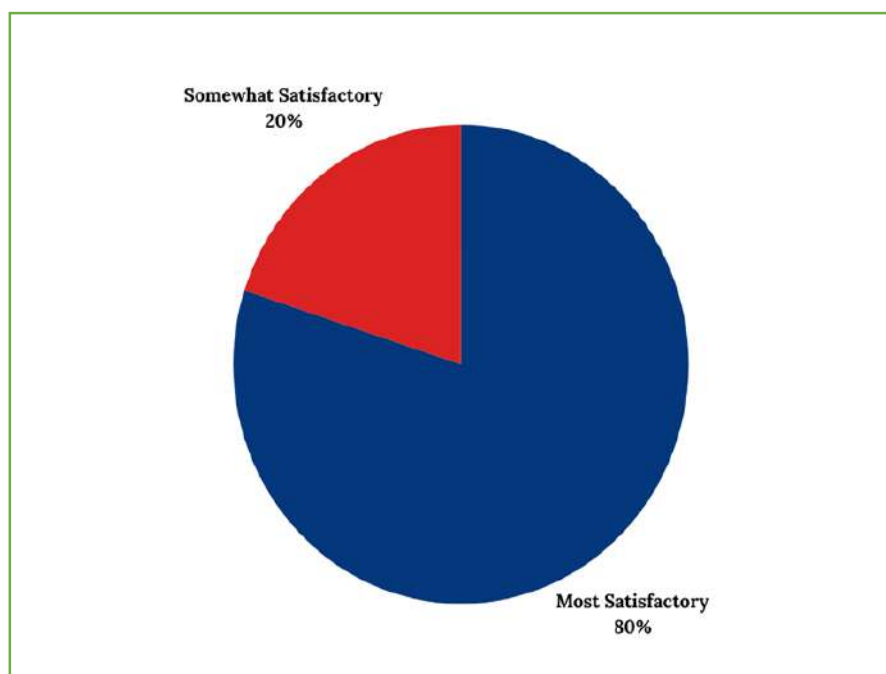


Chart 3. 8. 4, titled ‘Project Impact on Learning Needs’, displays the satisfaction level of respondents regarding how well a project met their learning needs. Let's break down the interpretation. A significant majority (80%) of respondents found the project to be ‘most satisfactory’ in meeting their learning needs. This suggests the project was highly effective for a large portion of the participants. A smaller portion (20%) found the project to be ‘somewhat

satisfactory’. This indicates that while the project did meet some of their learning needs, there may have been areas where it fell short or could have been improved. Importantly, there are no respondents who reported the project as ‘not satisfactory’ or anything similar. This implies that the project had at least some positive impact on everyone's learning needs.

The high percentage of ‘most satisfactory’ responses suggests that the project was largely successful in fulfilling its intended learning objectives for the majority of participants. The ‘somewhat satisfactory’ responses highlight potential areas for improvement. It would be beneficial to investigate what aspects of the project these respondents found less satisfactory. This could involve gathering feedback through surveys or interviews to pinpoint specific areas where the project could be enhanced.

Chart 3. 8. 5. Lack of school equipment among students in the class

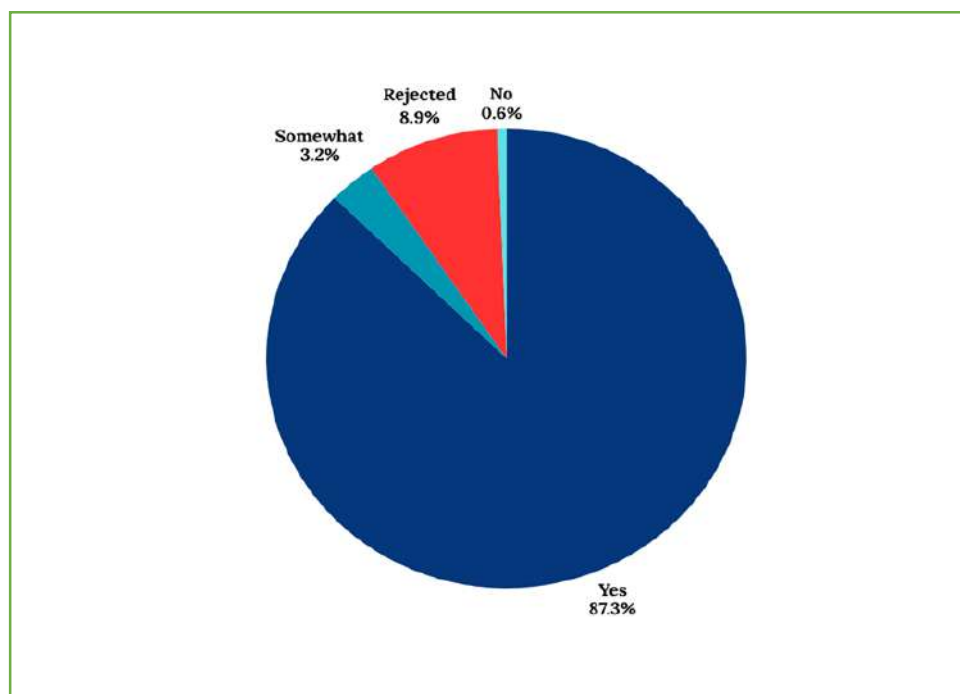


Chart 3. 8. 5 represents the views of teachers regarding the insufficiency of school supplies among students in their classrooms. A high percentage (87.3%) reporting insufficiency suggests a serious problem where many students lack the necessary school materials for proper education.

This could negatively impact students' academic performance, engagement, and overall learning experience. Only a tiny fraction (0.6%) reports no issues, showing that most classrooms are affected. 3.2% uncertainty suggests that more awareness or surveys could help teachers better understand their students' needs.

Chart 3. 8. 6. Impact of insufficient school materials on education activities

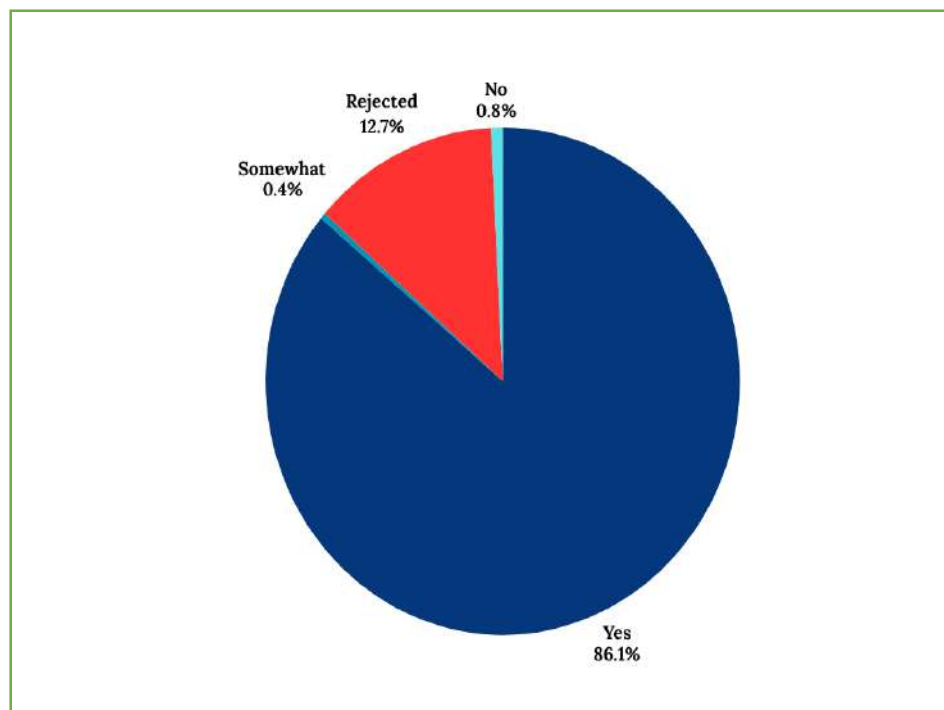
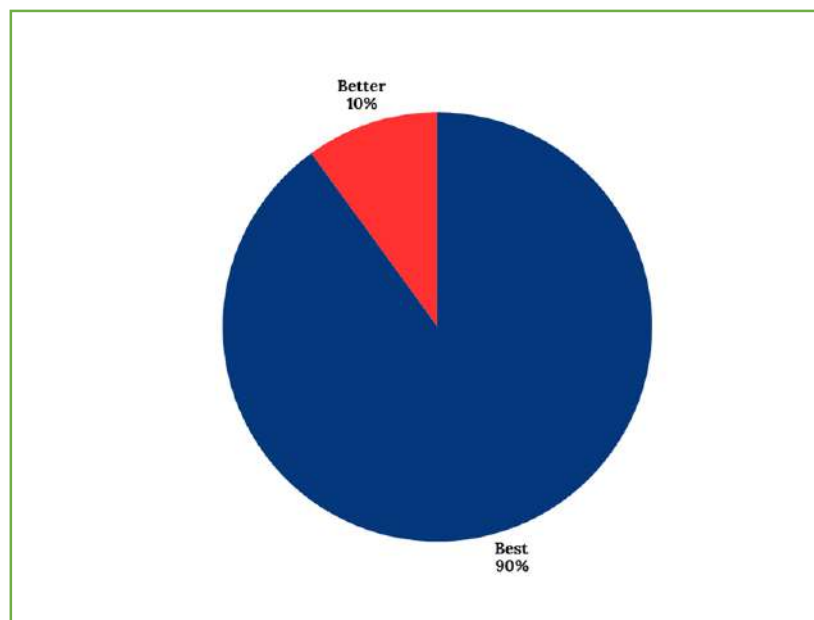


Chart 3. 8. 6 illustrates teachers' views on the impact of insufficient school supplies on students' educational activities. The vast majority (86.1%) identify the shortage of school materials as a critical problem impacting education. The extremely low disagreement rate (0.8%) underscores the widespread nature of material shortages in schools. Even small uncertainty (0.4%) implies that some teachers may not have directly observed the impact but acknowledge its possibility.

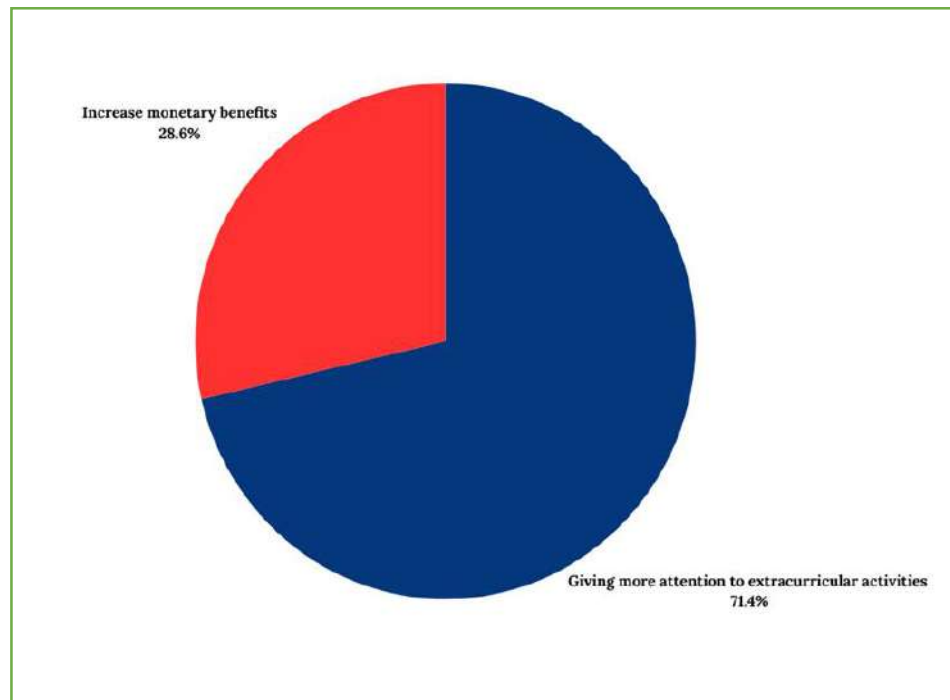
Chart 3. 8. 7. Quality of support offered by the project



This pie chart displays the perceived quality of support offered by the ‘Divisaviya project’. Let’s break down the interpretation. The vast majority (90%) of respondents rated the support as ‘best’, indicating a very high level of satisfaction and effectiveness in the support provided. A small portion (10%) rated the support as ‘better’. While still a positive rating, it suggests that there might be areas where the support could be enhanced to reach the ‘best’ level for everyone. It’s crucial to note that no responses indicate poor or inadequate support. This reinforces the overall positive impression of the Divisaviya project’s support system.

The dominant ‘best’ rating highlights the success of the Divisaviya project in providing excellent support. It demonstrates that the project is meeting the needs and expectations of most recipients at a very high level. The ‘better’ responses, though positive, suggest that there’s always room for improvement. Investigating the reasons behind these ratings could provide valuable insights into specific areas where the project could be further strengthened. The absence of negative feedback underscores the project’s success in providing helpful and satisfactory support to its recipients.

Chart 3. 8. 8. Areas for development in the project:



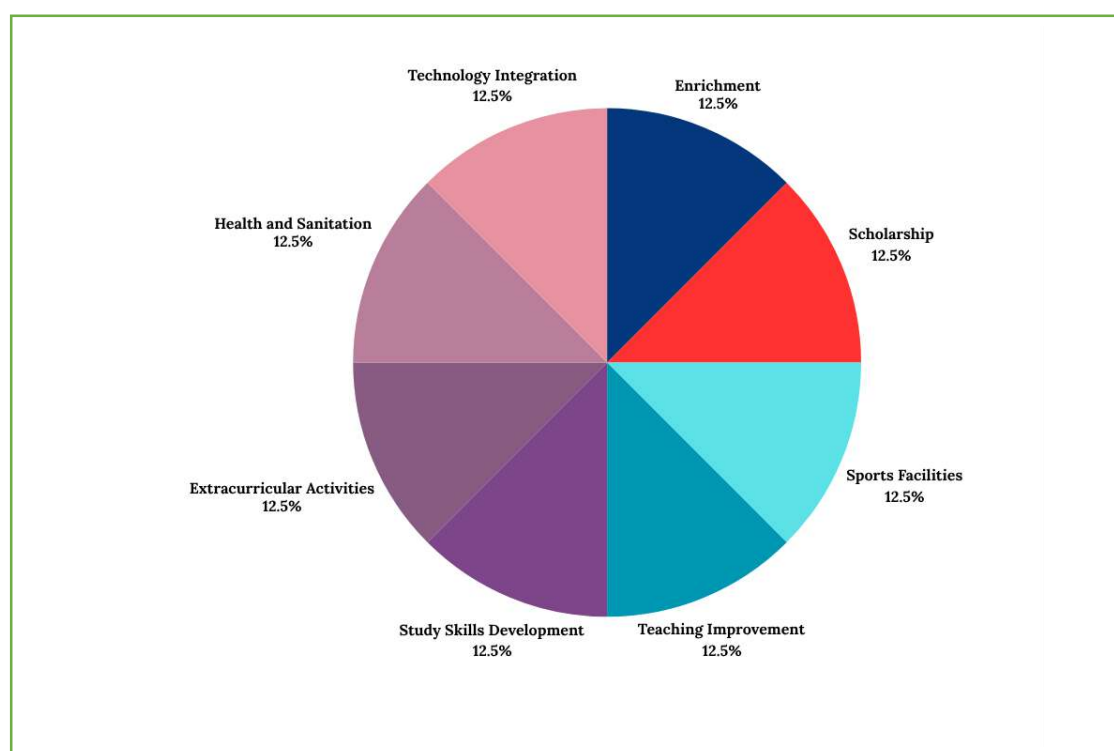
This chart, titled ‘Areas for Development in the Divisaviya Project’, reveals what respondents believe are the most important areas to focus on for improvement within the project. Here's an interpretation. The most significant area for development, according to the respondents, is ‘Giving more attention to extracurricular activities’, with a substantial 71.4% of responses. This suggests a strong desire for enrichment beyond the purely academic aspects of the project. While secondary to extracurricular activities, ‘Increase monetary benefits’ is also seen as a valuable area for development, with 28.6% of responses. This indicates that financial support is a relevant factor for some participants.

The emphasis on extracurricular activities suggests that respondents are looking for a more holistic developmental experience from the “Divisaviya Project”. They likely see value in activities that complement academics and contribute to personal growth, skill development, or social engagement.

The focus on monetary benefits indicates that financial support plays a role in participants' experience and perception of the project. This could mean a need for increased stipends,

scholarships, or other forms of financial assistance. The chart provides valuable guidance for project organizers. Focusing on enhancing extracurricular offerings and potentially increasing monetary benefits could significantly improve the project's impact and perceived value.

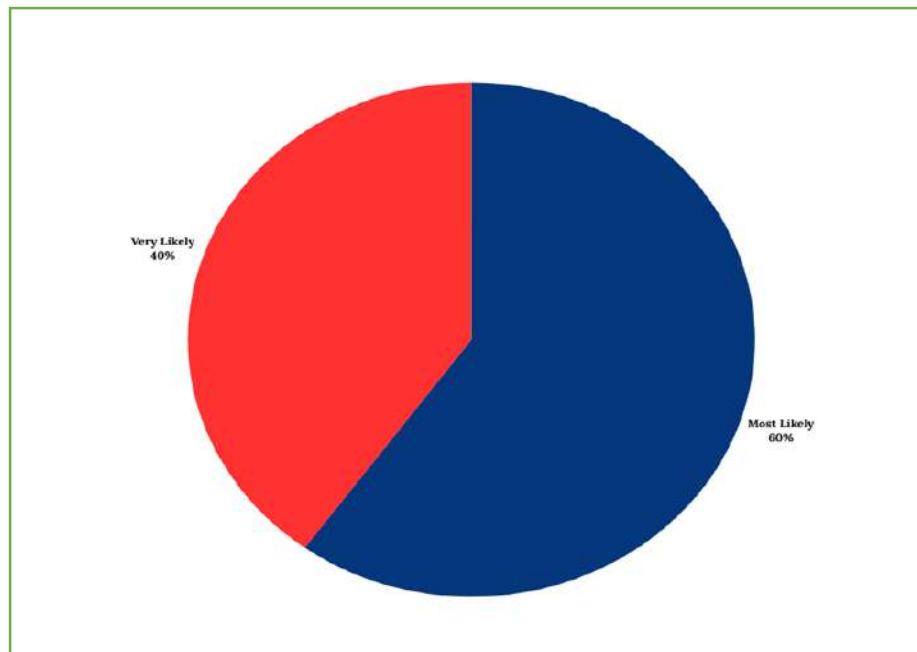
Chart 3. 8. 9. Ideas for project improvement



This is a tricky chart to interpret because all the slices have the same percentage (12.5%). This means each idea for project improvement received an equal number of responses. Here's how we can interpret it. The equal distribution indicates a lack of consensus or a clear dominant idea among respondents regarding project improvements. There's a wide spread of suggestions, each receiving similar levels of support. The variety of suggestions (Enrichment, Scholarship, Extracurricular Activities, Sports Facilities, Teaching Improvement, Study Skills Development) highlights the diverse needs and interests of the people involved in the project. They're looking for improvements across a range of areas.

The equal distribution could mean two things: either all these areas are equally important to different groups of people, or there isn't a strong, unified feeling about *which* area is *most* important to improve.

Chart 3. 8. 10. Future engagement with the project



This **pie Chart 3. 8. 10** depicts the likelihood of future engagement with the project, specifically regarding participation, feedback, and volunteering. Here's an interpretation. The largest portion (60%) of respondents indicated they are 'most likely' to engage with the project in the future. This suggests a positive overall sentiment and a willingness to remain involved. A substantial portion (40%) responded that they are 'very likely' to engage. This demonstrates a strong commitment to future participation. Importantly, no responses indicate that people are unlikely to engage or have no intention of participating in the future. This reinforces the overall positive outlook.

The data paints a positive picture for the project's future. The high percentages in both 'most likely' and 'very likely' categories suggest a solid base of individuals ready to continue their involvement. The 40% who are 'very likely' represent a core group of highly motivated

individuals. Project organizers could explore ways to further engage this group and potentially convert the "most likely" group into 'very likely' participants as well. The absence of negative responses indicates that the project has likely created a positive experience for participants, encouraging them to stay involved.

Chart 3. 8. 11. Teachers' opinion on the student population with economic difficulties

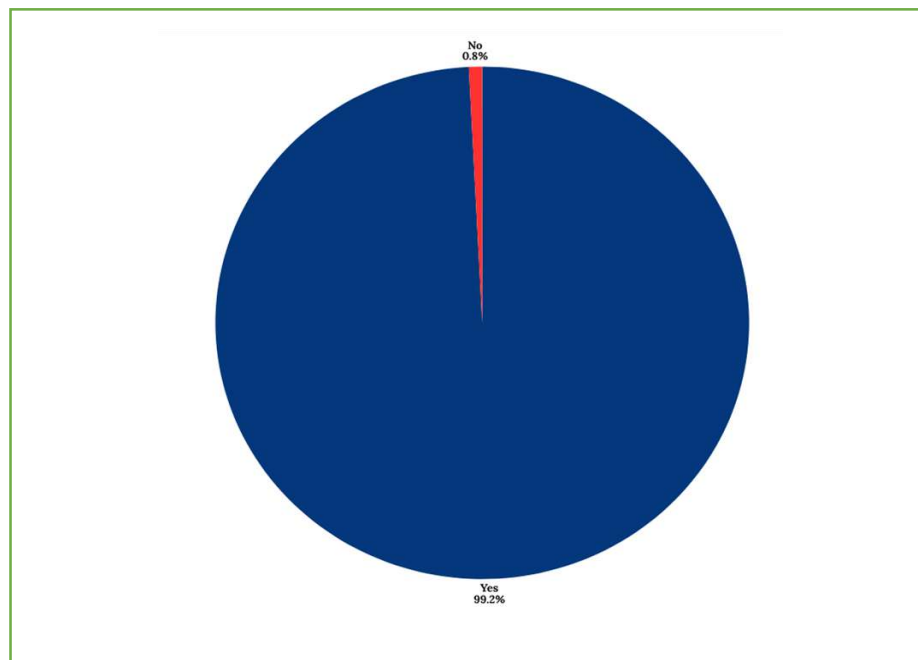


Chart 3. 8. 11 represents the views of 496 teachers regarding the economic difficulties faced by students in their classrooms.

The majority of teachers (99.2%) recognize economic difficulties as a serious problem among students. The presence of a small "Not Sure" group (0.8%) might indicate that some teachers are unaware of their students' financial conditions or that students may not openly discuss their hardships.

3. 9. Profile of Influence and Impact of the Program:

3. 9. 1. Impact of the LOLC Program:

The one-sample t-test revealed that all factors related to the program's impact (e.g., happiness, usefulness, quality, attendance, parental motivation) had mean scores close to 3.00, indicating strong positive perceptions of the program. The highest mean scores were for usefulness (3.00) and regular attendance (3.00), with no variability in responses, suggesting unanimous agreement on these aspects.

The program's high mean scores across all dimensions are significant because they demonstrate its comprehensive impact on students and their families. The unanimous agreement on usefulness and regular attendance highlights the program's effectiveness in addressing key educational challenges.

While the mean score for happiness was slightly lower (2.90), it was still high, indicating that the program positively influenced the well-being of students. This is significant because it shows that the program not only addresses educational needs but also contributes to the emotional and psychological well-being of children.

The program's impact on happiness is particularly important in low-income communities, where children may face additional stressors related to poverty and family instability. By promoting happiness, the program helps create a positive learning environment.

In this analysis, it shows that most factors had very low standard deviations (e.g., Help to Economy = 0.079, Living Status = 0.07311), indicating strong consensus among respondents. This suggests that the program's impact was consistently perceived across the sample.

The low standard deviations are significant because they demonstrate the program's uniform effectiveness across different regions and socio-economic groups. This consistency is crucial for ensuring that the program benefits all participants equally.

The strongest correlation was between parental motivation and the LOLC program ($r = 0.710$), indicating that the program has been highly effective in encouraging parents to send their children to school. This is significant because parental involvement is a key factor in educational success, particularly in low-income communities.

Other strong correlations include happiness and student attendance, suggesting that the program positively influences both well-being and school participation. This is significant because it shows that the program's impact extends beyond academics to include broader aspects of child development.

However, the factors like economic benefits showed weak correlations with happiness, suggesting that while the program may provide financial assistance, other factors like social support, education, and community engagement may have a greater influence on overall happiness. This is significant because it highlights the importance of addressing non-economic factors in promoting well-being.

3. 9. 2. Effectiveness of the Programs of LOLC:

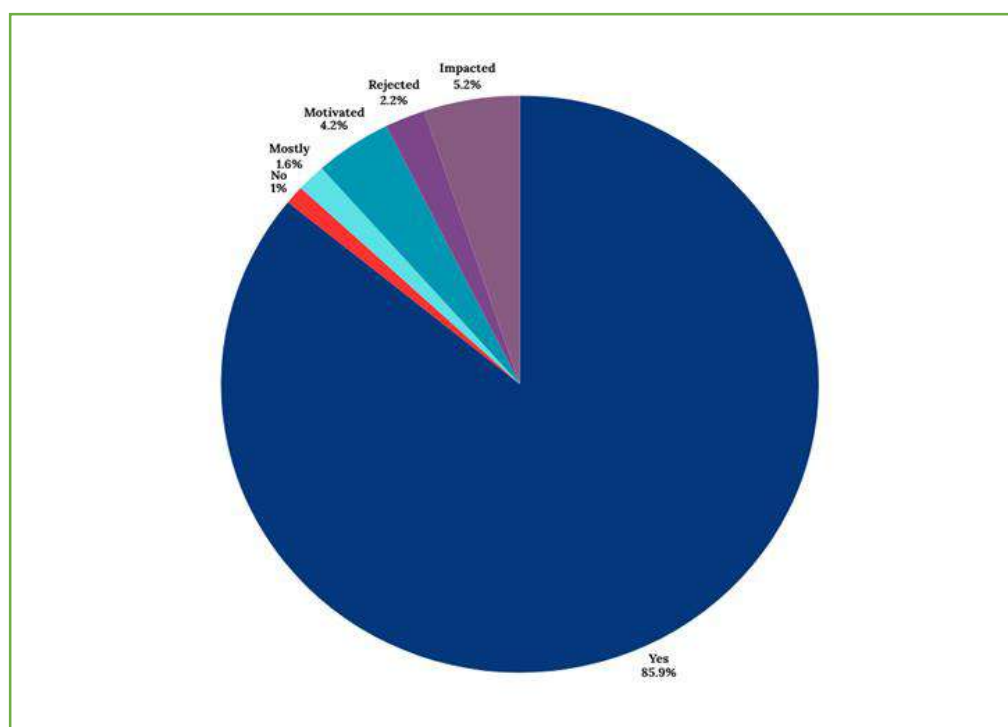
The LOLC program is perceived as highly effective across multiple dimensions, including student attendance, parental motivation, and overall happiness. The program's ability to deliver essential educational materials and encourage regular school attendance has been particularly impactful.

The program's success in these areas is significant because it addresses some of the most pressing challenges in education, particularly in low-income communities. By improving attendance and motivation, the program helps reduce dropout rates and promotes long-term educational attainment.

Also, the majority of respondents come from families with limited parental education and low-income occupations. The program's success in these communities highlights its potential to address educational disparities and support vulnerable populations. The program's ability to reach and support these families is significant because it demonstrates its role in promoting social equity and inclusive development.

The program's reliance on electronic media for awareness campaigns has been highly effective, ensuring widespread knowledge of the program among the target population. This is significant because it shows the importance of using accessible and inclusive communication strategies to reach vulnerable communities.

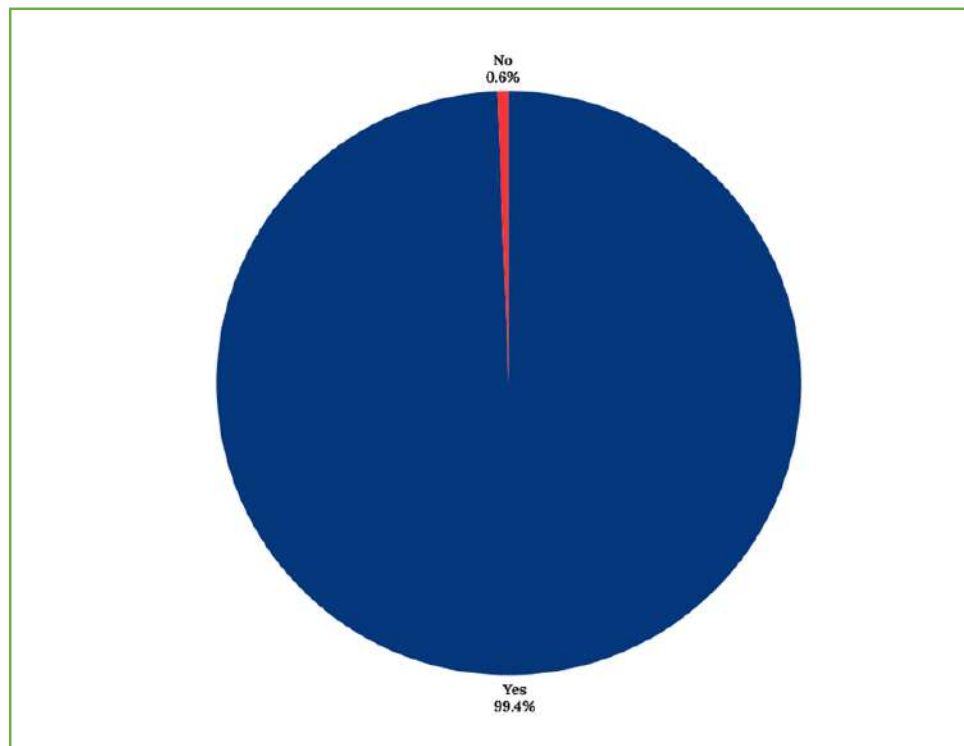
Chart 3. 9. 3. Impact of LOLC donations on school attendance



The chart titled "Impact of LOLC Donations on School Attendance" appears to summarize survey responses about how donations influenced school attendance.

The overwhelming majority (85.9%) of respondents answered 'Yes', indicating a strong belief that LOLC donations positively impacted school attendance. Around 11% which comprises 5.2% impacted, 4.2% motivated, and 1.6% mostly of the respondents, suggested that they were motivated by the donations. No 1% and rejected 2.2% combined suggested around 3.2% of respondents perceived no impact from the donations.

Chart 3. 9. 4. Equality among students due to the program

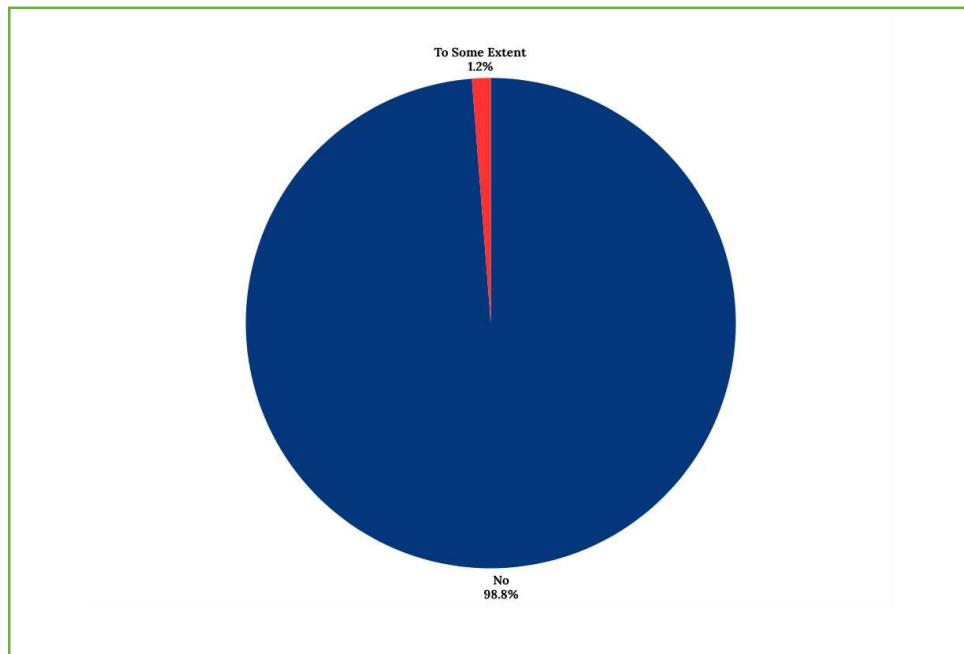


The overwhelming majority, 99.4%, indicates that the LOLC program has a positive impact on fostering equality among students. This is labeled as "Yes," signifying a direct correlation between the program and increased equality. A small portion, 0.6%, suggests that the program either did not promote equality or may have inadvertently caused some inequality.

The data strongly suggests that the LOLC program is highly effective in promoting equality among students. The vast majority (99.4%) indicates a positive impact, demonstrating the program's success in creating a more equitable environment for students.

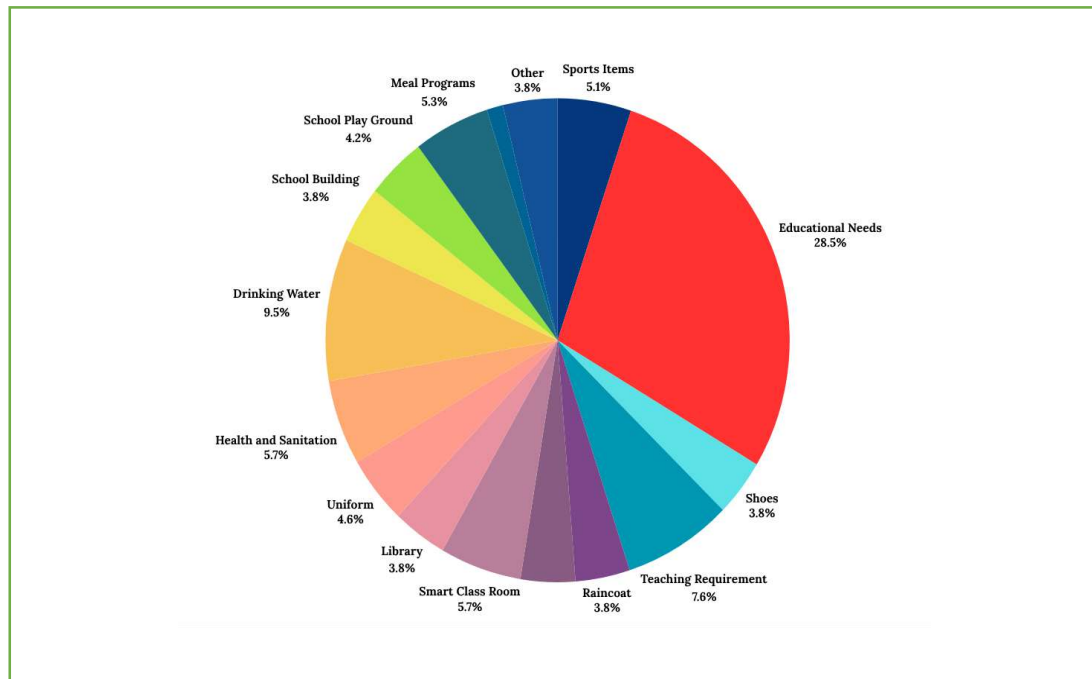
However, the small percentage (0.6%) indicates a lack of positive impact or potential negative impact that warrants further attention.

Chart 3. 9. 5. Obstacles to the program



Nearly all of the respondents (98.8%) reported encountering no obstacles, indicating an overall success or smooth implementation of the program for this group. About 1.2%, a very minor respondent rate, reported to “certain extent” of impact.

Chart 3. 9. 6. Proposed Developments



1. Dominant Category – Educational Needs (28.5%):

- This is the largest portion of the chart.
- It suggests that nearly one-third of the focus or resources are allocated to core educational materials or needs (e.g., books, stationery, learning materials).
- Highlights the centrality of academic content in school development.

2. Other Major Categories:

- **Drinking Water (9.5%):** Indicates a significant emphasis on basic infrastructure and student health.
- **Teaching Requirement (7.6%):** Reflects the need for qualified teachers, training, or teaching aids.
- **Health and Sanitation (5.7%) & Smart Classroom (5.7%):** These categories suggest efforts toward a healthy, modern, and technology-integrated learning environment.

- **Meal Programs (5.3%)** and **Sports Items (5.1%)**: Address student welfare and physical development, highlighting the importance of holistic education.

3. Mid-Tier Priorities:

- **Shoes (3.8%), Uniform (4.6%), School Playground (4.2%), School Building (3.8%), Library (3.8%), Raincoat (3.8%), and Other (3.8%)**: These items reflect the broader set of supportive facilities and needs, showing balanced attention to both academic and non-academic areas.

4. Evenly Distributed Smaller Segments:

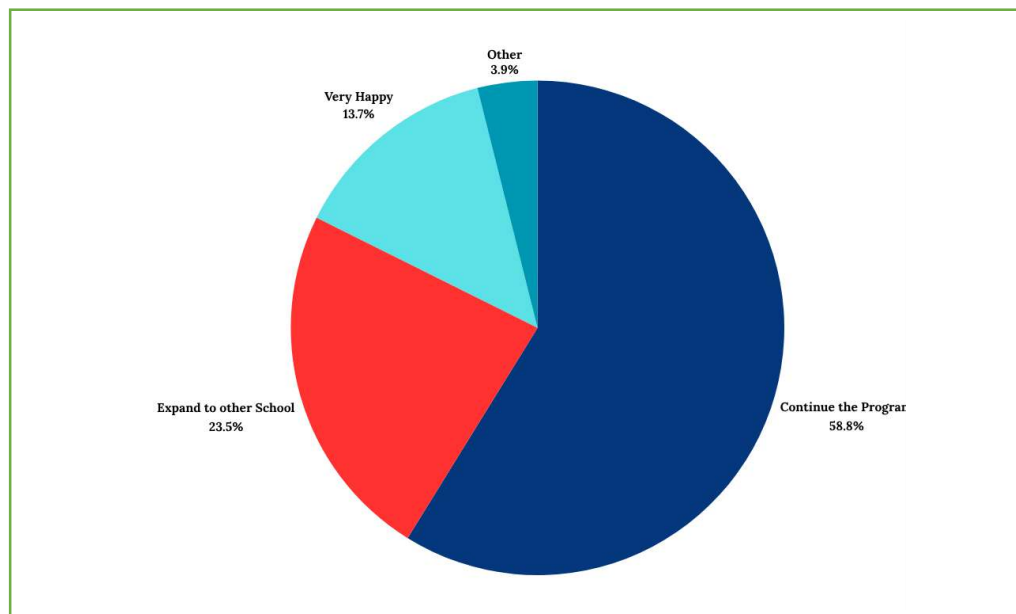
- Several categories (like Library, School Building, Raincoat, Other) are equally valued (each at 3.8%), implying they are still essential but perhaps need less investment compared to core educational resources.

Interpretation:

- The chart indicates a **holistic approach to school development**, where both academic (e.g., educational needs, teaching requirements) and non-academic (e.g., drinking water, meals, health) aspects are addressed.
- There is a **strong emphasis on immediate academic needs** but also a recognition of the **importance of physical infrastructure and student welfare**.
- The distribution reveals **policy priorities**, possibly for funding, interventions, or planning educational development projects.

This pie chart reflects a multi-dimensional understanding of school improvement. While educational materials dominate the priorities, the significant focus on water, health, teacher support, and technology shows a progressive move toward comprehensive, inclusive education.

Chart 3. 9. 7. Additional Comments on the program



1. Continue the Program (58.8%) – Majority Opinion:

- The largest segment strongly favors the continuation of the current program.
- This indicates widespread **satisfaction**, **effectiveness**, and perceived **value** of the program.
- Likely reflects both **positive outcomes** and strong support from stakeholders (such as parents, teachers, or community members).

2. Expand to Other Schools (23.5%) – Growth Potential:

- Nearly a quarter of the respondents recommend scaling the program.
- This suggests that not only is the program effective, but it is also seen as **replicable** and **needed elsewhere**.
- Indicates **trust in the model** and its **impact beyond the current setting**.

3. **Very Happy (13.7%) – Positive Sentiment:**

- This is more of an **emotional response** than a directive.
- Reflects **genuine satisfaction** with the program's results or experience.
- Although smaller, it adds **qualitative weight** to the positive reception.

4. **Other (3.9%) – Minimal Divergence:**

- A small portion represents alternative views or suggestions not captured by the main categories.
- Indicates that **dissent or differing views** are very limited.

Overall Interpretation:

- The chart clearly shows **strong community or stakeholder support** for the program.
- A **combined 96%** (58.8% + 23.5% + 13.7%) of the responses are **positive**, either advocating for continuation, expansion, or expressing happiness.
- The program appears to have **proven benefits**, with a potential for **scaling to other contexts**.
- Minimal opposition or dissatisfaction is indicated, making it a **robust model for replication**.

This pie chart illustrates a successful program that has gained the trust and approval of its participants or observers. The strong recommendation to continue or expand it underscores both its impact and relevance in the educational or developmental context. It can serve as a strong case study or basis for policy endorsement and resource allocation.

3. 9. 8. Limitations and Future Directions

While the program has shown positive effects on attendance and motivation, its direct impact on the family economy is less pronounced. Future iterations of the program could explore ways to enhance economic support for families, potentially through livelihood programs or financial literacy initiatives.

The slightly lower mean score for happiness suggests that while the program is effective, there may be room for improvement in addressing the emotional and psychological well-being of students. Incorporating psycho-social support or extracurricular activities could enhance this aspect.

Given the program's success in the Western Province, there is potential for expansion to other provinces and districts, particularly in rural areas where educational resources may be even more limited. This would further enhance the program's contribution to national educational development.

3. 10. Conclusions and Implications:

The LOLC program has made significant contributions to educational and social development in Sri Lanka, particularly in low-income communities. Its success in improving student attendance, parental motivation, and overall happiness demonstrates its effectiveness as a tool for addressing key educational challenges. The program's ability to reach vulnerable populations and deliver essential resources highlights its role in promoting social equity and inclusive development. However, there is potential for further enhancement, particularly in addressing economic challenges and emotional well-being. The findings suggest that the program is a valuable intervention that could be expanded and adapted to benefit even more students and families across Sri Lanka.

Schools may need to implement support programs such as scholarships, meal plans, or financial aid for students from low-income families. Policy changes or government interventions might be necessary to address educational inequalities caused by economic hardship. Teachers could benefit from additional training to help identify and support economically disadvantaged students.

Chapter Four

Conclusion, Proposals, and Recommendations

Education is the process of acquiring knowledge, skills, values, and attitudes to develop individuals intellectually, socially, and morally. It is a lifelong process that enables people to navigate their lives effectively, contribute to society, and foster innovation. Education is not just about formal schooling; it encompasses informal and non-formal learning that takes place in various settings, including homes, workplaces, and communities.

Formal education is a structured form of learning provided by institutions such as schools, colleges, and universities. It follows a curriculum and leads to certification or degrees. Informal education takes place outside traditional institutions, such as through family, peers, media, and self-learning. Non-formal education involves organized learning activities that do not lead to formal certification but enhance skills, such as vocational training and community education programs. Experiential learning is gained through experiences such as travel, internships, and hands-on projects.

Education is the engine of cognitive development, transforming raw potential into lifelong capabilities. Programs like LOLC demonstrate that material support is vital for foundational learning, but a comprehensive approach—combining resources, skilled teaching, and community engagement—is essential for nurturing adaptive, critical thinkers who thrive in all facets of life. By aligning educational strategies with cognitive science principles, societies can ensure that every individual achieves their full intellectual and human potential.

4. 1. Correlation between Cognitive Development and Education:

Cognitive development, the growth of thinking, reasoning, memory, and problem-solving abilities, is the bedrock of lifelong learning and holistic human development. Education serves as the primary catalyst for nurturing these cognitive capacities, which, in turn, underpin personal, social, and professional success. The LOLC program has demonstrated the interdependence between education and cognitive development through its supportive initiatives to enhance social and personal development through education.

4. 2. Foundational Cognitive Skills and Structured Learning:

Mechanism: Education systematically develops executive functions (e.g., attention, working memory) and critical thinking through structured curricula.

Example: The LOLC program's provision of books directly supports literacy, enabling students to decode text (phonemic awareness) and comprehend ideas (semantic processing), both of which are critical for cognitive growth. Students with access to quality materials (Mean = 2.99/3.00 for "Quality") are better equipped to engage in complex tasks, fostering neural plasticity and intellectual resilience.

4. 3. Sociocultural Influences and Collaborative Learning:

Lev Vygotsky's concept of the Zone of Proximal Development (ZPD) emphasizes how education bridges the gap between independent and guided learning. LOLC's community awareness campaigns (52.5% via electronic media) have fostered a supportive environment where parents and teachers collaboratively motivate students. Teachers using LOLC-provided resources can tailor instruction to individual cognitive levels, enhancing mastery and learning outcomes.

4. 4. Cognitive Barriers Addressed by Education:

Material Deprivation: Poverty limits access to books and educational resources, leading to cognitive delays. The LOLC program provided resource packs, improving reading proficiency and logical reasoning among students.

Environmental Barriers: Poor infrastructure, such as overcrowded classrooms, disrupts focus and learning. While LOLC addressed material shortages, systemic challenges like inadequate school facilities remain unresolved.

4. 5. Long-Term Cognitive and Life Outcomes:

Economic Mobility: Cognitive skills such as numeracy and problem-solving enable individuals to secure better-paying jobs, breaking the cycle of poverty. In the LOLC study, 80.4% of parents with only primary-level education relied on their children's schooling for future economic upliftment.

Social and Emotional Intelligence: Education fosters empathy, ethical reasoning, and collaboration—skills essential for community cohesion and leadership.

4. 6. Education and Cognitive Development:

Education is deeply connected to cognitive development, influencing brain function and intellectual growth in multiple ways. LOLC's "Daye Daruwanta Project" helped students release their mental stress by providing school materials and the relevant equipment and which helped students' education and cognitive development.

- **Enhancement of Critical Thinking:** Education cultivates analytical skills, enabling individuals to assess information and make informed decisions.
- **Language and Communication Skills:** Learning different subjects, especially languages, enhances comprehension and expression.
- **Memory and Problem-Solving Abilities:** Engaging with complex subjects strengthens memory retention and problem-solving capabilities.
- **Creativity and Innovation:** Exposure to diverse disciplines fosters creative thinking and innovation.
- **Emotional Intelligence:** Education promotes self-awareness, empathy, and emotional regulation, which are crucial for personal and professional success.

4. 7. The Role of Education in National Development:

Education is fundamental to both personal and societal progress. It shapes cognitive abilities, empowers individuals, and drives economic and social advancement. To achieve sustainable development, governments must integrate formal, informal, and non-formal education while addressing economic, social, and technological barriers to ensure equitable access for all.

Formal Education: Schools, colleges, and universities form the backbone of a nation's intellectual and professional development. Free and compulsory primary and secondary education is essential to eliminate illiteracy and bridge skill gaps.

Equity in Education: Ensuring fair and unbiased access to education for all demographic groups regardless of gender, income level, or geographic location is crucial. Special attention must be given to marginalized communities to promote inclusive education.

4. 8. Impact of the LOLC Program:

The programs of LOLC have made significant contributions to the development of education by investing in social capital, technology, training initiatives, school items and other beneficiaries etc. They promote inclusive learning opportunities, focusing on formal, non-formal, and informal education in Sri Lanka. These efforts create and ensure sustainable learning opportunities that benefit students, individuals, teachers, parents, and communities across the country as a whole. Innovative outreach of these programs achieves 100% awareness through electronic media ensuring that no child is excluded.

Although government contributions and support for education are part of Sri Lanka's policy, the level of satisfaction in both rural and urban areas remains inadequate due to a lack of proper infrastructure, outdated learning materials, insufficient funds, and other challenges. Therefore, adequate funding and budget allocation are essential to improving the quality of education.

So, the engagement and the dedication of the LOLC can be effectively elaborated further as follows. They are:

- **Provision of Educational Materials:** Distribution of books and school supplies addresses immediate barriers, particularly for low-income families.
- **Gender Equity:** Balanced participation of boys (48.7%) and girls (51.3%) promotes inclusive education.
- **Parental Motivation:** A strong correlation ($r = 0.710$) between the program and parental engagement underscores its success in fostering community involvement.
- **Academic Foundations:** By focusing on education, the program helps children develop critical early skills, reducing dropout rates.
- **Targeted Support:** The program effectively reaches low-income urban and semi-urban areas, covering the entire country, and improving accessibility to education.
- **Improved Classroom Learning:** The availability of essential learning materials enables teachers to conduct lessons more effectively and ensures lesson consistency with curricular goals. Reliable resources reduce time spent on improvisation, allowing teachers to focus on pedagogy. Moreover, access to

materials lowers absenteeism linked to financial hardship, such as the inability to afford books.

- By creating an education system that is inclusive, innovative, and adaptable, a country can empower its citizens, enhance economic growth, and achieve sustainable development.

4. 8. 1. LOLC “Divi Saviya project” contribution to educational development:

4. 8. 1. 1. Dimensions of Effectiveness within Society:

The LOLC Divi Saviya project has made a significant social impact by identifying and addressing systemic barriers to education while also building the resiliency of communities. The project has helped secure education development through the following achievements. They are:

- **Dropout Rates Reduced and Enhanced Student Attendance:** By supplying necessary learning materials, repairing infrastructure, and assisting parents, the project contributed directly to the reduction of dropout rates within underserved communities and has uplifted the students' attendance and engagement in rural and urban areas. These resource provisions have fostered a conducive learning environment.
- **Financial Relief for Families:** By supplying school materials, families have experienced reduced educational expenses, allowing them to allocate resources to other essential needs.
- **Community Empowerment:** The integration of formal and informal education techniques with non-formal education empowered community participation, especially in rural areas suffering from poverty and infrastructural constraints. These initiatives have helped strengthen community ties and promote educational equity in the country.
- **Collaborative Impact:** Through partnerships with the Ministry of Education, zonal authorities, and media organizations such as News First, the project ensured the efficient distribution of resources nationwide. For example, the data collection team of the project visited schools in many regions to ensure equal representation and actionable insights for policymakers.

- **Alignment with SDGs:** The program acted toward Goal 4 of the SDGs (Quality Education) by promoting inclusive access to education with minimized disparity and enhanced opportunities for lifelong learning.

4. 8. 1. 2. Effectiveness of the Program to Students:

- **The program has achieved quantifiable impacts on students:**
 - **Academic Performance:** A student-centered approach leading to the provision of learning materials and teacher training programs has positively impacted student academic performance, especially in schools that have previously performed poorly.
 - **Holistic Development:** Students with an increased motivation to go to school have had their financial stressors reduced through the provision of social assistance measures of giving textbooks, uniforms, and parent involvement.
 - **Help to Development of Formal, Informal, and Non-Formal Education:** To develop the education system, it is essential to maintain well-structured schooling systems, including primary, secondary, and higher education. Activities such as after-school programs and community workshops provided students with essential life skills, complementing the project's main objective of 'education for sustainable development.'

4. 8. 1. 3. Contribution of LOLC from the Private Sector Perspective:

LOLC's involvement in the Divi Saviya project was exemplary of transformative corporate social responsibility, being welfare-oriented with unshaken national service aspirations. It has made major contributions, such:

- **Response to Crises:** The digital devices, along with the Internet, were provided to marginalized learners during the COVID situation in order to continue their education due to lockdowns. Post-2019 Easter Attacks, LOLC extended support to the communities affected by trauma via reconstruction.

This program has expanded to include vocational training and digital literacy schemes with particular emphasis on poor districts (e.g., Nuwara Eliya, Batticaloa), thus contributing to further economic development. These programs have already had a long-term influence on student career trajectories and socio-economic outcomes in Sri Lanka.

4. 9. Barriers to Education:

Despite its significance, several obstacles hinder access to quality education:

- **Economic Barriers:** Poverty and lack of financial resources prevent many from accessing education.
- **Social and Cultural Barriers:** Gender discrimination, caste systems, and cultural restrictions limit educational opportunities for certain groups.
- **Geographical Barriers:** People in remote and rural areas often struggle to access educational institutions.
- **Political and Policy Issues:** Inadequate government funding, weak policies, and political instability disrupt education systems.
- **Technological Barriers:** Limited internet connectivity and digital literacy restrict access to online education.
- **Disabilities and Special Needs:** Many schools lack infrastructure and support for differently-abled individuals.

With the support of the LOLC to the school population by providing school materials students' motivation and encouragement level was increased. Therefore, the irrespective of their barriers, students attended schools.

4. 10. Poverty and Educational Challenges:

- **Impact of Poverty:** In the LOLC study, 80.4% of parents had only a Grade 5 education, and 34.2% worked as laborers. Financial constraints often lead to school dropouts, but LOLC mitigated these challenges by providing free learning materials.
- **Encouraging Participation:** Providing engaging resources, such as colorful textbooks and functional school bags, increased student motivation and participation.
- **Parental Influence:** Parental education levels (Mean = 1.36) reflect intergenerational poverty, perpetuating low educational aspirations. However, the program's correlation with parental motivation ($r = 0.710$) highlights its success in encouraging families to prioritize schooling.
- **Community Support:** Awareness campaigns (52.5% via electronic media) fostered trust and collective investment in education. The program's effectiveness in preventing school dropouts (Mean = 2.98) and promoting

regular attendance (Mean = 3.00) underscores how resource provision directly addressed economic barriers.

- **Student Well-being:** Access to resources significantly improved students' confidence and preparedness. Happiness levels (Mean = 2.90) correlated positively with material support ($r = 0.619$ with "Living Status"), reducing stress linked to financial hardship.

4. 11. The Role of Education Programs and Teacher Involvement:

Bridging Educational Gaps: LOLC as a company committed to welfare activities under the social cooperative responsibility, complements government efforts by delivering resources directly to schools. Expanding government-NGO partnerships could scale the program nationwide, particularly in underserved regions.

Support for Formal Education: While LOLC primarily focuses on providing school materials, it indirectly supports informal and non-formal education by addressing foundational learning needs.

Alignment with Sustainable Development Goals (SDGs): The program advances SDG 4 (Quality Education) by improving attendance and resource access. Expanding efforts in rural areas would further support SDG 10 (Reduced Inequalities) and SDG 11 (Sustainable Communities).

Direct Impact on Literacy: The provision of books eliminates a major barrier to literacy, enhancing students' learning experiences.

4. 12. Key Recommendations for Strengthening Education Initiatives:

- **Expand to Rural Areas:** Prioritize districts with lower economic development to enhance educational equity.
- **Enhance Teacher Training:** Develop specialized modules for pedagogy and community engagement.
- **Economic Upliftment:** Pair educational support with parental livelihood programs to improve household income and reduce financial barriers to schooling.
- **Leverage Technology:** Utilize radio and television, which have proven effective in awareness campaigns, to facilitate remote learning.

- **Community-Driven Models:** Involve local stakeholders in program design to foster ownership and long-term sustainability.
- **Financial Literacy Workshops:** Educate parents on budgeting and resource management to maximize the impact of donated items and reduce economic stress.
- **Introduce Extracurricular Activities:** Incorporate sports, arts, and cultural programs to promote holistic development and emotional well-being.

By addressing these barriers and implementing targeted interventions, education systems can become more inclusive and resilient, ensuring equitable learning opportunities for all.

4. 13. Sustaining and Scaling the LOLC Program:

To ensure the long-term success and impact of the LOLC program, continuous monitoring and expansion strategies should be implemented.

Long-Term Monitoring

Track dropout rates, academic performance, and overall educational outcomes to assess sustained impact.

Conduct periodic evaluations to measure program effectiveness and identify areas for improvement.

Formal Education: Strengthening Institutional Learning Infrastructure Development

Invest in schools, libraries, and laboratories to create a conducive learning environment.

4. 14. Barriers to Address:

- **Outdated teaching methods that hinder creativity and innovation.**
- **Inadequate infrastructure, especially in rural areas.**

To remain competitive in a globalized world, education systems must adopt international standards. Modernizing curricula to include digital literacy, STEM education, entrepreneurship, and critical thinking will equip students with essential skills for the future job market.

- **Non-Formal Education: Skill Development for Economic Growth**

Non-formal education provides structured learning opportunities outside the traditional school system, such as vocational training, adult literacy programs, and community-based education.

4. 15. Strategies for Development:

- **Vocational Training Centers:** Establish centers offering practical skills training in fields like agriculture, technology, crafts, and entrepreneurship.
- **Lifelong Learning Programs:** Promote continuous education through professional workshops and specialized courses.
- **Recognition of Prior Learning (RPL):** Implement certification programs that validate skills acquired through experience.
- **Public-Private Partnerships:** Engage industries in designing training programs aligned with workforce demands.
- **Informal Education: Cultivating a Knowledge Society**
- Informal education is lifelong learning acquired through daily experiences, social interactions, media, and self-directed study. It enhances creativity, adaptability, and problem-solving skills.
- **Digital and Media Literacy:** Promote responsible and effective use of digital platforms for self-learning.
- **Community Learning Spaces:** Establish public libraries, knowledge-sharing forums, and cultural centers to encourage continuous education.
- **Family and Social Learning:** Support parental involvement in children's education through storytelling, interactive activities, and home-based learning.
- **Innovation and Problem-Solving:** Encourage community-driven projects that foster experiential learning and critical thinking.

4. 16. Barriers to Overcome:

The digital divide limits access to information and online learning resources.

Lack of formal recognition for knowledge gained outside traditional education systems.

Socioeconomic constraints restrict individuals' ability to engage in self-learning.

By integrating formal, non-formal, and informal education, societies can build an inclusive, adaptable, and knowledge-driven environment, ensuring lifelong learning opportunities for all.

Based on the analysis of the educational administrators' perspectives, here are some key recommendations to improve the educational setting:

1. Enhancing Extracurricular Activities

Incorporate more sports, arts, and cultural programs to create a holistic learning environment.

Organize inter-school competitions to encourage talent development and teamwork.

2. Addressing Economic Barriers

Expand scholarship programs and financial aid initiatives to support economically disadvantaged students.

Provide free or subsidized school materials to ensure equal learning opportunities.

3. Improving Classroom Equipment and Infrastructure

Upgrade classrooms with smart technology and modern learning tools.

Ensure sufficient access to textbooks, stationery, and other essential learning materials.

4. Strengthening Teaching Methods and Study Support

Conduct teacher training programs on innovative pedagogical approaches.

Implement mentoring and peer tutoring programs for struggling students.

5. Enhancing Project Support Systems

Collect regular feedback from students and teachers to refine project interventions.

Establish dedicated support teams to address student concerns effectively.

6. Increasing Student Engagement and Motivation

Foster interactive and student-centered learning techniques.

Introduce skill-based and vocational training alongside the academic curriculum.

7. Encouraging Community and Stakeholder Involvement

Involve parents, alumni, and industry experts in educational initiatives.

Develop partnerships with private organizations for funding and resource allocation.

8. Monitoring and Evaluation for Continuous Improvement

Conduct periodic assessments to measure the impact of educational projects.

Use data-driven insights to make informed decisions about future developments.

LOLC Divi Saviya Project - 2024

Donation of School Equipment, Stationery and other Provisions for the Schools and the Students of the Schools in Sri Lanka:

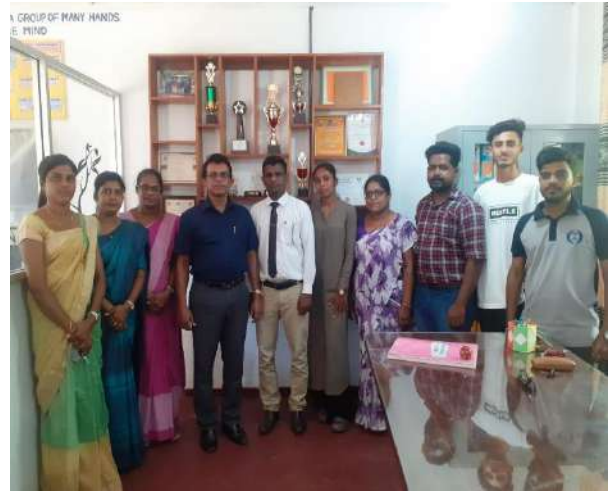




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