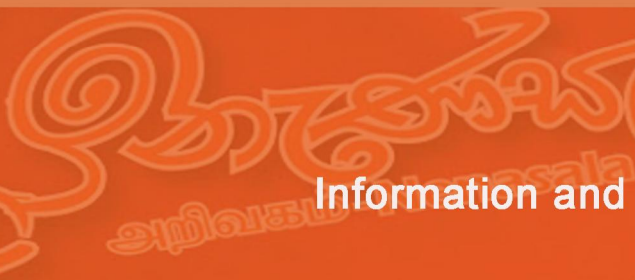


# FINAL REPORT

## Volume II: eSociety Development Initiative



Information and Communication Technology Agency  
of Sri Lanka (ICTA)

e- Sri Lanka Development Project

Credit No: 5051 LK

தீவிர உழைப்பு  
அகில உலக அறிவு கிராமத்துக்கு  
Towards a knowledge society

### Combined Telecentre and e-Society Final Evaluation

Reference No: ICTA/AFC/QCBS/305/60



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## Abbreviations and Acronyms

AESAW	Association of <i>e-Swabhimani</i> Award Winners
AF	Additional Funding Programmes
CAP	Community Assistance Programme (under eSDI)
CAPs	Projects implemented under CAP
CD	Compact Disk
CDS	Community Development Society
CBO	Community Based Organization
CSO	Civil Society Organisation
CSR	Corporate Social Responsibility
eSDI	e-Society Development Initiative
e-SF	e-Society Fund (established under eSDI)
GoSL	Government of Sri Lanka
ICT	Information and Communication Technology
ICTA	Information and Communication Technology Agency of Sri Lanka
IDA	International Development Agency
MA	Managing Agent
MIS	Management Information System
MS	Microsoft
NA	Not Applicable
NGO	Non Government Organisation
NR	Not Relevant
O&M	Operation and Management
PAP	Partnership Assistance Programme (under eSDI)
PAPs	Projects implemented under PAP
PM&E	Participatory Monitoring & Evaluation
PWC	Price Waterhouse Coopers
LKR	Sri Lankan Rupee
RAP	Replication Assistance Programme (under eSDI)
RAPs	Projects implemented under RAP
R&D	Research and Development

## Chapter 1: Introduction

### 1.1 Background

Information and Communication Technology Agency (ICTA) (<http://www.icta.lk>) of the Government of Sri Lanka commissioned GreenTech Consultants (Pvt) Ltd (GreenTech), Colombo, to carry out the assignment “*Combined Telecentre and eSociety- Final Evaluation (ICTA/AFC/CQS/305/60)*” from September 18th 2013. The assignment was expected to be completed by December 2013 and was managed by the “*Monitoring and Evaluation Unit*” of the ICTA. This Volume together with Volume 1 constitutes the “*Outcome Evaluation Study Report*”. In the past, ICTA engaged GreenTech Consultants in three occasions to satisfactorily evaluate the “*eSociety Development Initiative*” (eSDI); in December 2008, February 2009, and October 2011. The familiarity and understanding acquired as well as expertise earned by carrying out the above assignments have contributed in undertaking the present assignment.

This report is structured in the following way: first, chapter 1 gives an introduction on eSri Lanka and eSDI and elaborates on the Terms of Reference of the study. Afterwards chapter 2 outlines the study methodology whereas chapter 3 describes the achievement of the eSDI implementation process. Based on these first three chapters, chapter 4 and 5 include the outcome and impact level achievements; one structured per project type and one per thematic area. Finally, chapter 6 summarizes the results and thus includes overall conclusions, lessons learned and recommendations.

### 1.2 eSri Lanka and eSociety Development Initiative

#### 1.2.1 Overall

The vision expressed at the launch of the eSri Lanka project in 2004 was that “*eSri Lanka aspires to the ideal of making Sri Lanka the most connected government to its people, and raising the quality of life of all its citizens with access to better public services, learning opportunities, and information*”. The “*eSri Lanka Development Project*”(eSLDP) was developed collaboratively between the World Bank South Asia Region’s Finance and Private Sector Development Unit and the Global ICT Unit. eSLDP adopted a comprehensive approach that aimed to bridge the digital divide, bringing the benefits of the global knowledge economy to both the urban centres and rural poor of Sri Lanka. This was to be achieved through a series of programs that included strategic policy and regulatory reforms, expansion of the broadband network throughout the country, providing government services online and establishing “*Nenasalas*” (telecentres) in remote areas. It also aimed to enhance the competitiveness of the country’s ICT private sector and opening up opportunities for investment in outsourced IT-enabled services, and implementing several rural ICT initiatives through grants. ICTA was established by the government to define, catalyze, and lead implementation of the country’s ICT policy<sup>1</sup>. eSLDP included six components: “*re-engineering government*”, “*integrated communication*”, “*common enabling environment*”, “*telecentres and e-society*”, “*improving IT/ITES sector competitiveness*” and “*incremental operating cost*”.

eSDI has been one aspect being implemented by the ICTA within this program since 2005. The eSDI aimed to facilitate access to ICT amongst the less advantaged and vulnerable groups in Sri Lanka and to ensure that the benefits of ICT flow to these groups. eSDI was implemented through the “*e-Society Fund*” (eSF) by financing three types of grant mechanisms – the “*Community*

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<sup>1</sup><http://www.icta.lk/en/>

*Assistance Program*” (CAP), the “*Partnership Assistance Program*” (PAP), “*Replication Assistance Program*” (RAP) and “*Additional Funding*” (AF) to support the expansion of selected activities under eSDI. The CAP projects intended to help rural and disadvantaged communities by means of financing and implementing projects aimed at improving their daily lives through the use of ICT. The PAP projects sought to encourage and facilitate the development and deployment of innovative ICT applications that would impact on disadvantaged communities. RAP was being implemented since end of 2008 to replicate successful initiatives under CAP and PAP beyond the communities in which they were piloted. Since 2010, the deserving CAP projects had been being provided with support to guide them to achieve success and sustainability under the sCAP projects. Through eSDI, Additional Funding where financial assistance was extended to project activities with the highest impact for the preparation of the next stage of ICT development in Sri Lanka. The expected results, benefits and outcomes of the eSDI can be summarized as follows:

- ✓ ICT services to meet priority needs for a specific community
- ✓ Local content, local languages and local radio programmes
- ✓ Training opportunities for women and youth
- ✓ Social entrepreneurship opportunities for local communities
- ✓ A communication platform for cultural dialogue
- ✓ Utilizing community capacity to implement projects and meet local needs

### 1.2.2 Types of eSDI grants

#### a) *Community Assistant Programme (CAP)*

For individual assistance the project would fund up to an average of Rs. 500,000 with recipient communities contributing 5% in cash and 20% in kind, (such as labour or materials). Expected thematic areas to be covered under CAP were (a) training & capacity building, (b) peace, (c) environment and conservation, (d) indigenous knowledge, (e) ICT income generation, (f) ICT access to services, (g) ICT access to learning, and (h) ICT for the disabled or elderly. Approximately 123 eSDI CAPs were awarded over the implementation period of the programme.

#### a) *Partnership Assistance (PAP)*

eSDI PAP intended to address situations where communities within the target beneficiary population (1) do not wish to undertake direct responsibility for the implementation of an ICT project, or (2) where a community did not have the implementation capacity, or (3) where the nature of the ICT project was such that it benefited a wider audience than a single community or it was not location specific. PAPs on average were expected to be Rs. 5,000,000. They included assistance to private sector companies, public social sector institutions, (for example educational or health), entrepreneurs, or NGOs. Expected thematic areas to be covered under PAP were (a) capacity building, (b) local content local language, (c) e-services, (d) innovative communication, and (e) general innovation.

#### b) *Replication Assistance Programme (RAP)*

Towards the end of 2008 ICTA initiated RAP. Through the CAP and PAP grants, many organizations had developed and piloted various content, websites, software and services successfully in areas such as education, disabilities, agriculture, health and other e-commerce initiatives. With the aim of taking these initiatives beyond the communities in which they were piloted, the RAP grants were intended to help organizations who wish to replicate selected applications in other communities. Approximately 40 grants were awarded during the course of the project.

#### c) *Additional Funding (AF)*

AF was expected to support the implementation of expanded activities that would scale up the project's overall impact and development effectiveness. by: (i) consolidating existing high impact activities including e-Government applications, common platforms and service delivery points; (ii) bridging gaps in infrastructure, training, establishing technical standards, regulations and legislative areas (iii) completing and enhancing minimum enabling environment for the above to function; and (iv) using the available services effectively. The AF was being proposed to ensure that activities with the highest impact for preparation of the next stage of ICT development in Sri Lanka could be completed and with this, the development of 1-2 high impact services in collaboration with the private sector.

**Table 1: Overview on the thematic areas**

Thematic Area	CAP	RAP	PAP	AF
<b>Training &amp; Capacity Building</b>	√	√		
<b>ICT Access to Learning</b>	√	√		
<b>ICT Access to Services</b>	√	√		
<b>ICT Income Generation</b>	√	√		
<b>ICT for the Disabled or Eldery</b>	√	√		
<b>Peace</b>	√	√		
<b>Environment &amp; Conservation</b>	√	--		
<b>Indigenous Knowledge</b>	√	√		
<b>Capacity Building</b>			√	√
<b>e-Services</b>			√	√
<b>General Innovation</b>			√	--
<b>Innovative Communication</b>			√	--
<b>Local Content Local Language</b>			√	√
<b>Gender</b>			√	√

### 1.3 Terms of Reference of the study

The purpose of this assignment was to a) undertake a comprehensive summative evaluation to assess the progress of achieving intended results of eSociety; b) generate evidence based knowledge on the effectiveness of the eSociety. The evaluation was also expected to assess how and why an outcome was achieved in a given context. The evaluation focused on the results achieved through eSDI projects and on how and why the outcomes were achieved or not in a given context. The evaluation was also expected to help clarify underlined factors affecting the situation, highlight unintended consequences (positive and negative), recommend action to improve performance in future programming and generate lessons learned. Specifically, the evaluation assessed the following in respect of eSDI:

- **Output analysis** - the progress of outputs and its relevance towards achieving outcome, the relevance of achieving outcomes and impacts (including an analysis of both project activities and soft-assistance activities)
- **Outcome analysis** - what and how much progress had been made towards the achievement of the outcomes (including contributing factors and constraints)
- **Output-outcome link** – what contributions eSDI had made/were making towards the achievement of the outcome and overall eSri Lanka results
- **Future intervention strategies and constraints** – the evaluation report was intended to be forward-looking by making recommendations on future programming strategies and constraints



## Chapter 2: Methodology

This section presents the methodological approach that was employed to undertake the final evaluation of the eSociety Development Initiative component. In presenting the methodology adapted, this chapter covers the following: outcome evaluation design matrix; data collection methods, tools and coverage; samples of CAP, RAP, PAP and AF projects; field operations, data recording, analysis, and reporting; and the survey experience together with study limitations. While developing the study methodology, the GreenTech Study Team had several consultative meetings with eSDI staff and M&E staff of ICTA which resulted in better understanding of the dimensions of the assignment so as to address different stakeholders' requirements.

### 2.1 Final Evaluation Design Matrix

On the basis of four standard evaluation criteria: *relevance*, *effectiveness*, *efficiency*, and *sustainability*, the “Outcome Evaluation Design Matrix” presented in Annex 1 was developed at the outset. The indicators to (i) assess aspects such as reliability and scalability as well as to (ii) evaluate “*content*” (that have been developed by the relevant projects) in terms of availability, relevance, quality, and usage have also been incorporated in this design matrix. This provided a road map to develop the rest of the study methodology by guiding identification of (i) sources of information, (ii) data collection tools and (iii) data collection methodology.

### 2.2 Data collection methods, tools and coverage

For the final evaluation of eSDI, the study team employed a mix of both: quantitative and qualitative data collection methods. As a first step, the team reviewed the official records and gathered information from the project related staff through one to one meetings. The final evaluation includes data gathered through key informant interviews (KIIs) with eSDI project owners, face to face questionnaires with beneficiaries and also focus group discussions (FDGs) with beneficiaries of randomly selected eSDI projects. The total number of KIIs, FGDs and questionnaires to be conducted was drawn as per the representative sample indicated below while giving due consideration for both: geographic representation and also the thematic distribution of projects. Further characteristics of the tools employed are indicated in Table 2 below.

The specific data collection tools which had been developed and used are:

- Structured questionnaire for project owners at CAP/PAP/RAP/AF projects (see Annex 2)
- Structured questionnaire for beneficiaries at CAP/PAP/RAP/AF projects (see Annex 3)
- List of questions for FDGs at CAP/PAP/RAP/AF projects (see Annex 4)

The above data collection tools were translated into Sinhala /Tamil and peer reviewed to ensure quality of both content and language. Manuals of instructions and guidelines for the field teams were developed, translated and reproduced. The next step included the recruitment and training of the field teams which consisted of: survey enumerators, moderator and facilitator groups, key information interviewers and survey supervisors (for detailed information please see the Inception and Interim Report of this assignment, 2013).

**Table 2: Characteristics of the quantitative and qualitative data collection for eSDI**

Characteristic	KII	Survey	FGD
	Survey of eSDI Project Owners/ Managers	Survey of eSDI Beneficiaries	eSDI beneficiaries
i. Basic unit(s) of survey	Sample of eSDI Projects among CAP / RAP / PAP and AF	Beneficiaries of projects in sample of eSDI projects in Owner/ Manager survey	Beneficiaries of projects in sample of eSDI projects in Owner/ Manager survey, preferably who have not been interviewed for beneficiary survey.
ii. Sample frame of basic units	List of eSDI Projects (available with ICTA)	List of beneficiaries available or coverage as per understanding at sampled eSDI projects	List of beneficiaries available or coverage as per understanding at sampled eSDI projects
iii. Level of stratification	District	District and gender	District and gender
iv. Sample design	Stratified simple random sampling; stratification with proportional allocation	In chosen Project, users selected by simple random sampling	Random sampling
v. Sample fraction (proportion) chosen	25%	Not available	Not available
vi. Sample size	60 Selected eSDI Projects	10 users (5 male & 5 female consisting of children, youth, & adults, as applicable) from each project. Total sample = 600 (=60x10)	Sample size: Not applicable. [Each FGD will include about 12 – 15 beneficiaries of the project consisting of children, youth, & adults, as applicable and with gender balance.]
vii. Method of data collection	Single visit face-to-face interviewing by an enumerator	Single visit face-to-face interviewing by an enumerator	Guided by “List of Questions”, conducting FGD by a moderator and supported by a facilitator
viii. Data collection instrument	Structured questionnaire	Structured questionnaire	List of FGD questions
ix. Respondent(s) / interviewee(s)	Project Owner / Managers	Project beneficiaries	Project beneficiaries
x. Types of data / information to be collected	See Annex 2	See Annex 3	See Annex 4
xi. Minimizing of non-sampling errors	Methods of minimizing non sampling errors in the planned survey		Not applicable
xii. Method of data analysis	Using of SPSS software package supported by dummy tables	Using of SPSS software package supported by dummy tables	Content analysis

### 2.3 Samples of CAP/PAP/RAP/AF projects surveyed

151 CAP/ 36 PAP/ 44 RAP and 9 AF projects comprise the total of 240 eSDI projects implemented since 2005. For the purpose of this study, a sample of 60 projects was selected on proportional basis across the eight thematic areas while ensuring reasonable distribution across the districts. The distribution of the number of sampled projects compared with the corresponding total number of projects by thematic area is given in Table 3 below.

Table 3: Distribution of eSDI sample across thematic area<sup>2</sup>

	Training & Capacity Building	ICT Access to Learning	ICT Access to Services	ICT Income Generation	ICT for the Disabled or Elderly	Peace	Environment & Conservation	Indigenous Knowledge	Total
<b>Community Assistance Programme (CAP)</b>									
Number of projects funded under CAP	17	33	34	41	8	4	3	11	151
Number of projects in the sample	2	4	4	4	2	1	1	2	20
<b>Replication Assistance Programme (RAP)</b>									
Number of projects funded under RAP	9	9	15	5	4	1	1	2	44
Number of projects in the sample	3	3	3	2	2	1	2	1	17
	Capacity Building	Local Content Local Language	e-Service	ICT for Peace	Innovative Communication	Gender			Total
<b>Partnership Assistance Programme(PAP)</b>									
Number of projects funded under PAP	7	11	11	-	6	1			36
Number of projects in the sample	2	4	5	-	2	1			14
<b>Additional Funding (AF)</b>									
Number of projects funded under AF	3	3	2	-	-	1			9
Number of projects in the sample	3	3	2	-	-	1			9
<b>Total eSDI Projects</b>									240
<b>Total Sample</b>									60

The actual sampling proportion had amounted to 25%. The distribution of the specific projects selected for the sample by thematic area and district for e projects are indicated in Annex 5.

## 2.4 Field operations

Awareness was created among the respondents through written communication and phone conversations prior to data collection. The field operations of the survey were conducted latter part of October and November 2013. Depending on the target group of the project surveyed, the beneficiaries consisted of school children, school leavers, disabled children, youth, farmers, teachers, entrepreneurs, general public and so forth. The attention was paid to attain – to the extent possible – the gender balance among the interviewees. The overall work was coordinated and monitored by an experienced “*Field Operations Manager*” working from GreenTech Head Office. The entire field exercise was assigned to 9 “*Field Teams*”, each consisting of a senior supervisor and two (or sometimes three) enumerators. KIs/ FGDs were conducted by minimum of two officers (a facilitator and a record keeper) while interviews were undertaken by individual enumerators. The field teams were provided with an intensive training; both: in the class room and in the field. In addition to the data collection tools, documents such as the “*Manual of instructions for field Staff engaged in Outcome Evaluation Survey*”, “*Guidelines for Conducting FGDs*”,

<sup>2</sup>ICTA database

*Guidelines for conducting KIIs*” etc., specifically prepared for this study, were used during training programme as resource materials, where copies were also made available to the teams (for details please see the Interim Report, 2013). Following measures were taken to ensure maximum outcome from the field data collection:

- ✓ Record taker furnished a complete record of discussions covering all questions.
- ✓ Discussion team together prepared complete and summery transcripts of each discussion
- ✓ Discussions and interviews were conducted in well-arranged places to avoid disturbances
- ✓ Each field team prepared a short field observation report based on observations during the field work visits to project premises

The field teams visited each project with pre-assigned dates to suit the project staff and beneficiaries. Overall, the project owners were very cooperative and were keen to provide answers during the questionnaire interviews. Adequate numbers of beneficiaries, with gender balance, were available in some projects. However, in majority of the projects, which was included in the representative samples of beneficiaries, were not available for the interviews due to absence of operations or the unsatisfactory status of the projects. The quality of responses received for the questionnaire survey was judged as satisfactory. The FGDs were difficult to organize but the ones conducted were generally well attended. It was observed that the participants were generally willing to share their experience and they deliberate freely on the topics discussed. Returning to the field office, the FGD proceedings and the understanding gained by individually interviewing the project owners, project staff and beneficiaries were consolidated by each field team to document a profile for selected projects as per guidelines.

## **2.5 Data recording, analysis and reporting**

After editing and coding the filled survey questionnaires received at GreenTech Head Office, the data was entered in a pre-developed database. The data was checked for any obvious errors and was rechecked with the original documents for clarifications. Subsequent to a cleaning of the entire database, the required statistical tables were generated using SPSS, guided by a series of dummy tables prepared initially. The alternative measures resulting from the surveys of project staff and beneficiaries and FGDs were used both as consistency checks and as a means of obtaining a deeper understanding of the variables being studied.

## **2.6 Survey experience and study limitations**

Some the owners/chairmen/presidents of organizations/projects visited expressed high appreciation of the efforts taken by the ICTA to promote IT in rural Sri Lanka. They were positive of the task entrusted and also acknowledged the follow-up programme conducted by ICTA. This aspect had helped to build rapport between the project management and the stakeholders. Managers and the staff members of some of the organizations highly appreciated their eSDI project. They had good understanding about their project and implementation mechanisms. The positive attributes they highlighted are:

- The new experience gained through implementing eSDI projects;
- Staff and coordinators gained lot of experience;
- The projects also gave recognition to the parent organizations;
- Organizations also got opportunity to contribute toward the community/society;

- Supplementing the ICTA funds received, the organizations spent its own funds to achieve project success and serve beneficiaries better.

According to the field teams, the survey questionnaires were convenient to handle with all categories of beneficiaries including gender, age and with differently able persons. Some project owners/organizations extended cooperation, responded to the survey requirements well and conducted friendly discussions. Specially, they were with open mind and expressed their views frankly. These owners explained problems and constraints encounter by the projects and the actions taken to solve them freely. During the interviews, most respondents gave genuine viewpoints and suggestions for the improvement of their respective projects.

Some organizations requested the study field teams to give a preliminary awareness before conducting the survey programmed; which they willingly undertook by making pre-visit to those organizations. The letters of introduction provided by the ICTA was most useful in obtaining necessary permission and data from respective project personnel. Majority of the required information on project details, beneficiary lists etc., were not accessible due to the fact that most of the projects have been concluded in 2008 or 2009; long time prior to the current study. At present even though some of the eSDI projects are sustained, the majority are in the completed category with limited outreach. In some of these projects the staff originally involved with the project had relocated/transferred/resigned and if there were any current staff, they were unaware of the project activities or its beneficiaries, which was a major obstacle for data collection. In these, the field teams had to spend time and energy to locate the staff (those who are presently no longer with the project) for interviews and most attempts were futile. Also most of the owners/project managers, even though committed to a project, sometimes were unable to continue its activities for various reasons such as: limited funding, limited capacity (physical and infrastructure), and subsequent lack of demand etc. Those eSDI project owners who were willing to provide information with regard to their projects also stressed the fact their activities have been evaluated on several occasions and all project reports /supporting documents have been completed and currently these documentation is in accessible. Given the above limitations and constraints encountered, the field teams managed partially to cover the sample utilizing extra time than anticipated initially. The unavailability of secondary information related to the projects, prevented the study team from conducting a thorough literature review. Study was confined to the data presented in the previous eSDI evaluation reports, websites and data provided by the eSDI team. Thus verifying the limited information obtained from the field and further triangulation was limited.

In analyzing the indicative data gathered, only exploratory analysis was attempted. Any deeper (i) quantitative analysis employing such statistical techniques as usage of confidence intervals, multivariate analysis, time series analysis and (ii) qualitative analysis using content analysis of FGDs findings using software were beyond the scope of the study. Further, a gender analysis (beyond reporting figures on males and females) was also not attempted due to the reasons indicated above.

## 2.7 Additional methodological approach

As a result of the data collection constraints encountered and the strong commitment by the team to provide a comprehensive report depicting the true impact of the efforts undertaken by the eSDI team; the study team complimented the originally presented study approach to include additional qualitative information from KIIs and field level information in the relevant thematic areas within the



same sample in order to capture the overall objective vis-a vis the outcome of various eSociety projects conducted since 2005. The study supplemented the findings from the direct eSDI beneficiaries by including the findings from the general community/typical user groups in the vicinities of where the projects were conducted. In depth study represents the thematic areas while ensuring reasonable distribution across the districts. The additional qualitative information would investigate the outcome and impacts that these eSDI projects have had on the typical user groups based on multiple sources of evidence collected. In addition to the already developed data collection tools, an additional format including the guiding the questions based thematic areas on which the information is to be gathered was developed, see Annex 6.

Using this supplementary method and approach, the study team attempted to draw out realistic information on the overall impact the eSDI projects have had on the community. The information gathered in essence would contain the following:

1. Awareness/ understanding among the community with regard to the main outputs of eSDI Projects.
2. Outcomes<sup>3</sup> as a result of the outputs of eSDI projects within the community.
3. Types of impacts<sup>4</sup> that have resulted subsequent to the outcomes of the project
4. Success stories/ good practices in relation to eSDI projects.

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<sup>3</sup>Outcomes are defined as immediate effects resulting from the outputs on the beneficiaries or by the use of outputs by them.

<sup>4</sup> Impact is defined as long-term or ultimate result attributable to a development intervention – in contrast to output and outcome, which reflect more intermediate results from the intervention.

## Chapter 3: eSDI Achievements

### 3.1 Output level achievements of eSDI

The presentation of the *geographical distribution* of different types of projects funded under eSDI is a difficult exercise. Many of the projects under RAP, PAP and AF were not confined to a district or province; they had multi-service locations. Accordingly to Table 4 the majority of the projects were serving districts predominantly with rural areas.

Table 4: Geographical distribution of different types of projects funded under eSDI

Province	District	No. of CAP Projects	No. of PAP Projects	No. of RAP Projects	No. of AF Projects
Western	1. Colombo	13	28	-	3
	2. Gampaha	6	5	6	-
	3. Kalutara	5	-	1	-
Central	4. Kandy	3	1	2	-
	5. Matale	4	-	-	-
	6. Nuwara Eliya	4	-	1	-
Southern	7. Galle	10	-	2	-
	8. Matara	9	-	2	-
	9. Hambantota	7	-	2	-
Northern	10. Jaffna	-	1	-	4
	11. Kilinochchi	-	-	-	-
	12. Mannar	-	-	-	-
	13. Vavuniya	-	-	1	-
	14. Mulativu	-	-	-	-
Eastern	15. Batticaloa	5	-	2	-
	16. Ampara	5	-	2	1
	17. Trincomalee	6	-	1	-
North Western	18. Kurunegala	7	-	3	-
	19. Puttalam	5	-	-	-
North Central	20. Anuradhapura	8	-	3	-
	21. Polonnaruwa	7	-	-	1
Uva	22. Badulla	9	-	1	-
	23. Moneragala	12	-	2	-
Sabaragamuwa	24. Ratnapura	18	-	-	-
	25. Kegalle	3	-	1	-
	Multi-locations	1	36	10	-
Total		151	36	44	9
		240			

*Thematic area-wise distribution* of eSDI projects funded under CAP, RAP, PAP and AF is displayed in Table 5. In respect of projects under CAP, the thematic area-wise achievement when compared with the appraisal target varies from 64% to 123%. Although the lowest achievement proportion of 64% is in respect of “*ICT Income Generation*”, it has the highest number of projects, numbering 32, out of a total of 125 projects. Compared with the appraisal target of 140 CAP projects, the overall achievement is 89%.

In respect of projects under RAP, the thematic area-wise achievement when compared with the appraisal target varies from 0% to 157%. However, the appraisal target of 40 RAP projects has now been achieved with the overall achievement of 100%.

In respect of projects under PAP, the thematic area-wise achievements when compared with the appraisal targets vary from 0% to 167%. There are no projects under the themes of “ICT for Peace” and there is only one project under “Gender”. Notwithstanding the above, the appraisal target of 30 PAP projects has now been exceeded and the overall achievement is 110%.

In respect to AF projects, the thematic area-wise achievements when compared with the appraisal targets are all at 100%.

**Table 5: Thematic area-wise different types of projects funded under eSDI compared with appraisal targets (as of November 2013)**

Thematic Area >	Training & Capacity Building	ICT Access to Learning	ICT Access to Services	ICT Income Generation	ICT for the Disabled or Elderly	Peace	Environment & Conservation	Indigenous Knowledge	Total
CAP									
Planned	12	34	22	50	7	3	3	9	140
Actual	17	33	34	41	8	4	3	11	151
% Achievement	142	97	155	82	114	133	100	122	108
RAP									
Planned	8	8	7	8	5	1	1	2	40
Actual	9	9	15 <sup>5</sup>	5	4	1	1	2	44
% Achievement	113	113	214	63	80	100	100	100	110
PAP									
Thematic Area >	Capacity Building	Local Content Local Language	e-Service	ICT for Peace	Innovative Communication	Gender	Total		
Planned	5	7	6	3	3	6	30		
Actual	7	11	11	-	6	1	36		
% Achievement	140	157	183	0	200	17	120		
AF									
Funded	3	3	2	-	-	1	9		
Actual	3	3	2	-	-	1	9		
% Achievement	100	100	100			100	100		

### 3.2 Outcomes of the National Best e-Content (e-Swabhimani) Awards

Through the e-Society Programme, ICTA has initiated a large number of projects some of which have been recognized through international awards. All these projects have addressed the needs of disadvantaged communities and have strived to create content and applications that would impact on the everyday lives of people. In order to maintain this heightened interest on content development, as well as to create awareness amongst the general public, the ICTA has initiated the e-Swabhimani-National Best Content Award, which in Sinhala is called “e-Swabhimani Award” (<http://eswabhimani.lk>).

ICTA initiated the e-Swabhimani Award in 2009, which attracted over 200 submissions out of which 28 winners for selected. Since then it has become an annual event where in 2010, 2011, 2012 there was an increase of nominations from 163, 159 and 220 respectively. The number of award categories changes annually. Since the inception the number of categories varied from 8 in 2009; 11 in 2010; 9 in both 2011 and 2013.

Amongst other that won eSwabimani Award in 2009 was the “Nenasakmana’ mobile telecentre” and “Happylife Project”. “Nenasakmana”, mobile telecentre “a small lorry includes four laptop computers powered by a solar panel and a HSPA/3G modem assisted internet connection. It is also equipped with educational CDs, computer games and newspapers. It serves the villages, schools, religious institutions within the Divisional Secretariat by providing the services the community require. The another award winner was the Happy life Project, <http://www.happylife.lk> , an online information repository and counselling service created by the Family Planning Association of Sri Lanka with the assistance of ICTA provides trilingual online/mobile support to those who access the services. Even though the service was open to all age groups, it was created with special focus to provide the youth of Sri Lanka to enabling them to make informed decisions.

## Chapter 4: Outcome and Impact Level Achievements

Each of forthcoming sections 4.1 to 4.4, in respect of projects surveyed by type (CAP, PAP, RAP, and AF), presents an analysis consisting of: awareness, usage, outcomes and impact of contents of projects, achievements and good practices among projects, issues related to the projects, conclusions and lessons learned. Finally, section 4.5 presents a summary. The following subchapters include the several survey outcomes from the manager and beneficiaries questionnaires structured by question. To begin with, Table 6 gives an overview on the level of satisfaction of beneficiaries across project types. It shows that 24% of beneficiaries were highly satisfied; 36% satisfied; 37% less satisfied and 3% not at all satisfied with the services provided by the project.

**Table 6: Level of satisfaction with the services provided by the project (beneficiaries)**

Project type	Level of satisfaction with the services provided by the project				Total
	Highly satisfied	Satisfied	Less satisfied	Not satisfied at all	
	%	%	%	%	
CAP	36	42	22	0	100
RAP	27	36	25	11	100
PAP	11	22	67	0	100
AF	23	45	32	0	100
Overall	24	36	37	3	100

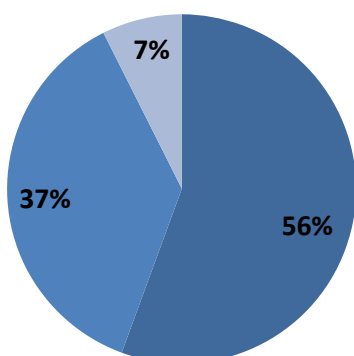
### 4.1 Achievements of CAP projects

#### 4.1.1 Awareness, usage, outcomes and impact of contents of CAP projects

To assess the awareness of beneficiaries regarding the services provided by CAP projects three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. Figures 1, 2 and 3 display the respective results.

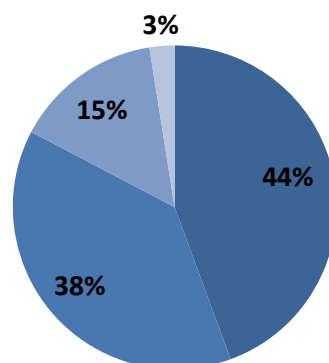
**Figure 1: Awareness of services provided by CAP projects (beneficiaries)**

■ Fully ■ Partially ■ Very little



**Figure 2: Awareness of benefit of ICT to improve day to day life (beneficiaries)**

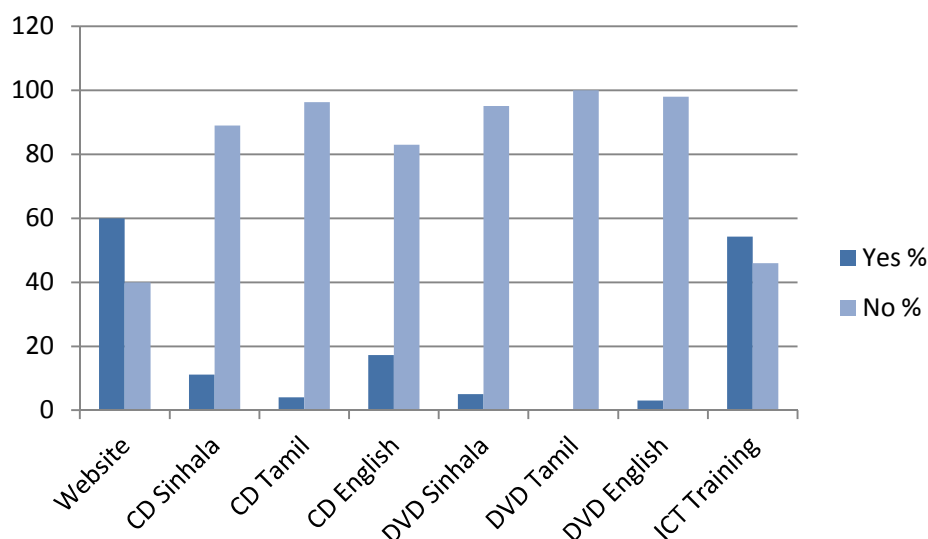
■ Well aware ■ Satisfactory ■ Low ■ Not at all





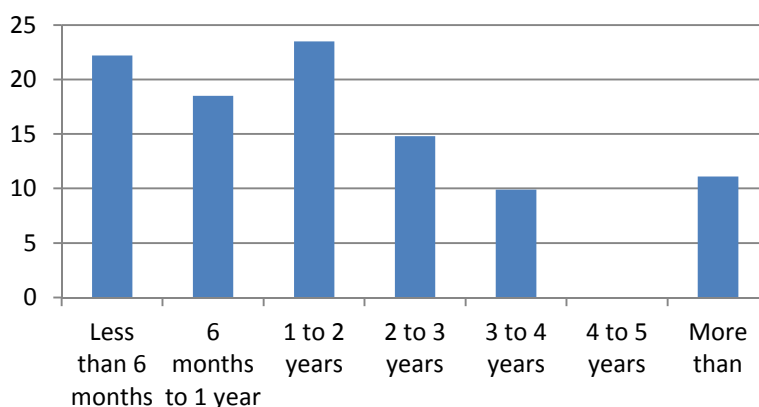
Accordingly, it is evident that majority of the beneficiaries (93%) are aware of the services provided by CAP projects and around 82% are satisfactorily aware of the benefits to improve daily life. The awareness about the contents developed is relatively poor, only the contents of the website and ICT training received higher values of awareness.

**Figure 3: Awareness of content of different CAP Projects (beneficiaries)**



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or benefited from them?” Similarly project managers were asked “To what extend are you satisfied with regard to the use of the project services by the beneficiaries?” Accordingly two more questions were posed “Indicate the % of beneficiaries by the frequency at which they use the computers at the service center” and “Indicate % of beneficiaries by the frequency at which they use the internet at the service center”. The data shows that the majority of beneficiaries used the services provided by CAP projects for a few days a week (30%) followed by 22% using them once a week or once in 2 weeks. The daily usage amounts to 10% and once a month was 9%. Likewise the Figure 4 displays that 24% used the services from 1 to 2 years followed by 23% which used them less than 6 months. No one indicated in using them for 3 to 4 years.

**Figure 4: Duration of usage of services provided by CAP projects (beneficiaries)**



Looking at the managers' point of view, 56% were highly satisfied and 45% satisfied with the usage of the project services by beneficiaries. Looking at the computer and internet usage of beneficiaries it is shown that the majority were not very frequent users of these services.

**Table 7: % of beneficiaries which use the computers/internet at the service centre - CAP projects (managers)**

Project Type	Beneficiary Computer usage percentage						Total
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	
CAP	30	22	19	9	16	4	100
	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	
	27	10	18	24	18	3	100

In regards to outcomes beneficiaries were asked *"In which manner have the services provided by the project benefited you?"* The response is as follows:

- 92% beneficiaries were able to acquire ICT literacy/skills from CAP projects
- 35% beneficiaries have improved their English literacy
- 69% are of the view that the service facilities of the CAP are satisfactory.
- 27% of beneficiaries is of the opinion that they saved time as a result of the services obtained through CAP
- 48% of the beneficiaries were able to obtain e-Learning facilities from the center
- 7% was able to access to Health Information
- 41% access to Agricultural Extension information
- 24% have access to marketing channels as a result of CAP
- 22% have gained knowledge on Production Methods
- 12% of Women and Youth were empowered.

In the case of websites developed under CAP projects, 67% of the beneficiaries indicated that they have increased the awareness of the subject matters included in the website. 19% of the beneficiaries have made use of the websites to increase their income generation activities.

73% of beneficiaries mentioned an improvement in the knowledge base where as 27% increase the opportunities on ICT training. In addition the CAP projects developed highly useful contents such as CDs, DVDs, websites and ICT training. 50% have assessed that these contents were highly useful and 49% have indicated they were useful and 1% mentioned that they were less useful.

Finally, to survey outcomes beneficiaries were asked *"What improvements have resulted to you?"* and *"To what extent did your knowledge on ICT improve as a result of the project?"* Similarly managers have been asked *"According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?"* (Tables 8 and 9). 53% of beneficiaries state that their knowledge on ICT has highly improved where 39% state it somewhat improved as a result of CAP projects. 47% of the beneficiaries are of the view that the CAP project activities had an impact on their lives as indicated in the table below. Similarly, the managers have confirmed the beneficiaries' opinion on the impact from the CAP activities indicating that 42% benefited from the projects whilst 58% were not.

Table 8: Improvement of knowledge on ICT as a result of CAP projects (beneficiaries)

Improvement of knowledge on ICT as a result of CAP projects				
Highly improved	Somewhat improved	Little improved	Not at all	Table Total
%	%	%	%	%
53	38	6	3	100

Table 9: Type of impacts based on CAP projects

Type of impact	beneficiaries		managers	
	Yes	No	Yes	No
	%	%	%	%
Secure employment	44	56	44	56
Commencement of an enterprise	41	59	33	67
Provide employment to others as a result of starting the enterprise	28	72	33	67
Increase of your income	52	48	56	44
Increase of family income	54	46	44	56
Increase in family's level of living	52	48	56	44
Increase of economic activities in the community	52	48	33	67
Positive attitudes towards inter-communal harmony	56	44	33	67
<b>Overall Impact</b>	<b>47</b>	<b>53</b>	<b>42</b>	<b>58</b>

#### 4.1.2 Achievements, good practices, issues, lessons learned and recommendations by CAP project managers

To get insights into the achievements and good practices among CAP projects project managers/project owners were asked the following questions: “Are there any outstanding achievements of the project?”, “What circumstances or conditions made these “outstanding achievements” possible?” and “What are the “good practices” (if any) that have been followed?” The project managers independently expressed the following outstanding achievements of the CAP projects:

- The possibility of reaching international contacts for business or personal reasons through internet directly avoiding the middle men (C084)
- The creation of an English website after the Sinhala website (C112)
- Building bio gas units and raising awareness of the same(C135)
- Information collection and dissemination on traditional “Shanthikarma” (C117)
- Achieved the first place at the new innovation competition organized by the Science and Technology Institute of Sri Lanka in 2008 (C116)
- Representing Sri Lanka at the “Intel International Fair of 2009” held in USA (C116)
- Winning the 2009 “e Suwabhimani Award” (C150)

Reasons for these achievements were mainly due to the guidance and encouragement of ICTA, unity among the stakeholders and dedication towards the project objectives. In achieving these results the following good practices within CAP projects were highlighted by the project managers:

- Many training sessions were conducted to assist entrepreneurs to adopt non-traditional practices (C027)
- The involvement of low income earners (C084/C027)
- Raising awareness on the importance of the course by indicating the approval obtained through the University Senate Board (C027)
- Conducting courses in all three languages (C112)
- Conducting an awareness programme (C135/C150)
- Providing computer related training free of charge in the initial phase (C088)

After elaborating on the success factors, project managers were also interviewed on which difficulties and problems they might have faced during the implementation of the project. Questions here were: *“Where there any “problems”, “difficulties” and “constraints” faced by the organization that interfered or retarded with the smooth implementation of the project?”* The managers indicated different constraints such as: lack of financial capacity to continue the project activities; lack of English knowledge; difficulties of finding a computer operator; lack of internet facilities, vehicles and electricity.

In response to *“Are there any opinions you have with regard to possible improvements to the project?”* the managers indicated the following improvements for the sustainable continuation of the project activities:

- Appointing a trainer with permanent salary (C088)
- Conducting English courses and increasing English knowledge (C084)
- Financial assistance to develop websites (C122)
- Increase in the number of staff (C135)
- Providing financial assistance (C135)

Finally, project managers were asked in assessing *“What are the “lessons so far learned” from the project?”* and they have stated the following:

- Maintaining accounts through the software are both easier and helpful than maintaining manual accounts (C027)
- Adopting an income earning method/ strategy to ensure sustainability of the project (C084)
- Knowledge with regard to environment and its usefulness is highly important (C116)
- Gaining knowledge on best ways of community interactions is highly important (C150)

#### 4.1.3 Conclusions from CAP projects

93% of the community beneficiaries were aware of the CAP initiated by ICTA; 82% of them were well aware of the benefits from the use of ICT to improve their day to day life. 62% of the beneficiaries have reported that they use the project services at least once a week (all most daily, few days a week or once a week).

The level of satisfaction among the project managers with regard to the usage of initiated ICT solutions is extremely high (100%) which also indicates the communities constantly use the ICT solutions introduced via CAP projects.

The usage of computers and internet at the service centres is around 20%. Majority of beneficiaries (93%) have achieved improved ICT literacy and skills followed by the service facilities (70%) provided by the centre. The facilities for e-learning (48%) The CAP beneficiaries have an average impact on the increase of individual income (56%), average 50% of the beneficiaries felt that they are economically well off by CAP.

The project managers have indicated their outstanding achievements in connecting to the world through internet, creation of trilingual websites, dissemination of information, winning local awards and representing international fairs.

The CAP has initiated training sessions to assist entrepreneurs introduced ICT solutions to low income earners and conducting training in tri-lingual basis, conducting ICT training free of charge at the initial stage.

The project managers of the initiated projects have encountered difficulties, issues and problems, such as limitations in finances, poor knowledge of English, and difficulties in finding computer literate employees, poor internet facilities and electricity, expansion of community awareness of the ICT solutions.

Therefore, the study team felt that modern approaches should be introduced for promotion and sustainability of the CAP projects to ensure continuity in following of business entity concept.

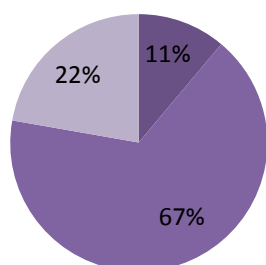
## 4.2 Achievements of PAP projects

### 4.2.1 Awareness, usage, outcomes and impact of contents of PAP projects

To assess the awareness of beneficiaries regarding the services provided by PAP projects three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. Figures 5 and 6 display the respective results

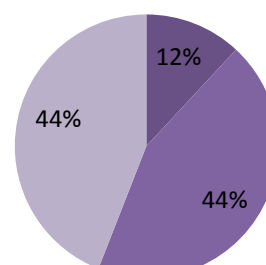
**Figure 5: Awareness of services provided by PAP projects (beneficiaries)**

■ Fully ■ Partially ■ Very little



**Figure 6: Awareness of benefit of ICT to improve day to day life (beneficiaries)**

■ Well aware ■ Satisfactorily ■ Low



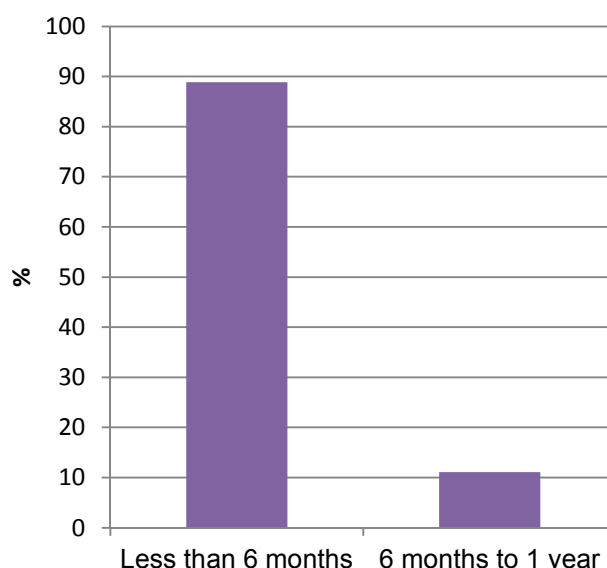
Accordingly, it is evident that majority of the beneficiaries (78%) are aware of the services provided by PAP projects and around 56% are satisfactorily aware of the benefits to improve daily life. The



awareness about the contents developed is relatively poor, only the contents of the websites, CDs and ICT training received higher values of awareness.

To assess usage of provided services beneficiaries were asked *“To what frequency do you use the services provided by the Project?”* and *“For how long have you used project facilities or benefited from them?”* Similarly project managers were asked *“To what extend are you satisfied with regard to the use of the project services by the beneficiaries?”* Accordingly two more questions were posed *“Indicate the % of beneficiaries by the frequency at which they use the computers at the service center”* and *“Indicate % of beneficiaries by the frequency at which they use the internet at the service center”*. The data shows that the majority of beneficiaries used the services provided by PAP projects for a few days a week (11%) followed by 33% using them once a week or once in 2 weeks. once a month was 56%. Figure 7 displays that 89% used them less than 6 months and 11% used its services from 6 months to 1 year.

Figure 7: Duration of usage of services provided by PAP projects (beneficiaries)



Looking at this from managers' point of view, 56% were highly satisfied and 50% less satisfied with the usage of the project services by beneficiaries. Looking at the computer and internet usage of beneficiaries it is shown that the majority were not very frequent users of these services.

Table 10: % of beneficiaries which use the computers/internet at the service centre - PAP projects (managers)

Project Type	Beneficiary Computer usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
PAP	37	23	17	13	5	5	100
	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	
	37	23	17	13	5	5	100

In regards to outcomes beneficiaries were asked *“In which manner have the services provided by the project benefited you?”* The response is as follows:

- 11% are of the view that the service facilities of the PAP are satisfactory

- 56% beneficiaries were able to acquire ICT literacy/skills from PAP projects
- 56% of beneficiaries is of the opinion that they saved time as a result of the services obtained through PAP
- 11% of the beneficiaries were able to obtain e-Learning facilities from the center
- 11% was able to access Health Information
- 100% of Women and Youth were empowered

In the case of websites developed under PAP projects, 11% of the beneficiaries indicated that they have increased the awareness of the subject matters included in the website.

The PAP projects developed highly useful contents such as CDs, DVDs, websites and ICT training. 50% have assessed that these contents were highly useful.

Finally, the survey beneficiaries were asked about outcomes “What improvements have resulted to you?” and “To what extent did your knowledge on ICT improve as a result of the project?” Similarly managers have been asked “According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?” (Tables 11 and 12). 22% of beneficiaries state that their knowledge on ICT has highly improved where 56% state it somewhat improved as a result of PAP projects. 26% of the beneficiaries are of the view that the PAP project activities had an impact on their lives as indicated in the table below. Whereas the managers have confirmed the beneficiaries’ opinion on the impact from the PAP activities indicating that 44% benefited from the projects whilst 56% were not.

Table 11: Improvement of knowledge on ICT as a result of PAP projects (beneficiaries)

Improvement of knowledge on ICT as a result of PAP projects				
Highly improved	Somewhat improved	Little improved	Not at all	Table Total
%	%	%	%	%
22	45	22	11	100

Table 12: Type of impacts based on PAP projects

Type of impact	beneficiaries		managers	
	Yes	No	Yes	No
	%	%	%	%
Secure employment	56	44	50	50
Commencement of an enterprise	0	100	50	50
Provide employment to others as a result of starting the enterprise	0	100	0	100
Increase of your income	56	44	50	50
Increase of family income	22	78	50	50
Increase in family's level of living	22	78	50	50
Increase of economic activities in the community	22	78	50	50
Positive attitudes towards inter-communal harmony	33	67	50	50
Overall Impact	26	74	44	56

In addition to the above findings, the qualitative survey reveals that successful PAP projects have contributed immensely to uplift the lives of many through their positive contributions. For instance, the Happy life Project (**PAP 025**): by using innovative communication methods such as mobiles

(calls/ SMS) and internet, outreach activities of the Family Planning Association to increase the awareness/ counselling related to sexual health have improved. The tri-lingual system provides access to information and specialised counselling on a needs basis while ensuring the confidentiality of all callers. The project has launched:

- 1) Interactive Voice Response System is accessible via any telephone, where it dispenses information on variety of topics, based on the preference of the user;
- 2) The SMS gateway which allows the general public to send a SMS to the gateway with a pre-defined code and receive information for that particular subject matter or send a specific question via SMS to the support centre in order to obtain necessary counselling or medical help;
- 3) web based information support provides the public with general information and allows online chat rooms facilitating more customized and professional or medical support to the visitors.

This project has won the “Gold Award for the Best Website of the Year” under the Not for Profit Category in October 2010. Given the visible success, the project has been replicated among other Family Planning Associations in the South Asia Region, i.e. International Planned Parenthood Federation.

Similarly, the **PAP 010**, a project of which the target group was blind and hearing impaired children, encouraged the adoption of computer aided teaching to increase the literary skills, both in respect to Computer and English. Main aim of the project was to develop computer aided teaching methods for impaired children including Sinhala language text to Braille software. A special computer unit was set up for the Blind school and at present there are two teachers working in this unit to assist the children. The development of a voice book system and MCQ book are considered as the outstanding achievement of the project. Already students are following ICT as a subject in GCE (O/L) examination and already 3 students sat for previous examination. Development of positive attitude is another outstanding achievement as a marginalized group.

#### 4.2.2 Achievements and good practices among PAP projects

To get insights into the achievements and good practices among PAP projects project managers/project owners were asked the following questions: *“Are there any outstanding achievements of the project?”*, *“What circumstances or conditions made these “outstanding achievements” possible?”* and *“What are the “good practices” (if any) that have been followed?”* The project managers independently expressed the following outstanding achievements of the PAP projects:

- The development of a voice book system and MCQ book ( P010)
- Students are following ICT as a subject in GCE (O/L) examination and already 3 students sat for previous examination (P010)
- Development of positive attitude ( P005/ P010)
- Sharing ICT knowledge among others

Reasons for these achievements were mainly due to the guidance and encouragement of ICTA, unity among the stakeholders and dedication towards the project objectives. In achieving these results the following good practices within PAP projects were highlighted by the project managers:

- Management considered these services as valuable to the community and always looked in to areas of improvement and sustainability(P025)
- Good operational practice that had been adopted by the blind school is equal time allocation without discriminating male and female and all age groups.(P010)
- No restrictions imposed on gender basis. (P010/P025)

After elaborating on the success factors, project managers were also interviewed on which difficulties and problems they might have faced during the implementation of the project. Questions here were: *“Where there any “problems”, “difficulties” and “constraints” faced by the organization that interfered or retarded with the smooth implementation of the project?”* The managers indicated different constraints such as: inadequacy of attention of maintenance and upgrade of old computers and need specialized software to blind students to learn ICT effectively and efficiently. (Ex. Graphic design is not easy to blind students and need specialized software).

In response to *“Are there any opinions you have with regard to possible improvements to the project?”* the managers indicated the following improvements for the sustainable continuation of the project activities:

- Need to expand ICT facility to library and hostels to improve knowledge and capacity of blind students. (P010)
- Operational cost and replacement cost is very high and need further assistance to improve it. (P010)
- Additional and special equipment are essential to gain perfect benefits of the project. (Brail Printers, Additional computers to the library, Voice recording software and facility etc.) (P010)

Finally, project managers were asked in assessing *“What are the “lessons so far learned” from the project?”* and they have stated the following:

- At the start of any project first to ascertain the need, capacity and dedication of persons involved and possibility of sustaining its activities after the project ends. (P025)
- Adopting an income earning method/ strategy to ensure sustainability of the project(P025)
- Gaining knowledge on best ways of community interactions is highly important(P025/P010)

#### 4.2.3 Conclusions from PAP projects

78% of the community beneficiaries were aware of the PAP initiated by ICTA; 56% of them were well aware of the benefits from the use of ICT to improve their day to day life. 33% of the beneficiaries have reported that they use the project services at least once a week (all most daily, few days a week or once a week).

The level of satisfaction among the project managers with regard to the usage of initiated ICT solutions is extremely high (50%) which also indicates the communities constantly use the ICT solutions introduced via PAP projects.

Majority of beneficiaries (56%) have achieved improved ICT literacy and skills followed by the service facilities (11%) provided by the centers. The PAP beneficiaries have an average impact on the increase of individual income (56%), average 66% of the beneficiaries felt that they are economically well off by PAP.

The project managers have indicated their outstanding achievements in connecting to the world through internet, creation of trilingual websites, dissemination of information and necessary

services, winning local awards, like eSwarbhimani and international awards such the Manthan award And the World Summit Award, a UN backed global initiative.

The project managers of the initiated projects have encountered difficulties, issues and problems, such as limitations in finance management, poor knowledge of new applications, and social stigma associated with differently able people as well as sexual health and reproductive information. Therefore, the study team felt that modern approaches should be introduced for promotion and sustainability of the PAP projects to ensure continuity. PAP projects are operating in diverse physical and social environments and therefore tailor made strategies have been adopted to attain success.

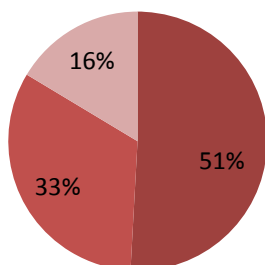
### 4.3 Achievements of RAP projects

#### 4.3.1 Awareness, usage, outcomes and impact of contents of RAP projects

To assess the awareness of beneficiaries regarding the services provided by RAP projects three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. Figures 8 and 9 display the respective results.

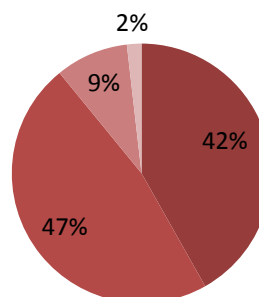
**Figure 8:** Awareness of services provided by RAP projects (beneficiaries)

■ Fully ■ Partially ■ Very little



**Figure 9:** Awareness of benefit of ICT to improve day to day life (beneficiaries)

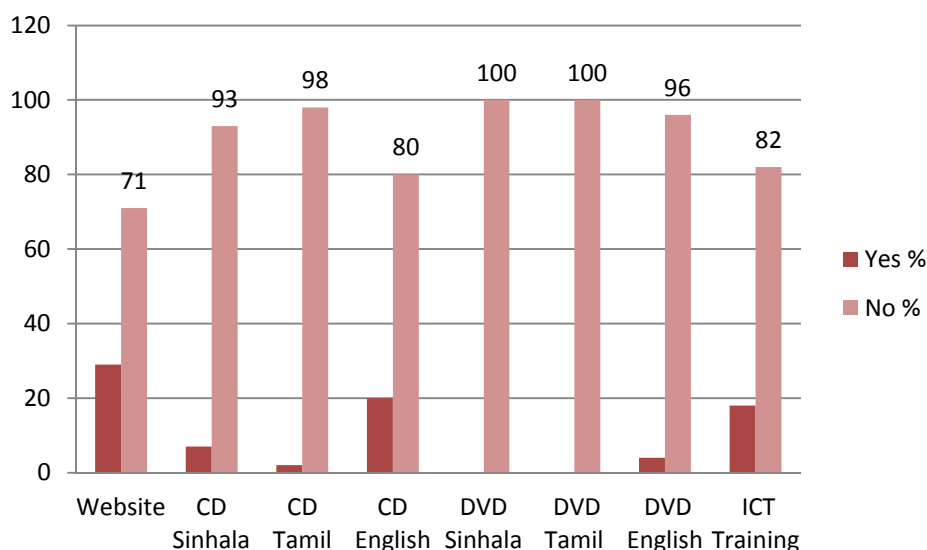
■ Well aware ■ Satisfactorily ■ Low ■ Not at all



Accordingly, it is evident that majority of the beneficiaries (84%) are aware of the services provided by RAP projects and around 89% are satisfactorily aware of the benefits to improve daily life. The awareness about the contents developed is relatively poor, only the contents of the website, the English CD and ICT Training received higher values of awareness.

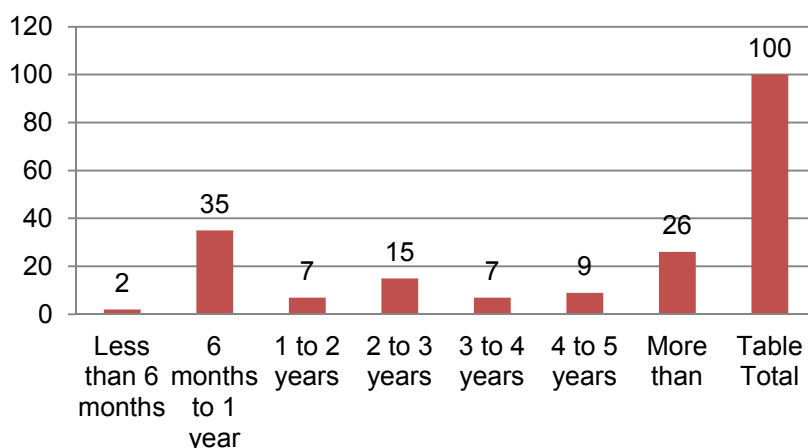


Figure 10: Awareness of content of different RAP projects (beneficiaries)



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or benefited from them?” Similarly project managers were asked “To what extend are you satisfied with regard to the use of the project services by the beneficiaries?” Accordingly two more questions were posed “Indicate the % of beneficiaries by the frequency at which they use the computers at the service center” and “Indicate % of beneficiaries by the frequency at which they use the internet at the service center”. The data shows that the majority of beneficiaries used the services provided by RAP projects for a few days a week (27%) followed by 31% using them once a week, 6% once in 2 weeks and 27% almost daily. Likewise the Figure 11 displays that 35% used the services 6 months up to 1 year, 7% used the services from 1 to 2 years, 15% used the services from 2 to 3 years followed by 26% which used them more than 5 years.

Figure 11: Duration of usage of services provided by RAP projects (beneficiaries)



Looking at the managers’ point of view, 50% were highly satisfied and 50% satisfied with the usage of the project services by beneficiaries. Looking at the computer and internet usage of beneficiaries it is shown that the majority were not very frequent users of these services.

Table 13: % of beneficiaries which use the computers/internet at the service centre - RAP projects (managers)

Project Type	Beneficiary Computer usage percentage						Total
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	
RAP	49	21	16	7	6	1	100
	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	
	54	20	13	6	4	3	100

In regards to outcomes beneficiaries were asked “*In which manner have the services provided by the project benefited you?*” The response is as follows:

- 75% beneficiaries were able to acquire ICT literacy/skills from RAP projects
- 78% beneficiaries have improved their English literacy
- 33% are of the view that the service facilities of the RAP are satisfactory
- 42% of beneficiaries is of the opinion that they saved time as a result of the services obtained through RAP
- 64% of the beneficiaries were able to obtain e-Learning facilities from the center
- 15% was able to access to Health Information
- 20% access to Agricultural Extension information
- 26% have access to marketing channels as a result of RAP
- 18% have gained knowledge on Production Methods
- 33% of Women and Youth were empowered
- 9% have gained support for peace and environmental management
- 20% have mobilized indigenous knowledge

In the case of websites developed under RAP projects, 64% of the beneficiaries indicated that they have increased the awareness of the subject matters included in the website. 14% of the beneficiaries have made use of the websites to increase their income generation activities. 60% of beneficiaries mentioned an improvement in the knowledge base whereas 30% increase the opportunities on ICT training. In addition the RAP projects developed highly useful contents such as CDs, DVDs, websites and ICT training. 20% have assessed that these contents were highly useful and 68% have indicated they were useful and 34% mentioned that they were less useful.

Finally, to survey outcomes beneficiaries were asked “*What improvements have resulted to you?*” and “*To what extent did your knowledge on ICT improve as a result of the project?*” Similarly managers have been asked “*According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?*” (Tables 14 and 15). 43% of beneficiaries mentioned that their knowledge on ICT has highly improved, 38% indicated that it has somewhat improved and 13% stated that it has little improved as a result of RAP projects. 54% of the beneficiaries are of the view that the RAP project activities had an impact on their lives as indicated in the table below. Similarly, the managers have confirmed the beneficiaries’ opinion on the impact from the RAP activities indicating that 58% benefited from the projects whilst 42% were not.

Table 14: Improvement of knowledge on ICT as a result of RAP projects (beneficiaries)

Improvement of knowledge on ICT as a result of RAP projects				
Highly improved	Somewhat improved	Little improved	Not at all	Table Total
%	%	%	%	%
43	38	13	7	100

Table 15: Type of impacts based on RAP projects (beneficiaries)

Type of impact	Beneficiaries		Managers	
	Yes	No	Yes	No
	%	%	%	%
Secure employment	55	46	67	33
Commencement of an enterprise	36	64	33	67
Provide employment to others as a result of starting the enterprise	33	67	50	50
Increase of your income	42	58	33	67
Increase of family income	36	64	33	67
Increase in family's level of living	33	67	33	67
Increase of economic activities in the community	35	66	17	83
Positive attitudes towards inter-communal harmony	46	55	50	50

### 4.3.2 Achievements and good practices among RAP projects

To get insights into the achievements and good practices among RAP projects project managers/project owners were asked the following questions: “Are there any outstanding achievements of the project?”, “What circumstances or conditions made these “outstanding achievements” possible?” and “What are the “good practices” (if any) that have been followed?” The project managers independently expressed the following outstanding achievements of the RAP projects:

- The center became a popular center in the area (R015)
- The possibility for self-study for entrepreneurship was created (R027)
- Most members were employed after they received training (R015)
- The high standards of the course led to new employment opportunities (R024)
- The English knowledge within the community increased(R009)

Reasons for these achievements were mainly due to the dedicated president and training operators. In achieving these results the following good practices within CAP projects were highlighted by the project managers:

- Many training sessions were conducted to assist entrepreneurs to adopt nontraditional practices (R011)
- Raise awareness on the importance of the course by indicating the approval obtained through the University Senate Board (R024)

After elaborating on the success factors, project managers were also interviewed on which difficulties and problems they might have faced during the implementation of the project. Questions here were: “Where there any “problems”, “difficulties” and “constraints” faced by the

*organization that interfered or retarded with the smooth implementation of the project?” and “Are there any opinions you have with regard to possible improvements to the project?”* The managers indicated different constraints such as: ICTA not conducting a needs assessment; the difficulty of understanding the CDs for self-study of entrepreneurship; the indirect effect of the rules and regulations set forth by the University Senate Board on the course implementation; the insufficient number of computers and the lack of internet facilities.

In response to *“Are there any opinions you have with regard to possible improvements to the project?”* the managers indicated the following improvements for the sustainable continuation of the project activities:

- ICTA should work together with the managers (R009/R010)
- Adopting flexible principals by the University board(R024)
- Providing more internet facilities( R009)
- Increasing the number of computers and space(R011)

Finally, project managers were asked in assessing “What are the “lessons so far learned” from the project?” Table 51 includes two lessons learned for RAP projects: maintaining accounts through the software and the implementation of proper monitoring through prior identified benchmarks and post evaluation of projects.

Finally, project managers were asked in assessing *“What are the “lessons so far learned” from the project?”* and they have stated the following:

- Maintaining accounts through the software are both easier and helpful than maintaining manual accounts (R027)
- The implementation of proper monitoring through prior identified benchmarks and post evaluation of the projects (R011)

#### **4.3.3 Conclusions from RAP projects**

84% of the beneficiaries were fully or partially aware of the services provided by RAP projects. Their level of awareness towards the benefits is around 42% and the level of satisfaction is 42%. The usage of the RAP ICT initiatives within a week is 85%.

The internet usage with RAP is around 20%. The beneficiaries indicated that they had acquired ICT literacy/skills (75%); English literacy (78%) and e-learning (64%). 29% of beneficiaries were aware of the website content and of which 64% have increased their awareness through websites. They are of the view that, the website content was useful (93%).

The beneficiaries are of the view that they were much economically benefited through the ICT solutions provided by the RAP initiatives whilst this has been confirmed by the project managers. Managers indicated that RAP project in the area is popular, provide facilities for the entrepreneurs for self-study, provide opportunities for employment in ICT field after training and improve English literacy levels.

The managers highlighted few constraints related to the project implementation: insufficient computer hardware, poor internet facilities in the rural areas; strict training regulations and difficulties for the entrepreneurs for understanding CDs for self-study.

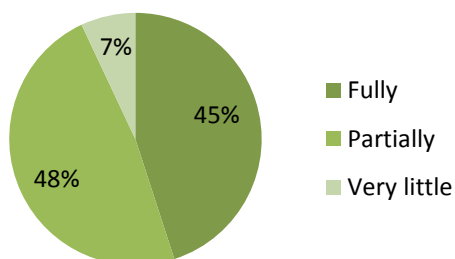
In these circumstances, the beneficiaries are fully aware of the benefits of ICT solutions initiated through the RAP projects needs sustainable measures for continuity and expansion.

## 4.4 Achievements of AF projects

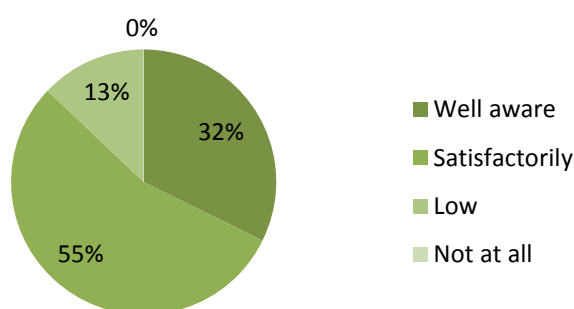
### 4.4.1 Awareness, usage, outcomes and impact of contents of AF projects

To assess the awareness of beneficiaries regarding the services provided by AF projects three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. Figure 12, 13 and 14 display the respective results.

**Figure 12:** Awareness of services provided by AF projects (beneficiaries)

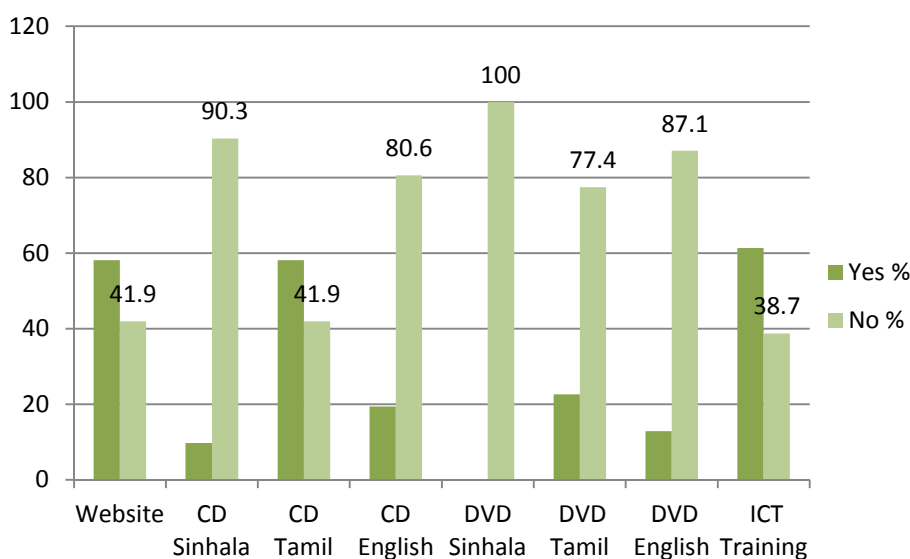


**Figure 13:** Awareness of benefit of ICT to improve day to day life (beneficiaries)



Accordingly, it is evident that majority of the beneficiaries (93%) are aware of the services provided by AF projects and around 87% are satisfactorily aware of the benefits to improve daily life. The awareness about the contents developed is better than for the two project types before. For the contents of the website, Tamil CD and ICT training higher values of awareness could be received.

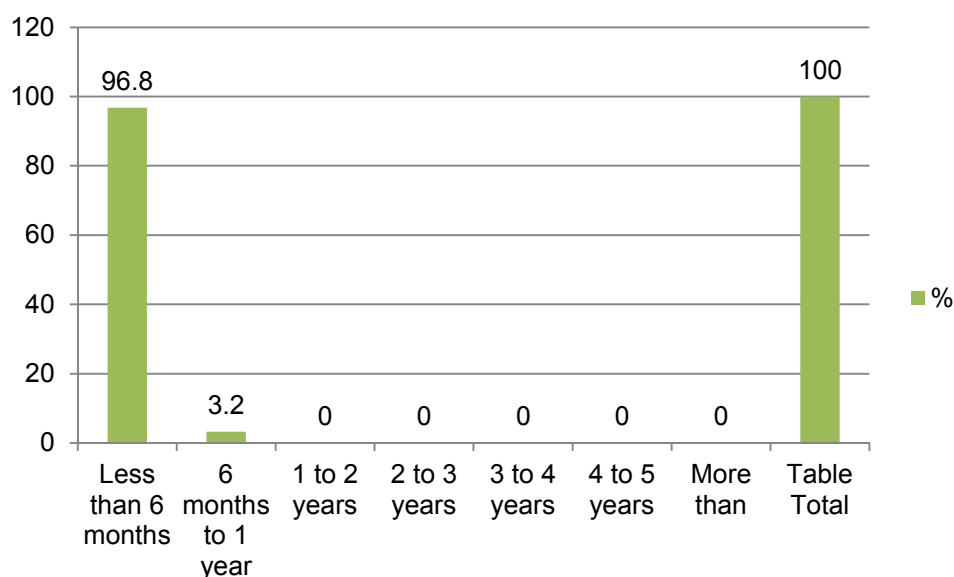
**Figure 14:** Awareness of content of different AF projects (beneficiaries)



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or benefited from them?” Similarly project managers were asked “To what extend are you satisfied

with regard to the use of the project services by the beneficiaries?”. Accordingly two more questions were posed “Indicate the % of beneficiaries by the frequency at which they use the computers at the service center” and “Indicate % of beneficiaries by the frequency at which they use the internet at the service center”. The data shows that the majority of beneficiaries used the services provided by AF projects almost daily (52%), followed by 23% who used them for a few days a week, and those 7% using them once a week and 14% using them once a month. Likewise the Figure 15 displays that 97% were using the services for less than 6 months and 3% for 6 months up to one year.

Figure 15: Duration of usage of services provided by AF projects (beneficiaries)



Looking at the managers’ point of view, 33% were highly satisfied, 33% satisfied and 33% less satisfied with the usage of the project services by beneficiaries. Looking at the computer and internet usage of beneficiaries it is shown that the majority were not very frequent users of these services.

Table 16: % of beneficiaries which use the computers/internet at the service centre - AF projects (managers)

Project Type	Beneficiary Computer usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
AF	50.0	37.5	7.5	5.0	0.0	0.0	100.0
	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	
	75	13	8	5	0	0	100

In regards to outcomes beneficiaries were asked “In which manner have the services provided by the project benefited you?” The response is as follows:

- 77% beneficiaries were able to acquire ICT literacy/skills from AF projects
- 55% beneficiaries have improved their English literacy



- 55% are of the view that the service facilities of the AF projects are satisfactory.
- 36% of beneficiaries is of the opinion that they saved time as a result of the services obtained through AF projects
- 48% of the beneficiaries were able to obtain e-Learning facilities from the center
- 13% was able to access Health Information
- 13% access to Agricultural Extension information
- 9% have access to marketing channels as a result of AF projects
- 20% have gained knowledge on Production Methods
- 68% of Women and Youth were empowered
- 10% gained support for peace and environmental management
- 42% gained mobilization of indigenous knowledge

In the case of websites developed under AF projects, 100% of the beneficiaries indicated that they have increased the awareness of the subject matters included in the website. In addition the AF projects developed highly useful contents such as CDs, DVDs, websites and ICT training. 100% have assessed that these contents were useful to them.

Finally, to survey outcomes beneficiaries were asked *“What improvements have resulted to you?”* and *“To what extent did your knowledge on ICT improve as a result of the project?”*. Similarly managers have been asked *“According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?”* (Tables 17 and 18) 29% of beneficiaries state that their knowledge on ICT has highly improved where 61% state it somewhat improved as a result of AF projects. 36% of the beneficiaries are of the view that the AF project activities had an impact on their lives as indicated in the table below. Similarly, the managers have confirmed the beneficiaries’ opinion on the impact from the AF activities indicating that 50% benefited from the projects whilst 50% were not.

**Table 17: Improvement of knowledge on ICT as a result of AF projects (beneficiaries)**

Improvement of knowledge on ICT as a result of AF projects			
Highly improved	Somewhat improved	Little improved	Not at all
%	%	%	%
29	61	7	3

**Table 18: Type of impacts based on AF projects (beneficiaries)**

Type of impact	Beneficiaries		Managers	
	Yes	No	Yes	No
	%	%	%	%
Secure employment	52	48	0	100
Commencement of an enterprise	36	65	0	100
Provide employment to others as a result of starting the enterprise	32	68	0	100
Increase of your income	32	68	0	100
Increase of family income	23	77	33	67
Increase in family's level of living	23	78	0	100
Increase of economic activities in the community	48	52	0	100

Type of impact	Beneficiaries		Managers	
	Yes	No	Yes	No
	%	%	%	%
Positive attitudes towards inter-communal harmony	42	58	67	33

#### 4.4.2 Conclusions from AF projects

There were nine Additional Funding projects awarded under eSDI and eight were completed.

94% of the beneficiaries were aware of these programmes and of which 87% were aware of the benefits of these programmes to improve their day to day life. The contents of the programme are similar to the contents developed under CAP/RAP and PAP and also introduced on need basis.

Almost 80% of beneficiaries use services provided by AF project within a week. Usage of the computers and internet is around 44%. Beneficiaries are of the opinion that they have improved ICT literacy/ skills, English literacy and e-learning, obtained considerable facilities from the AF projects. In this regard, it is too early identify the outcomes/impacts as they are currently ongoing.

## Chapter 5: Outcome and Impact Achievements by Thematic Area

This chapter presents the outcome and impact level achievements of results of eSDI projects surveyed by thematic area. Table 19 gives an overall insight on the satisfaction of beneficiaries regarding the services received. Results reveal that the majority of beneficiaries are highly- or satisfied with the services received. The level of satisfaction in terms of thematic areas was as much as 82% across thematic areas (highly satisfied and satisfied).

Table 19: Level of satisfaction of services received (beneficiaries)

Thematic Area	Highly satisfied	Satisfied	Less satisfied	Not satisfied at all
	%	%	%	%
Training & Capacity Building	50	50	0	0
ICT Access to Learning	64	33	3	0
ICT Access to Services	15	55	30	0
ICT Income Generation	10	40	20	30
ICT for the Disabled or Elderly	60	40	0	0
Indigenous Knowledge	45	45	10	0
Local Content Local Language	27	64	9	0
Gender	10	50	40	0
<b>Overall</b>	<b>35</b>	<b>47</b>	<b>14</b>	<b>4</b>

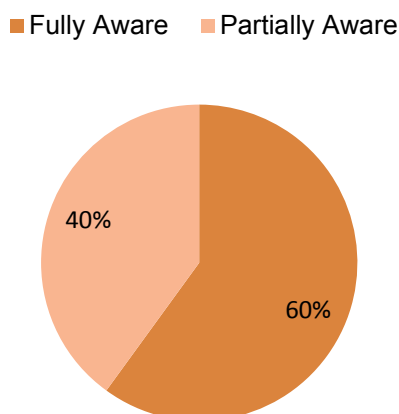
### 5.1 Training & capacity building

#### 5.1.1 Awareness, usage, outcomes and impact of contents for training and capacity building

To assess the awareness of beneficiaries regarding the services provided three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. The figure below depicts that 60% of beneficiaries stated they are fully aware of the training and capacity building programmes and 40% partially aware. 60% of the beneficiaries who are aware of the training and capacity building programmes of the eSDI projects have stated that they are also aware of the benefits of ICT to in day to day life.

Regarding different types of content in the project mainly website initiation, development of CDs and ICT training, majority of people stated that all are aware of the websites initiated and the ICT training content whereas 34% were aware of the CDs and DVDs developed in the relevant subject areas.

Figure 16: Awareness on the services provided by the project (beneficiaries)



To assess usage of provided services beneficiaries were asked *“To what frequency do you use the services provided by the Project?”* and *“For how long have you used project facilities or benefited from them?”* Similarly project managers were asked *“To what extend are you satisfied with regard to the use of the project services by the beneficiaries?”* Accordingly two more questions were posed *“Indicate the % of beneficiaries by the frequency at which they use the computers at the service center”* and *“Indicate % of beneficiaries by the frequency at which they use the internet at the service center”*. 90% of beneficiaries stated that they have used services provided almost daily followed by 10% stating for a few days a week. The managers have confirmed these statements by the beneficiaries.

Table 20: % of beneficiaries which use the computers/internet at the service centre (managers)

Thematic Area	Beneficiary Computer usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
	50	50	0	0	0	0	100
Training & Capacity Building	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
	100	0	0	0	0	0	100

In regards to outcomes beneficiaries were asked *“In which manner have the services provided by the project benefited you?”* The user benefits mentioned by the majority (90%) were ICT literacy and skills, English literacy, service facilities, e-Learning and empowerment of women and youth.

Finally, the survey outcomes beneficiaries were asked *“What improvements have resulted to you?”* and *“To what extend did your knowledge on ICT improve as a result of the project?”* Similarly managers have been asked *“According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?”* 70% of beneficiaries mentioned that their knowledge on ICT improved somewhat and 30% that it highly improved. The majority of respondents did see an impact for most of the impact types: secure employment (90%), commencement of an enterprise (90%), provision of employment (80%), increase of economic

activities in the community (100%) and positive attitudes (70%). Results for managers only confirmed increase in family income and positive attitudes.

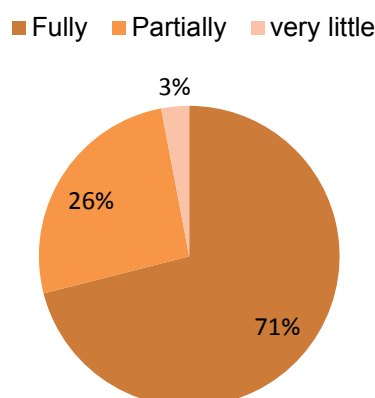
The above findings were further qualified through our qualitative survey. One example is the introduction of computer typesetting and data base operation training provided through Vision Rural Rehabilitation Organization (TVRRO) in Addalachenai, Ampara (CAP 133). The project targeted the school leavers and there were nearly 35 students obtaining training in MS Office Package, basic graphic designing and data base management. Prior to this project, students had to travel to locations such as Ampara, Akkarapattu and Kalmunai, which are between 5- 25km away from the current location. Easy access has resulted in time saving and greater knowledge to the community.

## 5.2 ICT access to learning

### 5.2.1 Awareness, usage, outcomes and impact of contents

To assess the awareness of beneficiaries regarding the services provided three different questions were posed: *“To what extend are you aware of the services provided by the projects?”*, *“To what extend are you aware of benefits of ICT to improve your day to day life?”*, and whether they were aware of certain project contents. The figure below reveal that 71% of beneficiaries stated to be fully aware and 26% partially aware of the services provided. Similarly 38% mentioned a satisfactorily awareness of the benefits of ICT to improve their daily life and 55% stated that they were well aware. Regarding different types of content majority of people (53%) were aware of the website, only 33% were aware of the ICT training and 10% were aware of the CDs/DVDs developed.

Figure 17: Awareness on the services provided by the project (beneficiaries)



To assess usage of provided services beneficiaries were asked *“To what frequency do you use the services provided by the Project?”* and *“For how long have you used project facilities or benefited from them?”* Similarly project managers were asked *“To what extend are you satisfied with regard to the use of the project services by the beneficiaries?”* Accordingly two more questions were posed *“Indicate the % of beneficiaries by the frequency at which they use the computers at the service center”* and *“Indicate % of beneficiaries by the frequency at which they use the internet at the service center”*. 27% of beneficiaries stated to have used the services provided almost daily followed by 30% stating for a few days a week and 29% once a week. From the managers’ point of view, 67% mentioned that the usages of content types developed were highly satisfactory and 33% were satisfactory.

Table 21: % of beneficiaries which use the computers/internet at the service centre (managers)

Thematic Area	Beneficiary Computer usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
ICT Access to Learning	62	18	13	3	3	1	100
Thematic Area	Beneficiary Internet usage percentage						
ICT Access to Learning	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
	61	16	12	4	4	3	100

In regards to outcomes beneficiaries were asked “*In which manner have the services provided by the project benefited you?*” The user benefits mentioned by the majority were ICT literacy and skills (86%), English literacy (82%), service facilities (45%) and e-Learning (73%).

Finally, to survey outcomes beneficiaries were asked “*What improvements have resulted to you?*” and “*To what extend did your knowledge on ICT improve as a result of the project?*” Similarly managers have been asked “*According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?*” 30% of beneficiaries mentioned that their knowledge on ICT improved somewhat and 65% that it highly improved. The majority of respondents did see an impact for most of the impact types: secure employment (72%), increase in income (62%), increase in family income (56%), increase of economic activities in the community (55%) and positive attitudes (56%). The project managers somewhat confirms the beneficiary statements with regard to the impacts created by the project: secure employment (83%), commencement of an enterprise (33%), provision of employment (50%), increase of income (50%) Increase of family income (50%), Increase of family level of living (50%) increase of economic activities in the community (33%) and positive attitudes (50%).

### 5.2.2 Achievements and good practices

To get insights into the achievements and good practices project managers/project owners were asked the following questions: “*Are there any outstanding achievements of the project?*”, “*What circumstances or conditions made these “outstanding achievements” possible?*” and “*What are the “good practices” (if any) that have been followed?*” The project managers mentioned the following 4 outstanding achievements which were facilitated mainly by a dedicated president and training operators:

- Popular center in the area; (R015)
- Most members were employed after they received training; (R015)
- The high standards of the course led for new employment opportunities; (R024)
- Increasing the English knowledge within the community. (R009)

To achieve this level of performance the project has implemented the following good practices:

- Many training sessions were conducted to assist entrepreneurs to adopt nontraditional practices (R011)



- Raise awareness on the importance of the course by indicating the approval obtained through the University Senate Board (R024)

### 5.2.3 Issues

After elaborating on the success factors, project managers were also interviewed on which difficulties and problems they might have faced during the implementation of the project. Questions here were: *“Where there any “problems”, “difficulties” and “constraints” faced by the organization that interfered or retarded with the smooth implementation of the project?”* and *“Are there any opinions you have with regard to possible improvements to the project?”*. Three different difficulties were listed regarding the implementation of projects:

- In following the rules and regulations set forth by the University Senate Board has indirect effects on the course implementation (R024)
- Lack of internet facilities (R009)
- Insufficient number of computers (R011)

Therefore the project managers have recommended that: ICTA should work with them; the adoption of flexible principals by the University board; the provision of internet facilities; the increase of number of computers and space as possible solutions to overcome the constraints.

### 5.2.4 Lessons learned

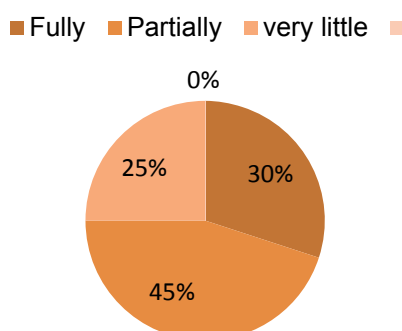
Finally, project managers were asked in assessing *“What are the “lessons so far learned” from the project?”* for which majority indicated the necessity of implementation of proper monitoring through prior identified benchmarks and post evaluation of the projects.

## 5.3 ICT access to services

### 5.3.1 Awareness, usage, outcomes and impact of contents

To assess the awareness of beneficiaries regarding the services provided three different questions were posed: *“To what extend are you aware of the services provided by the projects?”*, *“To what extend are you aware of benefits of ICT to improve your day to day life?”*, and whether they were aware of certain project contents. The figure below reveal that 30% of beneficiaries stated to be fully aware and 45% partially aware of the services provided. Similarly 25% mentioned a satisfactorily awareness of the benefits of ICT to improve their daily life and 30% stated that they were well aware. Regarding different content types the majority of people (65%) stated to be aware of the websites initiated and 70% of the ICT training.

Figure 18: Awareness on the services provided by the project (beneficiaries)



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or benefited from them?” Similarly project managers were asked “To what extend are you satisfied with regard to the use of the project services by the beneficiaries?” Accordingly two more questions were posed “Indicate the % of beneficiaries by the frequency at which they use the computers at the service center” and “Indicate % of beneficiaries by the frequency at which they use the internet at the service center”. 5% of beneficiaries stated to have used the services provided almost daily followed by 35% stating for a few days a week and 15% once a week. From the project managers’ point of view 67% mentioned that they are highly satisfied and 33% satisfied with the usage of project services by beneficiaries.

Table 22: % of beneficiaries which use the computers/internet at the service centre (managers)

Thematic Area	Beneficiary Computer usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
ICT Access to Services	33	20	17	11	21	0	100
	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
	20	10	28	18	25	0	100

In regards to outcomes beneficiaries were asked “In which manner have the services provided by the project benefited you?” The user benefits mentioned by the majority were ICT literacy and skills (85%), access to agricultural extension information (75%) and service facilities (50%).

The above findings were further validated through the qualitative findings, which revealed that eSDI projects of which the goal was to increase access to services were successful. For instance, ICTA-eSDI project assistance to Monaragala Integrated Development Organization (MILDO) have provided good opportunities for the farmers in its community by assisting them to find necessary market information- price and new marketing opportunities. This system thus safeguards the farmers by minimizing the opportunities of exploitation through middlemen and increasing their family income based on seasonal productions. (C023)

Finally, to survey outcomes beneficiaries were asked “What improvements have resulted to you?” and “To what extend did your knowledge on ICT improve as a result of the project?” Similarly

managers have been asked “According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?” 55% of beneficiaries mentioned that their knowledge on ICT improved somewhat and 30% that it highly improved. The majority of respondents did see an impact for most of the impact types: secure employment (55%), increase in income (55%), increase in family income (60%), increase of economic activities in the community (50%) and positive attitudes (50%). Results for managers confirm secure employment (67%), and 67% for increase in individual income and increase in family’s level of living respectively.

### 5.3.2 Achievements and good practices

To get insights into the achievements and good practices project managers/project owners were asked the following questions: “Are there any outstanding achievements of the project?”, “What circumstances or conditions made these “outstanding achievements” possible?” and “What are the “good practices” (if any) that have been followed?” Managers mentioned 2 outstanding achievements:

- The possibility of reaching international contacts for business or personal reasons through directly avoiding the middle men (C084)
- Winning the 2009 Suwabhimani Award (C150)

These achievements were mainly facilitated due to guidance and encouragement of ICTA and the dedication to the project objectives. As good practices many trainings sessions and raising awareness on the importance of the course were listed as well as the involvement of low income earners and conducting awareness programs.

### 5.3.3 Issues

After elaborating on the success factors, project managers were also interviewed on which difficulties and problems they might have faced during the implementation of the project. Questions here were: “Where there any “problems”, “difficulties” and “constraints” faced by the organization that interfered or retarded with the smooth implementation of the project?” and “Are there any opinions you have with regard to possible improvements to the project?”. Following six different difficulties were listed regarding the implementation of projects:

- Lack of financial capacity to continue (C084/C027)
- Lack of English knowledge (C084)
- Lack of knowledge about telecenter facilities (C150)
- Lack of vehicles (C150)
- Lack of electricity( C027)
- Insufficient number of computers (C150)

The managers indicated the following remedial measures to improve the situation. They are:

- Appointing a trainer with permanent salary (C084)
- Conducting of English courses and increasing English knowledge (C084)

### 5.3.4 Lessons learned

Finally, project managers were asked in assessing “What are the “lessons so far learned” from the project?” The following are the three highlighted lessons learned with this respect.

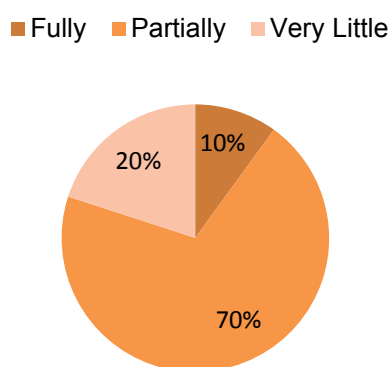
- Maintain accounts through the software are both easier and helpful than maintaining manual accounts (C027)
- To adopt an income earning methods/ strategies to ensure sustainability of the project (C150)
- Gain knowledge on best ways of community interactions (C150)

## 5.4 ICT income generation

### 5.4.1 Awareness, usage, outcomes and impact of contents

To assess the awareness of beneficiaries regarding the services provided three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. The figure below reveal that 15% of beneficiaries stated to be fully aware and 50% partially aware of the services provided. Similarly 55% mentioned a satisfactorily awareness of the benefits of ICT to improve their daily life and 30% stated that they were well aware. Regarding different content types the majority of people (45%) stated to be aware of the ICT training.

Figure 19: Awareness on the services provided by the project (beneficiaries)



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or benefited from them?” Similarly project managers were asked “To what extend are you satisfied with regard to the use of the project services by the beneficiaries?” Accordingly two more questions were posed “Indicate the % of beneficiaries by the frequency at which they use the computers at the service center” and “Indicate % of beneficiaries by the frequency at which they use the internet at the service center”. 5% of beneficiaries stated to have used the services provided almost daily followed by 20% stating for a few days a week and 25% once a week as well as 25% once in two weeks. The managers’ point of view, that they are too satisfied with the usage of project services by beneficiaries.

Table 23: % of beneficiaries which use the computers/internet at the service centre (managers)

Thematic Area	Beneficiary Computer usage percentage						
ICT Income Generation	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
	13	35	23	20	10	0	100
	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
	30	10	10	45	5	0	100

In regards to outcomes beneficiaries were asked “*In which manner have the services provided by the project benefited you?*” The user benefits mentioned by the majority were ICT literacy and skills (75%), service facilities (55%) and access to marketing channels (25%).

Finally, to survey outcomes beneficiaries were asked “*What improvements have resulted to you?*” and “*To what extent did your knowledge on ICT improve as a result of the project?*” Similarly managers have been asked “*According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?*” 35% of beneficiaries mentioned that their knowledge on ICT improved somewhat and 25% that it highly improved. There was only one higher percentage of beneficiaries which saw an impact for one type of impact: commencement of an enterprise (40%). From the managers’ point of view impacts were: commencement of enterprise, provide employment to others and positive attitudes, 50% respectively.

To best illustrate how the open access to information has benefited income generation activities, an eSDI grant given to the Kanchana Education and Development Foundation in Badalkumbura, Monaragala, can be described. It was found that prior to this project (**CAP 090**); there was no competition among the rubber smallholders of the area and the market was controlled and limited to two buyers. The KEDF brought together traditional rubber small holders with private sector companies to break the rubber market monopoly with support of this eSDI project. As a result of the creation of a Market Information Centre, rubber smallholders have increased awareness on rubber market prices thus encouraging competitiveness and higher rate of income.

#### 5.4.2 Achievements and good practices

To get insights into the achievements and good practices project managers/project owners were asked the following questions: “*Are there any outstanding achievements of the project?*”, “*What circumstances or conditions made these “outstanding achievements” possible?*” and “*What are the “good practices” (if any) that have been followed?*” Managers mentioned self-study for entrepreneurship was the outstanding achievement under ICT for income generation. As good practices many trainings sessions and providing computer related trainings free of charge in the initial phase were elaborated.

#### 5.4.3 Issues

After elaborating on the success factors, project managers were also interviewed on which difficulties and problems they might have faced during the implementation of the project. Questions here were: “*Where there any “problems”, “difficulties” and “constraints” faced by the organization that interfered or retarded with the smooth implementation of the project?*” and “*Are*

there any opinions you have with regard to possible improvements to the project?”. Four different difficulties were listed regarding the implementation of projects:

- ICTA did not conduct a needs assessment (R027)
- The CDs for self-study on entrepreneurship was difficult to understand (R027)
- Difficult of finding a computer operator (C088)
- Lack of internet facilities (C088)

The project managers suggested the following solutions:

- ICTA should work with us (R027)
- Appointing a trainer with permanent salary (C088)
- Provide internet facilities (C135)

#### 5.4.4 Lessons learned

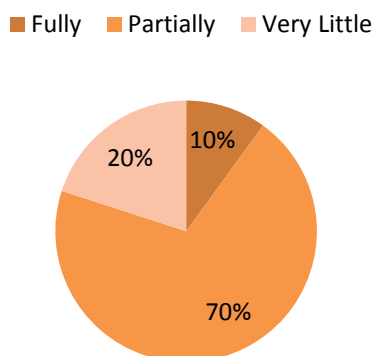
Finally, project managers were asked in assessing “What are the “lessons so far learned” from the project?” they stated that maintenance of accounts through the software was both easier and helpful than maintaining manual accounts.

### 5.5 ICT for the disabled or elderly

#### 5.5.1 Awareness, usage, outcomes and impact of contents

To assess the awareness of beneficiaries regarding the services provided three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. The figure below reveal that 70% of beneficiaries stated to be fully aware and 20% partially aware of the services provided. Similarly 30% mentioned a satisfactorily awareness of the benefits of ICT to improve their daily life and 40% stated that they were well aware. Regarding different content types the majority of people (90%) stated to be aware of the ICT training and 60% were aware of the website content.

Figure 20: Awareness on the services provided by the project (beneficiaries)



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or



*benefited from them?*” 10% of beneficiaries stated to have used the services provided almost daily followed by 50% stating for a few days a week and 10% once in two weeks.

In regards to outcomes beneficiaries were asked *“In which manner have the services provided by the project benefited you?”* The user benefits mentioned by the majority (90%) were ICT literacy and skills, service facilities (100%), e-Learning (80%), acquire English literacy (60%) and time saving (50%).

Finally, to survey outcomes beneficiaries were asked *“What improvements have resulted to you?”* and *“To what extend did your knowledge on ICT improve as a result of the project?”* 30% of beneficiaries mentioned that their knowledge on ICT improved somewhat and 30% that it highly improved. There were two types of impact mentioned by beneficiaries: increase in family’s level of living (90%) and positive attitudes towards inter-communal harmony (90%).

## 5.5.2 Peace

### 5.5.3 Awareness, usage, outcomes and impact of contents

Project managers were asked *“To what extend are you satisfied with regard to the use of the project services by the beneficiaries?”* Accordingly two more questions were posed *“Indicate the % of beneficiaries by the frequency at which they use the computers at the service center”* and *“Indicate % of beneficiaries by the frequency at which they use the internet at the service center”*. The project managers mentioned that they are satisfied with the usage of project services in this regard. According to the qualitative survey outcomes managers had been asked *“According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?”* in response, it was indicated that enhanced opportunities for further learning and awareness of employment opportunities have indirectly impacted the family income and living standards. A fine feature of eSDI projects implemented is its equal accessibility by various beneficiary groups without any discrimination based on religion, ethnicity, gender, income or education level. This in turn has led to increased usability of ICT via e learning and English language learning opportunities provided through the projects.

The qualitative findings of this survey further validate the above for which an example can be derived from the case study of the Social Service Development Society (SSDC) in Ampara (**CAP 041**). It was expressed that through the establishment of an e-education and information communication project with the assistance of ICTA, SSDC is engaged in strengthening peace through ICT knowledge among communities in Ampara. The project assisted its beneficiaries to acquire ICT literacy and skills via training. Some of the significant outcomes of this project are:

- Dissemination of information pertaining to employment opportunities enabling school leavers to obtain meaningful employment
- Increased opportunities for education and e-Learning, especially among the A/L student population
- Easy access to health information and e-channelling area
- E-mail access to the general public ( has increased significantly since the project)

#### 5.5.4 Achievements and good practices

When inquired about the achievements and good practices, the project managers/ owners were asked the following questions: *“Are there any outstanding achievements of the project?”*, *“What circumstances or conditions made these “outstanding achievements” possible?”* and *“What are the “good practices” (if any) that have been followed?”* the project managers mentioned the following outstanding achievements:

- Ability to provide training services to the communities in a nonpartisan manner (CAP 041).

A good practice adopted by the projects are to provide equal access to all groups of the community with no consideration to their religious, ethnic, income, gender or education level.

#### 5.5.5 Lessons learned

Finally, project managers were asked in assessing *“What are the “lessons so far learned” from the project?”* the project owners have further expanded the activities initiated through eSDI grant by charging a fee for some of the activities it conducts, i.e. ICT training programmes, thus enabling the further expansion of the project.

### 5.6 Environment and conservation

#### 5.6.1 Awareness, usage, outcomes and impact of contents

Project managers were asked *“To what extend are you satisfied with regard to the use of the project services by the beneficiaries?”* Accordingly two more questions were posed *“Indicate the % of beneficiaries by the frequency at which they use the computers at the service center”* and *“Indicate % of beneficiaries by the frequency at which they use the internet at the service center”*. The project managers mentioned that they are satisfied with the usage of project services in this regard.

Finally, to survey outcomes managers had been asked *“According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?”* the project managers stated that securing employment is the only impact.

#### 5.6.2 Achievements and good practices

To get insights into the achievements and good practices project managers/project owners were asked the following questions: *“Are there any outstanding achievements of the project?”*, *“What circumstances or conditions made these “outstanding achievements” possible?”* and *“What are the “good practices” (if any) that have been followed?”* the project managers mentioned the following two outstanding achievements:

- Achieved first place from new innovation competition organized by Science and Technology Institute of Sri Lanka in 2008 ( C116)
- Representing Sri Lanka in the Intel international fair of 2009 held in USA (C116)

### 5.6.3 Lessons learned

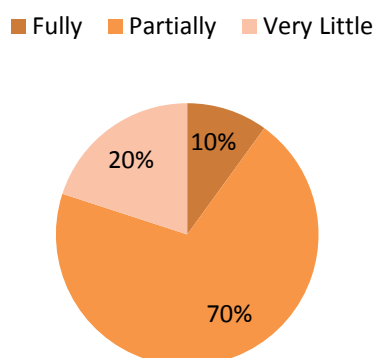
Finally, project managers were asked in assessing “What are the “lessons so far learned” from the project?” Importance of imparting knowledge on environment and its usefulness was identified as a lesson learned.

## 5.7 Indigenous knowledge

### 5.7.1 Awareness, usage, outcomes and impact of contents

To assess the awareness of beneficiaries regarding the services provided three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. The figure below reveal that 50% of beneficiaries stated to be fully aware and 50% partially aware of the services provided. Similarly 65% mentioned a satisfactorily awareness of the benefits of ICT to improve their daily life and 35% stated that they were well aware. Regarding different content types the majority of people (50%) stated to be aware of the website content.

Figure 21: Awareness on the services provided by the project (beneficiaries)



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or benefited from them?” Similarly project managers were asked “To what extend are you satisfied with regard to the use of the project services by the beneficiaries?” Accordingly two more questions were posed “Indicate the % of beneficiaries by the frequency at which they use the computers at the service center” and “Indicate % of beneficiaries by the frequency at which they use the internet at the service center”. 10% of beneficiaries stated to have used the services provided almost daily followed by 15% stating for a few days a week and 40% once a week. The project managers’ point of view, 67% mentioned to be satisfied and 33% highly satisfied with the usage of project services by beneficiaries.

Table 24: % of beneficiaries which use the computers/internet at the service centre (managers)

Thematic Area	Beneficiary Computer usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
Indigenous Knowledge	18	28	28	5	18	5	100
	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
	15	25	20	20	20	0	100

In regards to outcomes beneficiaries were asked *“In which manner have the services provided by the project benefited you?”* The user benefits mentioned by the majority were ICT literacy and skills (90%) and service facilities (65%).

According to the data collected through the qualitative survey, one project funded by eSDI, “Sanskruithika Kala Nirmana Sansadaya” (CAP 117), can be used as an example of sharing knowledge and preservation of indigenous information. Through the creation of the website [www.shanthikarma.org](http://www.shanthikarma.org), the project now shares information about traditional healing techniques of Sri Lanka (“Shanthi Karma”). In addition to the website, CDs and DVDs have also been produced and disseminated to raise awareness on traditional arts as well as cultural activities.

Finally, to survey outcomes beneficiaries were asked *“What improvements have resulted to you?”* and *“To what extent did your knowledge on ICT improve as a result of the project?”* Similarly managers have been asked *“According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?”* 55% of beneficiaries mentioned that their knowledge on ICT improved somewhat and 45% that it highly improved. The majority of respondents did see an impact for increase in family income (70%) and increase in individual income (65%). Results for managers confirm these outcomes with the highest percentages for impacts related to income increase.

### 5.7.2 Achievements and good practices

To get insights into the achievements and good practices project managers/project owners were asked the following questions: *“Are there any outstanding achievements of the project?”*, *“What circumstances or conditions made these “outstanding achievements” possible?”* and *“What are the “good practices” (if any) that have been followed?”* Managers mentioned the following three outstanding achievements:

- After the Sinhala website, the English website was created (C112)
- Building bio gas units and raising awareness of the same (C135)
- Information collection and dissemination on traditional “Shanthikarma” (C117)

The unity among the stakeholders and the encouragement extended by ICTA were mentioned as a good practice followed in conducting of training and awareness programs.

### 5.7.3 Issues

After elaborating on the success factors, project managers were also interviewed on which difficulties and problems they might have faced during the implementation of the project.

Questions here were: “Where there any “problems”, “difficulties” and “constraints” faced by the organization that interfered or retarded with the smooth implementation of the project?” and “Are there any opinions you have with regard to possible improvements to the project?”. The following two different difficulties were listed regarding the implementation of projects:

- Unable to continue hosting of the website due to lack of funds (C112)
- Unable to develop the existing situation due to lack of funds (C117)

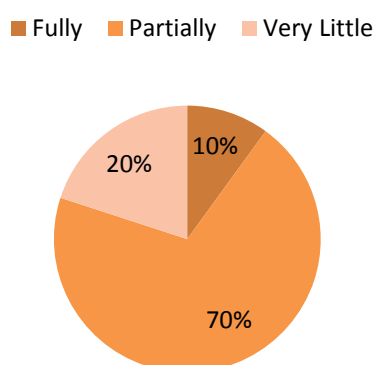
The project managers recommended appointing a trainer with permanent salary, increasing the number of staff, providing financial assistance and developing the website if financial assistance is provided.

## 5.8 Local content

### 5.8.1 Awareness, usage, outcomes and impact of contents

To assess the awareness of beneficiaries regarding the services provided three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. The figure below reveal that 64% of beneficiaries stated to be fully aware and 36% partially aware of the services provided. Similarly 73% mentioned a satisfactorily awareness of the benefits of ICT to improve their daily life and 27% stated that they were well aware. Regarding different content types the majority of people (55%) stated to be aware of the website and 82% of the ICT training.

Figure 22: Awareness on the services provided by the project (beneficiaries)



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or benefited from them?” 64% of beneficiaries stated to have used the services provided almost daily followed by 36% stating for a few days a week.

In regards to outcomes beneficiaries were asked “In which manner have the services provided by the project benefited you?” The user benefits mentioned by the majority were ICT literacy and skills (82%), acquire English literacy (73%), service facilities (64%), e-Learning (64%) and mobilization of indigenous knowledge (55%).

Finally, to survey outcomes beneficiaries were asked “What improvements have resulted to you?” and “To what extend did your knowledge on ICT improve as a result of the project?” 27% stated

that their knowledge on ICT improved highly, 73% that it improved somewhat. The majority of respondents did see an impact for: secure employment (64%), increase in income (73%) and positive attitudes (55%).

## 5.9 eService

### 5.9.1 Awareness, usage, outcomes and impact of contents

To assess usage of provided services project managers were asked *“To what extend are you satisfied with regard to the use of the project services by the beneficiaries?”* Accordingly two more questions were posed *“Indicate the % of beneficiaries by the frequency at which they use the computers at the service center”* and *“Indicate % of beneficiaries by the frequency at which they use the internet at the service center”*. One of the eService initiated by eSDI was the Hospital Health Information Management System (HHIMS) implemented under the regional director of health services in the 5 district hospitals of Kegalle and one in Gampaha; the managers are satisfied with the usage of the service.

To survey outcomes managers had been asked *“According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?”* The project managers are not able to give an opinion on this matter.

### 5.9.2 Issues

After elaborating on the success factors, project managers were also interviewed on which difficulties and problems they might have faced during the implementation of the project. Questions here were: *“Where there any “problems”, “difficulties” and “constraints” faced by the organization that interfered or retarded with the smooth implementation of the project?”* and *“Are there any opinions you have with regard to possible improvements to the project?”*. The difficulty mentioned here was insufficient training time/period.

## 5.10 Innovative communication

Among the PAP projects surveyed under these thematic areas, project owners believed the services provided were relevant to the community needs and agreed that the programme was equally accessible to all. A prime example of a project employing innovative communication, identified though the qualitative survey, is the “Happy Life Project”, <http://www.happylife.lk>, an online information repository and counselling service created by the Family Planning Association of Sri Lanka with the assistance of eSDI grant of ICTA. It provides accurate information pertaining to Sexual and Reproductive Health queries in all three languages both via phone and web. Even though the service is open to all age groups, it was created with special focus to provide easy access to valuable information to youth / young adults of Sri Lanka. Given that the majority of persons are reluctant to seek advice related to SRH (high social stigma) innovative communication that ensures anonymity can be highlighted as a good practice and as well as a major factor for project success. The project (P025) outcomes can be highlighted as:

- Availability of fully integrated sexual and reproductive health information and counselling service in all three languages
- Development of prototypes of the internet based information and support portal
- Increased users of the website and call centers to obtain reproductive health related information
- Increased attendance to the clinic

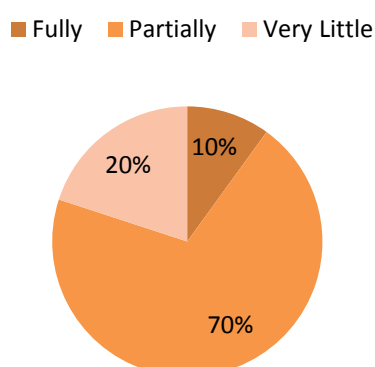


## 5.11 Gender

### 5.11.1 Awareness, usage, outcomes and impact of contents

To assess the awareness of beneficiaries regarding the services provided three different questions were posed: “To what extend are you aware of the services provided by the projects?”, “To what extend are you aware of benefits of ICT to improve your day to day life?”, and whether they were aware of certain project contents. The figure below reveal that 10% of beneficiaries stated to be fully aware and 70% partially aware of the services provided. Similarly 50% mentioned a satisfactorily awareness of the benefits of ICT to improve their daily life and 10% stated that they were well aware. Regarding different content types the majority of people (90%) stated to be aware of the Tamil CD.

Figure 23: Awareness on the services provided by the project (beneficiaries)



To assess usage of provided services beneficiaries were asked “To what frequency do you use the services provided by the Project?” and “For how long have you used project facilities or benefited from them?” Similarly project managers were asked “To what extend are you satisfied with regard to the use of the project services by the beneficiaries?” Accordingly two more questions were posed “Indicate the % of beneficiaries by the frequency at which they use the computers at the service center” and “Indicate % of beneficiaries by the frequency at which they use the internet at the service center”. 0% of beneficiaries stated to have used the services provided almost daily followed by 20% stating for a few days a week and 20% once a week. From the project managers’ point of view, 50% mentioned to be satisfied and 50% to be less satisfied with the usage of project services by beneficiaries.

Table 25: % of beneficiaries which use the computers/internet at the service centre (managers)

Thematic Area	Beneficiary Computer usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
Gender	38	23	18	13	5	5	100
	Beneficiary Internet usage percentage						
	Almost Daily	Few days a week	Once a week	Once in two week	Once a month	Other	Total
	38	23	18	13	5	5	100

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In regards to outcomes beneficiaries were asked *“In which manner have the services provided by the project benefited you?”* The user benefits mentioned by the majority (60%) were ICT literacy and skills, time saving (60%) and empowerment of women and youth (100%).

Finally, to survey impact beneficiaries were asked *“What improvements have resulted to you?”* and *“To what extend did your knowledge on ICT improve as a result of the project?”* Similarly managers have been asked *“According to your awareness, what are/were the impacts due to the project on the beneficiaries and the community?”* 40% of beneficiaries mentioned that their knowledge on ICT improved somewhat and 30% that it highly improved. No one of the beneficiaries mentioned any type of impact created through the project. Results for managers confirm this notion and only for positive attitudes 50% of managers mentioned impact created.

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## Chapter 6: Overall Conclusions, Lessons Learned and Recommendations

### 6.1 Achievement of development results as per PAD indicators

While chapters 4 and 5 presented in detail the achievement of results indicators by type of project and thematic area, an attempt has been made here in Tables 26 and 27 to consolidate the findings and indicate the overall achievement of results indicators by computing both old PAD indicators as well as new PAD indicators. Accordingly, it can be concluded that the achievement of PAD indicators, by all four types of projects, namely CAPs, RAPs, PAPs and AFs on the overall is satisfactory.

#### 6.1.1 Achievement of results as per old PAD indicators

As per data reported in table 26 for each project type, there is significant achievement under each (old) indicator.

Table 26: Achievement of results as per old PAD indicators

PAD indicators		Achievement			
		CAPs	RAPs	PAPs	AFs
<b>Old indicator 1:</b>  <b>% increase over baseline in</b>  <b>(i) utilization and</b>  <b>(ii) satisfaction with services established as a result of e-SF financial assistance</b>	Utilization	10% of beneficiaries use the provided services almost daily; 30% for a few days a week; 22% once a week; 22% once in two weeks and 16% less than that	27% of beneficiaries use the provided services almost daily; 27% for a few days a week; 31% once a week; 6% once in two weeks and 9% less than that	11% of beneficiaries use the provided services a few days a week; 22% for a once a week; 11% once in two weeks and 56% for once a month	52% of beneficiaries use the provided services almost daily; 23% for a few days a week; 7% once a week; 3% once in two weeks and 16% less than that
		22% use the services for less than 6 months; 42% between 6 months and 2 years and 36% for more than 2 years	2% use the services for less than 6 months; 42% between 6 months and 2 years and 56% for more than 2 years	89% use the services for less than 6 months; 11% between 6 months and 2 years and 0% for more than 2 years	97% use the services for less than 6 months; 3% between 6 months and 2 years and 0% for more than 2 years
	Satisf action	56% of managers are highly satisfied and 44% satisfied with the usage of services by beneficiaries	50% of managers are highly satisfied and 50% satisfied with the usage of services by beneficiaries	50% of managers are satisfied and 50% less satisfied with the usage of services by beneficiaries	33% of managers are highly satisfied, 33% satisfied and 33% less satisfied with the usage of services by beneficiaries
<b>Old indicator 2:</b>  <b>70% of population in target communities is</b>  <b>(i) aware of ICT opportunities and</b>  <b>(ii) has access to the services provided under e-SF</b>	Awareness	36% of beneficiaries are highly satisfied, 42% satisfied, 22% less satisfied.	27% of beneficiaries are highly satisfied, 36% satisfied, 25% less satisfied and 11% not satisfied	11% of beneficiaries are highly satisfied, 25% satisfied, 64% less satisfied	23% of beneficiaries are highly satisfied, 45% satisfied, 32% less satisfied
		56% of beneficiaries are fully, 37% partially and 7% very little aware of the services provided	51% of beneficiaries are fully, 33% partially and 16% very little aware of the services provided	11% of beneficiaries are fully, 67% partially and 22% very little aware of the services provided	45% of beneficiaries are fully, 48% partially and 7% very little aware of the services provided
	Awareness	44% of beneficiaries are well, 38% satisfactory, 15% are little aware and 3% not at all aware of the benefits of ICT to improve day to day life	42% of beneficiaries are well, 47% satisfactory, 9% little and 2% not at all aware of the benefits of ICT to improve day to day life	12% of beneficiaries are well, 44% satisfactory, and 44% are little aware of the benefits of ICT to improve day to day life	32% of beneficiaries are well, 55% satisfactory, 13% little and 0% not at all aware of the benefits of ICT to improve day to day life
		61% are well aware of website content and 54% of the ICT training, awareness for other contents is low	Awareness for all content types is low.	Awareness for all content types is low.	Awareness for all content types is low.

PAD indicators		Achievement			
		CAPs	RAPs	PAPs	AFs
	Access	See above for utilization (indicator 1)	See above for utilization (indicator 1)	56% of beneficiaries have not had convenient access to ICT services before the project	See above for utilization (indicator 1)
		72% of beneficiaries have not had convenient access to ICT services before the project	53% of beneficiaries have not had convenient access to ICT services before the project	56% of beneficiaries state that services are accessible for both, women and men equally at all times	65% of beneficiaries have not had convenient access to ICT services before the project
		100% of beneficiaries state that services are accessible for both, women and men equally at all times	76% of beneficiaries state that services are accessible for both, women and men equally at all times	78% of beneficiaries state that services are accessible equally to marginalized groups	84% of beneficiaries state that services are accessible for both, women and men equally at all times
		100% of beneficiaries state that services are accessible equally to marginalized groups	87% of beneficiaries state that services are accessible equally to marginalized groups		94% of beneficiaries state that services are accessible equally to marginalized groups

## 6.1.2 Achievement of Results as per New PAD Indicators

The basic data towards estimation of beneficiary satisfaction has already given in chapters 4 and 5. Accordingly, the beneficiary satisfaction rates (BSRs) for CAPs, RAPs, PAPs and AFs exceed the benchmark value of 70%. Before presenting the BSR for PAPs an explanation is in order. The Study Team strongly feel that the BSR should be project type specific for use in a study of this nature. There are projects where the tracing of the beneficiaries is beyond the scope of study. The basic data towards actual replication locations in 2013 has increased by 10% over 2011.

Table 27: Achievement of Results as per new PAD indicators

PAD Indicators	Value	Achievement			
		CAP	RAP	PAP	AFs
<b>New Indicator 1 - the beneficiary satisfaction rates:</b>  <b>"User satisfaction with applications established under the e-society grant mechanism with a satisfaction rate of 70%"</b>	More than (>) 70%	78	63	36	68
	Not relevant (NR) %	22			32
	Not available (NA) %		37	64	
	Total	100	100	100	100

<b>New Indicator 2 – the Replication Index:</b>  <b>Per cent increase in number of replication locations (for each of telecentres, government / private sector institutions and development partners) using application developed under the eSDI</b>	Project Category	2010	2011	2013	% increase over 2011
	Tele-centers	4	4	4	0
	Government Institutions	3	3	5	67
	Private Institutions	21	21	23	10
	Development Partners	-	-	-	-
	NGOs	12	12	12	0
	<b>Total</b>	<b>40</b>	<b>40</b>	<b>44</b>	<b>10</b>

## 6.2 Recommendations

1. The findings of both quantitative and qualitative surveys in CAP, PAP, RAP and AF projects of eSDI of ICTA suggests the following:
2. eSDI projects are in different achievement levels. Some of these projects have potential to expand. Thus it would be appropriate to provide them with guidelines, additional funding and expert advice.
3. It is suggested that a continuous monitoring mechanism for the eSDI projects should be continued by an authority, until the projects become sustainable, and update the usage of project outputs on a regular basis so that corrective action could be taken timely.
4. As an exit strategy ICTA should introduce a long term plan to support sustainability for eSDI projects.



- 
5. It was revealed that most of the eSDI projects, according to the project owners, are in a difficult financial situation to ensure continuity. Therefore it is suggested that ICTA should assess these projects individually, and support those to optimize their services.
  6. Through this evaluation, potential projects for the benefit of rural communities which lacks the necessary promotional programmes, marketing approaches and linkages. It would be prudent to introduce marketing plans enabling further expansion and continuity.
  7. Most of the managers raised issues pertaining infrastructure and resources. We understand that ICTA has provided the required infrastructure and resources, project by project at the inception including the contributions to the project owners. Therefore, ICTA may consider the deficit of infrastructure and resources in terms of its original plans provide necessary guidance.
  8. The project owners in remote geographical areas have commented about the poor access to internet facilities. As such these difficulties should be addressed with the relevant authorities to ensure speedy connectivity.

## Annex 1: Evaluation Design Matrix for eSDI

Evaluation Criteria/	Evaluation Questions	Indicators	Data Source(s)	Data Collection Methods
1. Relevance	1.1 Do proposed interventions have a potential for replication?	o Beneficiaries / Project staff view whether the intervention has addressed their needs and priorities	Beneficiaries	Questionnaire FGD
	1.2 Are objectives in line with needs, priorities and partner government policies?		Project staff	KII
	1.3 Is the intervention in line with the livelihoods strategies and cultural conditions of the beneficiaries?	o Beneficiaries view whether the intervention is in line with their livelihood strategies and cultural conditions	Beneficiaries	Questionnaire FGD
	1.4 Is the design of the intervention relevant to the context?	o Is the timing of the intervention relevant from the point of view of the beneficiaries	Beneficiaries	Questionnaire FGD
	1.5 Is the timing of the intervention relevant from the point of view of the beneficiaries?	o Project owners opinion on level of replicability	Project Owner	KII
		o Project owners opinion on level of scalability	Project Owner	KII
		o Percentage (%) of projects which are replicable	Analysis of data	
		o Percentage (%) of projects which are scalable	Analysis of data	
2. Effectiveness	2.1 To what extent have the agreed objectives been achieved?	Extent to which Project services have benefited in day to day life of target groups (Impact)	Beneficiaries	Questionnaire FGD
		Improvement in level of awareness on benefits of ICT due to the intervention that have helped to enhance the day to day lives of the beneficiaries effectiveness	Beneficiaries	Questionnaire FGD
	2.2 Are the successfully achieved activities sufficient to realize the agreed outputs?	Improvement in level of access to services due to the intervention. E.g. Online agriculture extension information, health services etc. on line effectiveness	Beneficiaries	Questionnaire FGD
		Increase in access to ICT skills training due to the intervention effectiveness	Beneficiaries	Questionnaire FGD
	2.3 To what extent is the identified outcome the result of the intervention rather than external factors?	Percentage (%) increase in population using computers regularly due to the intervention effectiveness	Project Owner	KII
		Percentage (%) increase in population using Internet regularly due to the intervention effectiveness	Project Owner	KII
		Gender composition and inclusion of less representative societal groups – extent of serving vulnerable groups	Beneficiaries	Questionnaire FGD
			Project Owner	KII
			Project Staff	KII
	2.4 What are the reasons for the achievement or non-achievement of outputs or outcomes?	70 percent of population in target communities is aware of ICT opportunities and has access to the services provided under e-SF	Beneficiaries	Questionnaire FGD

Evaluation Criteria/	Evaluation Questions	Indicators	Data Source(s)	Data Collection Methods
		Bottom up approach – extent of adhering to demand-driven basis	Project Owner	KII
			ICTA	KII
	2.5 What could be done to make the intervention more effective?	Growth in % of good quality, acceptable proposals	ICTA	KII
		Transparency – extent of openness of selection of sub-projects; extent of uniformity in following operational guidelines	ICTA	KII
		80 percent of the project recommended by e-SF for funding were accepted by other donors, scaled up or replicated	ICTA	KII
		Proportion of projects that are run with e-SF and Owner Funds	Project Owner	KII
3. Efficiency	3.1 What measures have been taken during the planning and implementation phase to ensure that resources are efficiently used?	Extent to which the resources are used in the best possible way	Project Staff	KII
			Beneficiaries	Questionnaire FGD
	3.2 To what extent have the development components been delivered as agreed?	Fair competition – extent of equal opportunity offered in selection of sub-projects	ICTA	KII
		Percent increase over baseline in utilization and satisfaction with services established as a result of e-SF financial assistance	ICTA	KII
	3.3 Could the intervention have been done better, more cheaply or more quickly?	Level of completion for community grants measured by ratio of applications to grants awarded	ICTA	KII
4. Sustainability	3.4 Could an altogether different type of intervention have solved the same problem at a lower cost?	Level of completion for partnership grants measured by ratio of applications to subsidies awarded	ICTA	KII
	4.1 To what extent does the positive impact justify continued investments?	Can Project generate enough revenue to cover costs? (Financial sustainability)	Project Owner	KII
	4.2 Are the stakeholders willing and able to keep facilities operational and to continue activities on their own?	Is Project accepted by their user community? (Social sustainability)	Beneficiaries	Questionnaire FGD
	4.3 Is there local ownership?	Is the Project's ICT simple, flexible, durable and maintainable? (Technological sustainability)	Project staff & Beneficiaries	FGD
	4.4 Did partner country stakeholders participate in the planning and implementation of the intervention to ensure local engagement from the start?	Do key stakeholders buy in to the idea of the Project and legitimize its existence? (Institutional sustainability)	Project Staff	KII
	4.5 Do relevant partner country institutions possess sufficiently strong governance structures and professional capacity to sustain the activity?	Does the Project have the necessary resources on an ongoing basis; these include money, skills, data and technology? (Capacity)	Project Staff	KII
	4.6 Is the technology utilized in the intervention appropriate to the economic, social and cultural conditions in the partner country?	Will the Project have the ability to continuously meet the needs of at least some stakeholders? (Utility)	Project staff & Beneficiaries	KIIs with Project staff and FGD

Evaluation Criteria/	Evaluation Questions	Indicators	Data Source(s)	Data Collection Methods
	4.7Is the intervention harmful to the environment?	Has the Project become "institutionalized" -- embedded in the rules and norms, culture and values of its society? (Embedding)	Project staff & Beneficiaries	KIIs with Project staff and FGD
5. Replicability	5.1 Does the intervention used in the eSDI have potential for replication? 5.2 If yes, what type of replication is possible; vertical replication, horizontal replication or both?	Ability for replicability Features of replicability	Project Owner	KII
6. Scalability	6.1 Is there an opportunity to expand in scope and scale up the activities of the eSDI on sustainable basis?	Features of scalability	Project Owner	KII
7. Catalytic Effects	7.1 Were there any catalytic effects as a result of the eSDI? If so, what were them?	Features of catalytic effects	Project Owner	KII
8. Connectivity with other components of e-SLDP	8.1 In respect of other components of e-Sri Lanka Development Programme, what were the achievements in the eSDI, (i) got connected, (ii) made use of, and/or (iii) benefited by services?	Features of connectivity	Project Owner	KII
9. Overall		Factors leading to the most successful versus least successful projects	Project staff & Beneficiaries	KII, Questionnaire & FGD
		Environmentally sustainable practices due to the intervention	Project Owner	KII
		Availability of computer at home	Beneficiaries	Questionnaire FGD
		Outcomes on a national level	Analysis & synthesis of above collected data	

## Annex 2: Structured questionnaire for project owner at CP/PAP/RAP/AF projects

Identification Code (For office use)							
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Information and Communication Technology Agency (ICTA)

E-Society Development Initiative (ESDI)

Final Evaluation (October/November 2013)

**Questionnaire for Data Collection at each CAP/PAP/RAP/AF Project**  
[Data to be obtained by conducting Key Informant Interview with Project Owner / Manager]

Project Type >	CAP	RAP	PAP	AF
Project No. >				

Name of Interviewer:	Date:
----------------------	-------

### Module 1: Identification Information

1. Contact details of the Organization (Name, Address and Telephone Number (land-line):

.....  
.....  
.....

2. Name of the Respondent:

3. Designation of the Respondent:

4. Mobile Telephone No.:

5. Gender of the Respondent: (i) Male [ ] (ii) Female [ ]

6. What is the implementation status of the Project? [Please tick (✓) the appropriate box.]

Project at development stage (not yet completed)	Project completed and outputs delivered	Project completed and on-going without a service centre	Project completed and on-going with a service centre
--	---	---	--

7. How many mobile phones are available at your home? .....

8. Could you tell me whether there is a computer at your home? (i) Yes [ ], (ii) No [ ]  
NOTE: Obtain and record the information required to include in the brief description about the Organization in the Project Profile: (objectives of the Organization, services delivered and geographical coverage, types and ethnicity of beneficiaries being served, if a separate website for the Organization is available its address, any special achievements and etc.)

Please remember to record the information at the end of the Questionnaire.

**Module 2: Information to be collected from all Types of Projects**

1. Who are **the actual and expected beneficiaries** of the Project by **type-wise**?

[Examples: students, farmers, tourists, differently able persons, etc.]

(i) Types of Expected Beneficiaries		(ii) Types of Actual Beneficiaries	
Description	Code	Description	Code

(iii) If the actual beneficiary types are **different** to expected beneficiary types to some extent, please indicate reasons for it: .....

2. Please provide a **profile of the actual and expected beneficiaries** as in the following Table:

	(a) Total No. of beneficiaries (*)	(b) Gender composition of beneficiaries	(c) Age composition of beneficiaries		(d) Beneficiaries by economic status	
(ii) Expected		Male = % Female = % Total = 100 %	Children	%	Well-to-do	%
			Youth	%	Moderate income	%
			Adults	%	Low income	%
			Senior Adults (More than 65 years old)	%	Samurdhi Recipient (1)	%
			Total (= 100%)	%	Total (= 100%)	%
(ii) Actual		Male = % Female = % Total = 100 %	Children	%	Well-to-do	%
			Youth	%	Moderate income	%
			Adults	%	Low income	%
			Senior Adults (More than 65 years old)	%	Samurdhi Recipient (2)	%
			Total (= 100%)	%	Total (= 100%)	%

(\*) If the stated value is for a particular period, mention the period, such as month, six months, etc.

(1) & (2): State the % of **vulnerable groups** among the total beneficiaries: (1) Actual = %; (2) Expected = %

[A **vulnerable group** is a population that has some specific characteristics that make it at higher risk of falling into poverty than others living in area. Vulnerable groups include the elderly, the mentally and physically disabled, at-risk children and youth, ex-combatants, internally displaced people and returning refugees, HIV/AIDS - affected individuals and households, religious and ethnic minorities.]



3. What were the main **outputs** and the **contents therein** of the Project? [*Outputs are products and services produced by the Project. Contents are material within outputs. For example, a DVD (output) could include information about archeological sites (content).*]

Types of outputs / services	No. of units of outputs (a)	Outline of contents, extent of usage and usefulness (b)
(i) Website		www.....
(ii) Development of CD - Sinhala		
(iii) Development of CD - Tamil		
(iv) Development of CD - English		
(v) Development of DVD - Sinhala		
(vi) Development of DVD - Tamil		
(vii) Development of DVD - English		
(viii) ICT Training		
(ix)		
(x)		

- (a) Obtain the **number of units** (different CDs/DVDs) developed by **language**. (It should **not** be the number of copies produced).
- (b) Obtain information about the extent of usage of outputs and contents developed. Examples: type of website (educational, tourist information or etc.), number of hits/visitors to website, number of copies of CDs/DVDs produced, distributed among whom, usefulness as judged by them, etc. Use additional sheet of paper, as required.

4. To what extend are you satisfied with regard to the use of the Project services by the beneficiaries?

(i) Highly satisfactorily [ ] (ii) Satisfactorily [ ] (iii) Less satisfactorily [ ] (iv) Least satisfactorily [ ]

5. Indicate % of beneficiaries by the frequency at which they use the **computers** at the service centre.

(i) Almost daily	(ii) Few days a week	(iii) Once a week	(iv) Once in 2 weeks	(v) Once a month	(vi) Other (specify)	Total
%	%	%	%	%	%	100%

6. Indicate % of beneficiaries by the frequency at which they use the **Internet** at the service centre.

(i) Almost daily	(ii) Few days a week	(iii) Once a week	(iv) Once in 2 weeks	(v) Once a month	(vi) Other (specify)	Total
%	%	%	%	%	%	100%

7. What are the **expected and actual outcomes** of the Project? [Outcomes are immediate effects resulting from the outputs on the beneficiaries or by the use of outputs by them.]

(i) Expected Outcomes		(ii) Actual Outcomes	
Description	Code	Description	Code

(iii) If the actual outcomes are **different** to that of expected outcomes to some extent, please indicate reasons for it: .....

8. According to your awareness, what are/were the **impacts** due to the Project on the beneficiaries and the community? [**Impact:** Long-term or ultimate result attributable to a development intervention – in contrast to output and outcome, which reflect more intermediate results from the intervention.] [Please tick (✓) for “Yes” or “No” and enter details according to his/her awareness.]

Type of Impact	Description		
	(a) Yes	(b) No	(c) Details
(i) Secure employment			No. of employment created:
(ii) Commencement of an enterprise			Types of enterprises:
(iii) Provide employment to others as a result of starting the enterprise			No. of employments created:
(iv) Increase of individual income			% increase per year:
(v) Increase of family income			% increase per year:
(vi) Increase in family's level of living			Examples:
(vii) Increase of economic activities in the community			List them:
(viii) Positive attitudes towards inter-communal harmony			Examples:
(ix)			

9. Are there any **outstanding achievements** of the Project? If so, please list them.

- (i) .....
- (ii) .....

- (iii) .....
10. What **circumstances or conditions** made these “outstanding achievements” possible?  
.....  
.....
- 11 Were there any ‘**problems**’, ‘**difficulties**’ and ‘**constraints**’ faced by the organization that interfered or retard with the smooth implementation of the project?  
(i) .....  
(ii) .....  
(iii) .....  
(iv) .....  
(v) .....
- 12 Are there any opinions you have with regard to **possible improvements** to the Project (such as service delivery, staff performance, income generation, sustainability and etc.):  
(i) .....  
(ii) .....  
(iii) .....  
(iv) .....  
(v) .....
- 13 What are the “**good practices**” (if any) that have been followed? [*Good practices are operational practices that have proven successful in particular circumstances in the project.*]  
(i) .....  
(ii) .....  
(iii) .....
- 14 What are the “**lessons so far learned**” (if any) from the Project? [*A lesson learned is the knowledge derived from experience that is sufficiently well founded and can be generalized so that it has the potential to improve action.*]  
(i) .....  
(ii) .....  
(iii) .....

### Module 3: Sustainability, Replicability, Scalability, Catalytic Effects, Connectivity and Results Duplication

**Enumerator:** The following definitions are presented here for your benefit and, if required, to show these to the Project Owner / Manager for his understanding so as to improve his/her responses the Questions that follow.

#### **1. Sustainability:**

(i) **Economic sustainability** is concerned with the likelihood that the benefits from an intervention will be maintained at an appropriate level for a reasonably long period of time after the withdrawal of donor support.

(ii) **Social sustainability** occurs when the formal and informal processes, systems, structures, and relationships actively support the capacity of current and future generations to create healthy and livable communities. Socially sustainable communities are equitable, diverse, connected and democratic and provide a good quality of life.

(iii) **Environmental sustainability** involves making decisions and taking action that are in the interests of protecting the natural world, with particular emphasis on preserving the capability of the environment to support human life. **Environmentally sustainable**

**practices** are those practices that contribute to environmental sustainability. Two examples are, (i) 'Office operations' can reduce paper usage through double-sided copying and printing, use of e-mail, beginning or expanding recycling programs for office discards, and buying recycled office supplies; (ii) 'Interactions with the public' can include informing the public and customers about sustainability efforts and encouraging them to participate.

**2. Replicability:** For the benefit of the people in other locations (towns/districts), Projects that can be **replicated** in those locations are highly valued.

**3. Scalability:** In order to ensure that the maximum number of people will benefit and take advantage of economies of scale, projects that can be **expanded in scope and scaled up**, on a sustainable basis, are highly valued. The expansion in scope and scaling up may be achieved, for example, by addition of more computers, and/or expansion of type of services provided, etc., subjected to the community/local demand.

**4. Catalytic effects** are enhanced third-party results due to the Project. For example, a group of students among the beneficiaries of an e-Learning Project may develop a product / software. This could be called a catalytic effect of that Project, because the Project has "acted as an impetus or caused" the development of the software.

**5. Connectivity with other components of e-Sri Lanka Development Project:** Achievements in the Project that (i) **connected**, (ii) **made use of**, and/or (iii) **benefitted by**, other components of e-Sri Lanka Development Project. For example, a Project may have provided services which involved the use of Government website ([www.gic.gov.lk](http://www.gic.gov.lk)). Then, this Project made use of or connects with Re-engineering Government Programme under which the website was developed

**6. Results Duplication:** Occurrence/spread of project **results** (= outputs/outcomes/impacts) into location(s) different from the original Project service area.

15. Together with the Project Owner/Manager, after review, the enumerator should **accurately ascertain** which of the concepts listed below are applicable for the Project. Accordingly, please tick (✓) the appropriate cages.

	(1) Sustainability	(2) Replicability	(3) Scalability	(4) Catalytic effects	(5) Connectivity	(6) Results Duplication
Yes						
No						

**IMPORTANT:** According to the responses to the above question, enumerator should ask the remaining Questions (in this Module) under the respective concepts.

❖ **Sustainability**

❖ **Economic Sustainability**

16. To what extent is the Project financially viable that means, does it generate enough revenue to cover costs at present?

(i) Highly viable [ ], (ii) Somewhat viable [ ], (iii) Low viability [ ], (iv) Not viable [ ]

17. Does the organization have the capacity to continue its activities, once provision of ICTA funds are over? (i) Yes [ ], (ii) No [ ]

18. In your opinion, to what extent is this Project sustainable?

(i) Highly likely [ ], (ii) Likely [ ], (iii) Unlikely [ ], (iv) Highly unlikely [ ]

### ❖ Social Sustainability

19 To what extent the Project has contributed to promote **peaceful environment** within the beneficiary community?

(i) Great extent [ ] (ii) Average extent [ ] (iii) Little extent [ ] (iv) Not at all [ ] (v) Not applicable [ ]

20 To what extent the Project has contributed to promote **security** within the beneficiary community (so that people feel safe and secure)?

(i) Great extent [ ] (ii) Average extent [ ] (iii) Little extent [ ] (iv) Not at all [ ] (v) Not applicable [ ]

21 To what extent the Project has contributed to promote **justice (solidarity)** among the beneficiary community?

(i) Great extent [ ] (ii) Average extent [ ] (iii) Little extent [ ] (iv) Not at all [ ] (v) Not applicable [ ]

22 To what extent the beneficiary community has **adapted to the changes** introduced by the Project? [For example, use of service centre facilities.]

(i) Great extent [ ] (ii) Average extent [ ] (iii) Little extent [ ] (iv) Not at all [ ] (v) Not applicable [ ]

### ❖ Environmental Sustainability

23 Are there environmentally sustainable practices due to the Project?

(i) Yes [ ], If yes, please outline below. (ii) No [ ] If no, go to next Question

- a) .....  
b) .....  
c) .....

### ❖ Replication

24. In your opinion, could this Project be replicated?

(i) Highly likely [ ], (ii) Likely [ ], (iii) Unlikely [ ], (iv) Highly unlikely [ ] (v) Already replicated [ ]

### ❖ Scalability

25 In your opinion, could this Project be scaled up?

(i) Highly likely [ ], (ii) Likely [ ], (iii) Unlikely [ ], (iv) Highly unlikely [ ] (v) Already scaled-up [ ]

### ❖ Catalytic Effects

26 Were there any catalytic effects as a result of the Project?

(i) Yes [ ], If yes, please outline below. (ii) No [ ], If no, go to next Question.

- a) .....  
b) .....  
c) .....

### ❖ Connectivity with other Components of e-Sri Lanka Development Project

27 What were the achievements in the Project that (i) **connected**, (ii) **made use of**, and/or (iii) **benefitted by**, other components of e-Sri Lanka Development Project (listed below)?

e-Sri Lanka Development Project Components	Achievements in Connectivity (if any)
(i) ICT Policy, Leadership, and Institutional Development Programme	
(ii) ICT Human Resources Development and Industry Promotion Programme	
(iii) Regional Telecommunications Network Programme	
(iv) Telecentre (Nenasala) Development Programme	
(v) Re-engineering Government Programme	
(vi) e-Society Development Initiative	

#### ❖ Results Duplication

28. To what extent is the Project results (= outputs/outcomes/impacts) had or is being occurred and/or spread into new location(s) different from the original Project service area

- (i) Great extent [    ]    (ii) Average extent [    ]    (iii) Little extent [    ]  
(iv) Not at all [    ]    (v) Not applicable [    ]    (vi) Do not know [    ]

#### Information about the Organization

Please obtain and record the information required to include in the brief description about the Organization in the **Project Profile**: (*objectives of the Organization, services delivered and geographical coverage, types and ethnicity of beneficiaries being served, if a separate website for the Organization is available its address, any special achievements and etc.*)

===== End of Interview =====

*Thank the respondent for spending his/her valuable time and sharing important ideas and opinions.*



## Annex 3: Structured questionnaire for beneficiaries at CP/PAP/RAP/AF projects

Identification Code (For office use)							
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**Information and Communication Technology Agency (ICTA)  
E-Sri Lanka Programme / E-Society Development Initiative (ESDI)  
Final Evaluation (October 2013)**

**Questionnaire for Beneficiaries (of CAP/RAP/PAP/AF Projects)**

<b>Project Type :</b>	<b>CAP</b>	<b>RAP</b>	<b>PAP</b>	<b>AF</b>
<b>Project No. :</b>				

Name of Interviewer:	Date:
----------------------	-------

**Module 1: Identification Information**

1. Name of the Organization:

2. Name of the Respondent:

3. Contact Telephone No. (if available):

4. Gender of the Respondent: (i) Male [ ] (ii) Female [ ]

5. Age of the Respondent (years):

6. Nature of Residence of the Respondent: [Tick (✓) one box only]

(i) At home	(ii) Orphanage	(iii) Elders' Home	(iv) Home for Differently-able Persons

7. Employment Status of the Respondent: [Please tick (✓) one box only]

(i) Attending school	(ii) Higher educational institution	(iii) Seeking employment	(iv) Not seeking employment	(v) Employed	(vi) Pensioner	(vii) Other (please specify)

8. Wealth Status of the Respondent: [Tick (✓) one box only]

(i) Upper income	(ii) Middle income	(iii) Lower income	(iv) Samurdhi recipient	(v) Not applicable

9. Do you have a personal mobile? (i) Yes [ ]; (ii) No [ ]

10. How many mobile phones are available at your home? .....

11. Could you tell me whether there is a computer at your home? (i) Yes [ ] (ii) No [ ]

**Module 2: Information to be collected from a Sample of Beneficiaries at all Types of Projects**

12. For how long you have used Project facilities or benefited from them?

Less than 6 months	6 months to 1 year	1 to 2 years	2 to 3 years	3 to 4 years	4 to 5 years	More than 5 years
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13. Have you had convenient access to ICT facilitated services **before** the Project?

(i) Yes [ ]; (ii) No [ ]

14. To what extent did your knowledge on ICT improved as a result of the Project?

(i) Highly improved [ ], (ii) Somewhat improved [ ], (iii) Little improved [ ], (iv) Not at all [ ]

15. To what extend are you aware about the services provided by the Project?

(i) Fully [ ] (ii) Partially [ ] (iii) Very little [ ]

16. To what extent are you aware of benefits of ICT to improve your day to day life?

(i) Well aware [ ] (ii) Satisfactorily [ ], (iii) Low [ ], (iv) Not at all [ ]

17. At what frequency do you generally use the services provided by the Project? [Tick (✓)  
*one box only*]

(i) Almost daily	(ii) Few days a week	(iii) Once a week	(iv) Once in 2 weeks	(v) Once a month	(vi) Other (specify)

18. To what extent are you satisfied with the services provided by the Project

(i) Highly satisfied [ ], (ii) Satisfied [ ], (iii) Less satisfied [ ], (iv) Not satisfied at all [ ]

19. Do the services of the Project equally accessible to both women and men at all times and without restrictions?

(i) Yes [ ];

(ii) No [ ], if no, reasons for it: .....

20. **Marginalized groups** are community groups that are negatively perceived as socially and/or physically outside the larger community structure. In marginalized groups, boundaries are imposed by others to keep “unfavourable” groups from participating in or interacting with the mainstream community groups. **Marginalized groups include**, for example, people with disabilities, ethnic and religious minorities, older persons in general, people in poverty, homeless people, single parents, indigenous peoples, persons released from prisons, and etc.

Do the services of the Project equally accessible to marginalized groups?

(i) Yes [ ];

(ii) No [ ], if no, reasons for it: .....  
.....

21. Please provide the following information in respect of the **content of the outputs** of this Project. *[Please tick (✓) the appropriate boxes or use codes given below the Table]*

Variable	Code	Website	CD/ Sinhala	CD/ Tamil	CD/ English	DVD/ Sinhala	DVD/ Tamil	DVD/ English	ICT Training
1. Whether aware or not of the content	Yes								
	No								
2. Name the type of content	See below (a)								
3. Language of content	See below (b)								
4. Level or usefulness of the content to you / your family	Highly useful								
	Useful								
	Less useful								
5. Type of benefits received to you / your family	Use codes given below(c)								
6. In your opinion, how could the benefit coverage could be broad-based, so that a larger population enjoy those benefits?									

- (a) Examples: Educational website, Website on coir products, Agricultural information CD, Archaeological information DVD,  
 (b) 1 = Sinhala, 2 = Tamil, 3 = English.  
 (c) 1 = Improvement in knowledge base, 2 = Increase in awareness on the subject/topic, 3 = Made way for income improvement, 4 = Time saving, 5 = Opportunity for entertainment, 6 = Other (please specify) ...

22. In which manner the services provided by the Project have **benefited (outcome)** you?  
*[Please tick (✓) relevant box (es). More than one answer is possible]*

(i) Acquire ICT literacy/skills		(ii) Acquire English literacy		(iii) Easy access to service facilities	
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(iv) Time saving (specify hours per month: .....)		(v) Educational learning / e-Learning		(vi) Access to health information / e-channelling	
(vii) Access to agricultural information; extension, market price		(viii) Access to marketing channels		(ix) Gain knowledge on production methods / new technology	
(x) Empowerment of women and youth		(xi) Support for peace and environment management		(xii) Mobilization of indigenous knowledge	
(xiii)		(xiv)		(xv)	

23. Subsequent to the above benefits, what **improvements (impacts)** have resulted to you / your family / community? [*Please tick (✓) either “Yes” or “No” and provide details for “Yes” answers.*]

Type of Impact	(a) Yes	(b) No	Description (c) Details
(x) Secure employment			Type of employment:
(xi) Commencement of an enterprise			Type of enterprise:
(xii) Provide employment to others as a result of starting the enterprise			No. of employments:
(xiii) Increase of your income			% increase per year:
(xiv) Increase of family income			% increase per year:
(xv) Increase in level of living of the family			Examples:
(xvi) Increase of economic activities in the community			List them: Does agriculture, tourism, health and education included?
(xvii) Positive attitudes towards inter-communal harmony			Examples:
xviii)			
(xix)			

24. Are you familiar with any of the e-services presently being provided by the Government Organizations? [*Interviewer, remind the respondent few examples; telephoning “1919” for information, public examination results, birth certificates, motor vehicle revenue license, downloading of forms etc.*]

(i) Yes [ ] (ii) No [ ] [*If no, go to the appropriate Module*]

25. If yes, what are the government e-services you have used – either making use of project facilities or otherwise?

- (i) [ ] “1919” – Making queries from Govt. Information Centre (GIC)
- (ii) [ ] Obtaining exam results
- (iii) [ ] Obtaining information from government websites (crop price, train schedule, etc.)
- (iv) [ ] Downloading of application forms
- (v) [ ] Other (pl. specify) .....

26. What are the opinions (if any) you have with regard to **possible improvements** to the Project (such as staff performance, service delivery, income generation, sustainability and etc.):

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....
- (v) .....

27. Are there any viewpoints/comments/remarks you wish to make related to the areas discussed and/or the Project.

.....  
.....  
.....  
.....

===== End of Interview =====

<p><i>Thank the respondent for spending his/her valuable time and sharing important ideas and opinions.</i></p>
---

**For Interviewer:** After leaving the respondent, at a suitable location please write below your observations on aspects such as the following: (i) respondents behaviour (*whether he/she answered with interest or not*), (ii) reliability of his/her answers (*whether he/she was giving genuine answers or suppressing the truth or exaggerating*), (iii) his/her feeling about the centre and its staff (*whether he/she was praising or criticising them during the interview*), and etc. (You could use an additional sheet of paper where necessary and attached it to the questionnaire.)

## Annex 4: List of questions for FDGs at CP/PAP/RAP/AF projects

Identification Code (For office use)

Information and Communication Technology Agency (ICTA)  
E-Sri Lanka Programme / E-Society Development Initiative (ESDI)  
Final Evaluation (October/November 2013)

### List of Questions for FGD at CAP / RAP / PAP / AF Projects

**Expected composition of participants at the FGD:**

Beneficiaries of the Project - about 12 - 15 persons. As applicable, include school children, youths and adults. Ensure gender equality.

**Objective of the FGD:** By guided discussion (lasting about 1 to 1½ hours), to identify and gather information from the participating beneficiaries about the **outcomes** and **impact** of the Project as realized by them as well as felt at the community level. Such information will help to arrive at an accurate assessment of the achievements of the Project for Final Evaluation.

**Outcome:** Outcomes are immediate effects resulting from the outputs on the beneficiaries or by the use of outputs by them. See examples under Question 7.

**Impact:** Long-term or ultimate result attributable to a development intervention – in contrast to output and outcome, which reflect more intermediate results from the intervention. See examples under Question 8

**Moderator:** At the beginning of the FGD, explain to the participants the meanings of **outcome** and **impact** and keep inform them we are keen to distinguish between these two.

Name of FGD Moderator:

Name of FGD Facilitator(s):

Date:

Project Type >	CAP	RAP	PAP	AF
Project No. >				
Name of Organization>				

### Module 1: Identification Information

2. Total Number of Participants at the FGD: ..... (Please attach List of Participants)

3. Gender composition of the Respondents: (i) No. of Males: ..... (ii) No. of Females .....

4. What is the implementation status of the Project? [Please tick (✓) the appropriate box.]

Project at development stage (not yet completed)	Project completed and outputs delivered	Project completed and on-going without a service centre	Project completed and on-going with a service centre



<b>Module 2: Information to be collected from all Types of Projects</b>			

5. According to the awareness / understanding of the participants identify the main **outputs** of the Project? [Outputs are the products and services produced by the Project.] [Please tick (✓) the appropriate box(es).]

Website	CD - Sinhala	CD - Tamil	CD - English	DVD - Sinhala	DVD - Tamil	DVD - English	ICT Training		

5. What are the participants' views with regard to the extent to which the services of the Project **equally accessible** to both women and men at all times and without restriction?

Are there any limitations for females to obtain services? If so, explain.

6. **Marginalized groups** are community groups that are negatively perceived as socially and/or physically outside the larger community structure. In marginalized groups, boundaries are imposed by others to keep "unfavourable" groups from participating in or interacting with the mainstream community groups. **Marginalized groups include**, for example, people with disabilities, ethnic and religious minorities, older persons in general, people in poverty, homeless people, single parents, indigenous peoples, persons released from prisons, and etc.

6.1 Are there marginalized groups in the community / service area of the project?

6.2 Do they seek services from the Project? If not, discuss why?

6.3 To what extent do their relevant requirements generally met by the Project? If low, what are the reasons?

7. Invite participants to discuss about the types of **benefits / outcomes that have resulted** to them by using the outputs of this Project. [Moderator: Help participants to distinguish between outcome and impact. Examples of possible project outcomes are listed below.] Subsequently, list separately the types of benefits / outcomes that have resulted to children / youth / adults and by male / female. [Facilitator: If clear distinctions are not available, record findings in the most suitable manner.]

Examples of possible project outcomes:

(i) Acquire ICT literacy/skills	(ii) Acquire English literacy	(iii) Easy access to service facilities
(iv) Time saving	(v) Educational learning / e-Learning	(vi) Access to health information / e-channelling
(vii) Access to agricultural information; extension, market price	(viii) Access to marketing channels	(ix) Gain knowledge on production methods / new technology
(x) Empowerment of women and youth	(xi) Support for peace and environment management	(xii) Mobilization of indigenous knowledge

**Format for reporting findings:**

	Children (School children)	Youths (Including school leavers)	Adults
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	Children (School children)	Youths (Including school leavers)	Adults
Male			
Female			

8. Invite participants to discuss about the types of **impacts that have resulted** subsequent to the outcomes of the Project. *[Moderator: Help participants to distinguish between outcome and impact. Examples of possible project impacts are listed below.]* Subsequently, list separately the types of impacts that have resulted to children/youth/adults and by male/female. *[Facilitator: If clear distinctions are not available, record findings in the most suitable manner.]*

*Examples of possible project impacts:*

(xx) Secure employment	(xxi) Commencement of enterprises
(xxii) Provide employment to others as a result of starting enterprises	(xxiii) Increase of incomes of individuals / families
(xxiv) Increase in level of living of families	(xxv) Increase of economic activities in the community
(xxvi) Positive attitudes towards inter-communal harmony	

**Format for reporting findings:**

	Children (School children)	Youths (Including school leavers)	Adults
Male			
Female			

9. What **aspects** of the Project do all of you **value most**? *[For example, most interesting, most meaningful, most satisfying, etc.]* Obtain it with explanations and record.

10. Invite the participants to think about **success stories** that indicate the manner in which the Project has contributed to improve their levels of living? Obtain them and record.

11. Considering the stories all of you just heard, identify what did they have **in common**?

12. Identify what **circumstances or conditions** made these “success stories” possible?

13. Discuss and identify any **good practices** that have been followed. *[Good practices are operational practices that have proven successful in particular circumstances in the project.]*

14. Discuss and identify any **lessons so far learned** from the Project. *[A lesson learned is the knowledge derived from experience that is sufficiently well founded and can be generalized so that it has the potential to improve action.]*

- 
15. Ask the participants collectively arrive at an assessment rating with regard to the **extent of successfulness** of the Project, by indicating one of the following levels:  
Highly successful [ ], Successful [ ], Partially successful [ ], Least successful [ ]
16. Discuss and identify **reasons** for the above rating.
17. What are the **suggestions** the participants wish to make to improve or expand the services and performance of the Project to meet the needs of the beneficiaries better?
18. Any other **opinions / comments** that the participants wish to make about the topics discussed above and/or about the Project.

===== End of the Focus Group Discussion =====

<p><i>Thank the participants for spending their valuable time and sharing important ideas and opinions.</i></p>
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## Annex 5: List of questions for FDGs at CP/PAP/RAP/AF projects

(red font indicates the projects included in the sample; bold font indicates those projects which were covered so far during the field data collection; for further details please see chapters 2.6 and 2.7).

Table 28: Distribution of eSDI sample selected across thematic area and district - CAP

District	CAP Thematic Areas							
	Training & Capacity Building	ICT Access to Learning	ICT Access to Services	ICT Income Generation	ICT for the Disabled or Elderly	ICT for Peace	Environment & Conservation	Indigenous Knowledge
Ampara	C082;C133			C079;C142		C041		
Anuradhapura		C015;C032	C014;C031	<b>C076</b> ;C066	<b>C114</b>			C106
Badulla		<b>C016</b> ;C126;C126;C002	C017;C105;C146	C050				C108
Batticaloa	C129	C040		C042				
Colombo	<b>C047</b> ;C072C077;C144	C073;C128	C020;C113;C137	C074	C034;C115			C097
Galle	C094	C051;C052;C063	C064	C053;C061;C139;C145			<b>C116</b>	
Gampaha	C003			<b>C088</b>	C131;C141		<b>C140</b>	<b>C117</b>
Hambantota		<b>C102</b> ;C101	<b>C150</b> ;C048	C059;C104;C118;				
Kaluthara			<b>C084</b>	C067		<b>C095</b>		<b>C135</b> ; <b>C112</b>
Kandy			C018;C120	C119				
Kegalle	C037			C086	<b>C019</b>			
Kurunegala			C005	C030;C089;C093;C109;				C092
Matale			C021;C148	<b>C122</b>				C121
Matara		<b>C012</b> ; C096	<b>C111</b> ; <b>C127</b> ; C055	C070; C071	<b>C125</b>	C123		
Moneragala	<b>C147</b> ; <b>C078</b>	C024;C029;C057	C023;C046	C006;C056; C090;C091				C075
NuwaraEliya		C058	C036	C039				C035
Polonnaruwa	C013	C001; C009	C007;C010;C022	C008				
Puttalam		C033;C068;C069	C107	C081;C083				
Rathnapura	C065	<b>C136</b> ;C049;C049;C062;C103;C134	<b>C028</b> ; C026; <b>C027</b> ; C098;	C025;C080; C085;C100;	C138		C099	C143
Trincomalee		C043;C130;C132	C124;	C038		<b>C110</b>		
Vavuniya			C044					

Table 29: Distribution of eSDI sample selected across thematic area and district - PAP

District	PAP Thematic Areas					
	Capacity Building	Local Content Local Language	e-Service	ICT for Peace	Innovative Communication	Gender
Colombo	P011;P015; P006;P016; P034;P035	P008;P018; P009;P019; P020;P022; P024;P026; P033	P004;P010; P017;P032; P003;P027; P028;P029		P025;P007; P002;P021; P030	
Gampaha	013	P001	P036; P014; P031			
Jaffna						P005
Kandy		P023				

Table 30: Distribution of eSDI sample selected across thematic area and district - RAP

District	RAP Thematic Areas							
	Training & Capacity Building	ICT Access to Learning	ICT Access to Services	ICT Income Generation	ICT for the Disabled or Elderly	Peace	Environment & Conservation	Indigenous Knowledge
Ampara	R033		R026					
Anuradhapura			R032	R013				R036
Badulla		R009						
Batticaloa	R016					R037		
Galle	R012	R017						
Gampaha		R014; R015	R022;R044	R030	R001			
Hambanthota	R007			R020				
Kandy	R004			R028				
Kaluthara			R038					
Kegalle					R019			
Kurunegala	R008	R024		R027				
Matara	R002		R031					
Moneragala		R011						
NuwaraEliya		R023						
Trincomalee	R005							
Vavuniya		R021						
Monaragala			R035					
Island-wide		R006	R039;R040		R010; R003			
Not Localized	R018		R034;R025; R029					R041

**Table 31: Distribution of eSDI sample selected across thematic area and district - AF**

District	AF Thematic Areas					
	Capacity Building	Local Content Local Language	e-Service	ICT for Peace	Innovative Communication	Gender
Ampara	AF4					
Pollonnaruwa			AF9			
Jaffna	AF5	AF1	AF8			AF2
Colombo	AF6	AF3, AF7				

## Annex 6: Guiding Questions for Community

Identification Code (For office use)

### Information and Communication Technology Agency (ICTA) E-Sri Lanka Programme / E-Society Development Initiative (ESDI) Final Evaluation (October/November 2013)

#### Guiding Questions for Communities surrounding CAP / RAP / PAP / AF Projects

Project Type >	CAP	RAP	PAP	AF
Project No. ( if known)				

Name of Interviewer:	Date:
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*Please obtain the following additional information from the communities who are familiar and immediate beneficiaries of the eSDI projects (CAP/PAP/RAP or AF). The information required is to supplement the information gathered through the KIs and Beneficiary questionnaires.*

- To what extent are you aware about the services provided by the ICTA eSDI Project?  
(i) Fully [ ] (ii) Partially [ ] (iii) Very little [ ]
- To what extent did your knowledge on ICT improved as a result of the Project?  
(i) Highly improved [ ], (ii) Somewhat improved [ ], (iii) Little improved [ ], (iv) Not at all [ ]
- To what extent are you satisfied with the services provided by the Project  
(i) Highly satisfied [ ], (ii) Satisfied [ ], (iii) Less satisfied [ ], (iv) Not satisfied at all [ ]
- Marginalized groups** are community groups that are negatively perceived as socially and/or physically outside the larger community structure. In marginalized groups, boundaries are imposed by others to keep “unfavourable” groups from participating in or interacting with the mainstream community groups. **Marginalized groups include**, for example, people with disabilities, ethnic and religious minorities, older persons in general, people in poverty, homeless people, single parents, indigenous peoples, persons released from prisons, and etc.  
Do the services of the Project equally accessible to marginalized groups?  
(i) Yes [ ];  
(ii) No [ ], if no, reasons for it: .....



5. According to the awareness / understanding of the participants identify the main outputs of the Project? [Outputs are the products and services produced by the Project.] [Please tick (✓) the appropriate box (es).]

Website	CD - Sinhala	CD - Tamil	CD - English	DVD - Sinhala	DVD - Tamil	DVD - English	ICT Training		

6. Please provide the following information in respect of the **content of the outputs** of this Project. [Please tick (✓) the appropriate boxes or use codes given below the Table]

Variable	Code	Website	CD/ Sinhala	CD/ Tamil	CD/ English	DVD/ Sinhala	DVD/ Tamil	DVD/ English	ICT Training			
7. Whether aware or not of the content	Yes											
	No											
8. Name the type of content	See below (a)											
9. Language of content	See below (b)											
10. Level or usefulness of the content to you / your family	Highly useful											
	Useful											
	Less useful											
11. Type of benefits received to you / your family	Use codes given below(c)											
12. In your opinion, how could the benefit coverage could be broad-based, so that a larger population enjoy those benefits?												

(d) Examples: Educational website, Website on coir products, Agricultural information CD, Archaeological information DvD,

(e) 1 = Sinhala, 2 = Tamil, 3 = English.

(f) 1 = Improvement in knowledge base, 2 = Increase in awareness on the subject/topic, 3 = Made way for income improvement, 4 = Time saving, 5 = Opportunity for entertainment, 6 = Other (please specify) ...

7. In which manner the services provided by the Project have **benefited (outcome)** you? [Please tick (✓) relevant box (es). More than one answer is possible]

(i) Acquire ICT literacy/skills		(ii) Acquire English literacy		(iii) Easy access to service facilities	
(iv) Time saving (specify hours per month: .....)		(v) Educational learning / e-Learning		(vi) Access to health information / e-channelling	
(vii) Access to agricultural information; extension, market price		(viii) Access to marketing channels		(ix) Gain knowledge on production methods / new technology	
(x) Empowerment of women and youth		(xi) Support for peace and environment management		(xii) Mobilization of indigenous knowledge	
(xiii)		(xiv)		(xv)	

8. Subsequent to the above benefits, what **improvements (impacts)** have resulted to you / your family / community? [Please tick (✓) either “Yes” or “No” and provide details for “Yes” answers.]

Type of Impact	Description		
	(a) Yes	(b) No	(c) Details
xxvii) Secure employment			Type of employment:
xxviii) Commencement of an enterprise			Type of enterprise:
xxix) Provide employment to others as a result of starting the enterprise			No. of employments:
xxx) Increase of your income			% increase per year:
xxxi) Increase of family income			% increase per year:
xxii) Increase in level of living of the family			Examples:
xxiii) Increase of economic activities in the community			List them: Does agriculture, tourism, health and education included?
xxiv) Positive attitudes towards inter-communal harmony			Examples:
xxv)			
xxvi)			

9. Ask the participants to arrive at an assessment rating with regard to the **extent of successfulness** of the Project, by indicating one of the following levels:

Highly successful [ ], Successful [ ], Partially successful [ ], Least successful [ ]

Why? .....

## Annex 7: Case Studies

### 1. Case Study on: C041 -Social Service Development Society, Sammanthrai, Ampara

**Project:** Establishing an e- education and information centre to promote peace through information sharing.

**Thematic Area:** Peace

**Target Group:** Rural Community

**Project duration/ Status:** 29<sup>th</sup> January 2007 – 31<sup>st</sup> May 2009/ Completed

Through the assistance of ICTA, Social Service Development Society (SSDS) has implemented the project “Establishing an e- education and information centre to promote peace through information sharing.” Its objectives were:

- To increase English knowledge among all ethnic groups in area.
- To increase knowledge and skills on computer technology among unemployed youth and schooling students in area.
- Promote peace among all ethnic groups who are in the area through information sharing.

SSDC have obtained 3 computers from ICTA grant assistance and have obtained 2 additional computers and communication equipment necessary through their own investments. In its perusal to achieve the above indicated objectives, the SSDS introduced e Services/ communication facilities and ICT training through the existing Nenasala.

One of the main outputs of the project is its ICT training programmes as mentioned earlier. Even after the ICTA assistance has stopped, the training programmes are continued to date. The main target groups of these trainings are students, kids and school leavers (young adults). Among the ICT training programmes, this organization introduced specialized courses, such as: 1.Diploma in computerized accounting program (Quick Book Pro 2010, Tally 9.0 with Payroll, Prachtree Accounting 2010); 2.Certificate in book keeping; 3. Diploma in Auto Cad; 4. 2D and 3D modelling; 5.Graphic Design; 6.Computer Hardware with Networking and 7. Internet and Email.

*“Around 20 students are attending this centre on a daily basis to obtain ICT training. The centre is open from 9.00 am to 9.30 pm.”*

The content produced by this project is available mainly in Tamil with the support of English. As a result of this project, majority of the students and villagers, are now maintaining their own e-mail accounts. This is in part due to the sheer need prevailed for avenues of communication, especially with relatives who reside abroad. In addition, the project has been successful in improving the level of English knowledge and in dissemination of information related to employment / business opportunities through training and other services.

e Services provided by SSDS also include: air ticketing and passport forwarding, visa communication and services related to securing employment such as filling and submission of job applications. In addition, this organization is provided following additional computer based services:

1. Business Logo Creating and Book Preparing
2. Photo and Album Editing
3. Printing, Scanning and Photo copy services
4. Sales of Computer Accessories

5. Type Setting (Sinhala, English, Tamil)
6. Graphic Design
7. Sales of Licensed Software and Programmes
8. All type of Computer Repairing and Formatting

*“Access to all services provided through SSDS was based on the principles of equality and non discrimination...”*

The ICT and e services provided can be considered as a profit oriented private business. Therefore, no discrimination on religion, ethnicity, gender, age group, income or education level etc was reported by the users. It was further elaborated that access to all services provided through SSDS, was based on

the principles of equality and non discrimination.

After deep screening and evaluation of the outcomes of this project, it was found that majority of beneficiaries acquired ICT literacy and skills via this project. Prior to the project, the ICT literacy and skills among the beneficiaries were known to be marginal. Another important outcome is the dissemination of employment related information and related services for the job seekers. School leavers are known to use these facilities to find employment and few have already secured it via the services provided by the centre. Educational and eLearning activities of this project are very popular among A/L students. Access to health information and e channelling can also be seen as an important outcome of the project.

This project has built the capacity, through training, of those who are active job seekers. Likewise, it has assisted school leavers in gaining employment. Hence, it could be stated that indirectly the project has facilitated an increase of family income and in turn increase in the standards of living. According to the key informants and field observations, this project implemented by SSDS can be categorised as a highly successful project in Ampara district.

Source: Interviews held with A. M. Naleer, Project Coordinator and E. L. Abdul Rasool, Key Contact Person of Social Service Development Society (SSDC) – Ampara

## 2. Case Study on: C133 -True Vision Rural Rehabilitation Organization, Addalachchenai, Ampara

**Project:** Computer Typesetting and Data Operation Training

**Thematic Area:** Training and Capacity Building

**Target Group:** Rural Community

**Project duration/ Status:** 29<sup>th</sup> January 2007 – 31<sup>st</sup> December 2009/ Completed

True Vision Rural Rehabilitation Organization (TVRRO) signed an agreement with ICTA e SDI and extended services to needy communities and target groups. This organization obtained 4 computers, accessories and technical assistance to conduct the necessary type setting/ data operating training and related capacity building programmes among the target groups. In addition, the TVRRO contributed to uplift the necessary infrastructure, resources mobilization and human capital to achieve the objectives of the project: to conduct type setting and data operation training.

With the assistance of ICTA, TVRRO has trained those who are interested with using: MS Excel 2007 -2010; MS Word packages; MS Access packages and Basic Graphic design. The project targeted majority of the student and school leavers to improve their ICT knowledge and capacity. During implementation phase, near 35 students have attended training on a daily basis.

*Prior to this project, students have attended various ICT training programmes in different locations such as Ampara, Akkarapattu, Kalmuna of which the distance is between 5- 25 Km from the current location. Easy access has resulted in saving time and obtaining greater benefits to the community...*

Content developed by the project are mainly in Tamil with the support of English as necessary. Prior to this project, students have attended various ICT training programmes in different locations. Especially, Ampara, Akkarapattu, Kalmuna of which the distance respectively are 25 Km., 5 km. and 15 Km from the current location. Easy access has resulted in saving time and obtaining greater benefits to the community. In addition trainees have shown a visible improvement in their communication and English knowledge.

As a result of the project, beneficiaries have moderately improved their ICT knowledge to undertake similar type of works / assignments. Some of the school leavers have obtained employment opportunities and others were proficient enough to carry out their own ICT work/assignments. Therefore, it could be stated that the project has indirectly had a positive impact on the families where economic activities have been increased.

These services are provided by TVRRO to the target communities at a very low cost. In general, the organization conducted their service as a social responsibility service. Non-discrimination practices have been adopted and access to ICT and e services by marginalized groups has been encouraged. Equal access to services has been ensured to all religious, ethnic and gender groups.

At present, training and capacity building programmes are not conducted due to out dated computers and software packages.

*Source: Interviews held with Mohomad Uvais, President - True Vision Rural Rehabilitation Organization (TVRRO)*

### 3. Case Study on: C 117- Sanskruthika Kala Nirmana Sansadaya, Walpitamulla, Develapola

**Project:** Sanskruthika Kala Nirmana Sansadaya- To preserve knowledge about traditional healing techniques ("Shanthi Karma") by uploading information to web in text & video.

**Thematic Area:** Indigenous knowledge

**Target Group:** Children and Adults

**Project duration/ Status:** Completed

This beneficiary organization is located in Gampaha District in Weyangoda - Minuwangoda Road. Current membership of the society is approximately 2000 including adults and children. Sanskruthika Kala Nirmana Sansadaya obtained 2 computers and 1 digital camera from the ICTA grant for the project. Currently, this beneficiary organization is conducting ICT classes for children and generating income for operation and maintenance of the project. Generally, beneficiaries are carrying out their work and getting ICT support from the project without any technical or institutional barrier.

Main objective of the ICT project was to develop to preserve knowledge about traditional healing techniques ("Shanthi Karma") by uploading information to web in text and video. Main output of the project is its website: [www.shanthikarma.org](http://www.shanthikarma.org). In addition, CDs and DVDs were also produced to develop traditional arts and cultural activities. Provided ICT training facilities to the beneficiary group to develop their personal ICT skills.

All basic facilities are available for beneficiary group and they are getting ICT support for their own works. Students are obtaining ICT training support from this project at a minimum fee. Most of students are doing their school projects with the support of this ICT project. The following table depicts the expected verses the actual outcomes of the project:

**Expected Outcomes and actual outcomes of the Project**

Expected outcomes of an e-SDI Project	Actual outcomes of this Project
(i) Acquire ICT literacy/skills	Developed ICT literacy skills among adults and students under the project.
(ii) Acquire English literacy	Acquired sufficient English knowledge to handle ICT facility.
(iii) Easy access to service facilities	Most of employment opportunities, service information and extension services are getting (Agriculture, Livestock etc.)
(iv) Time saving	This is also actual outcome of the project
(v) Educational learning / e-Learning	Sufficient Educational and e learning support are getting.
(vi) Access to health information / e-channelling	This is limited to adult beneficiary group. Students are not searching.
(vii) Access to agricultural information; extension, market price	Getting web based agricultural extensions and marketing information. Watching DVDs also addition output.
(viii) Access to marketing channels	Getting web based information on marketing channels
(ix) Gain knowledge on production methods / new technology	Getting web based knowledge on new technologies and production methods
(x) Empowerment of women and youth	This is greatest benefit to all social groups

Expected outcomes of an e-SDI Project	Actual outcomes of this Project
(xi) Support for peace and environment management	NA
(xii) Mobilization of indigenous knowledge	This prime objective of the project and all activities are based on this objective.

Outstanding achievements of the project are the provision of assistance to gather knowledge on Market channels and commoditise prices. Improvement of English language skill and capacities and e learning ability and providing training on ICT and assist to gather information on employment, health, agricultural extension etc.

*Source: Secretary of the society and 18 beneficiaries (9 male and 9 female)*



#### 4. Case Study on: C 023- Monaragala Integrated Development Organization (MILDO), Maligawila Monaragala

**Project:** to establish market information centre

**Thematic Area:** ICT access to services

**Target Group:** rural farming community.

**Project duration/ Status:**

The Monaragala Integrated Development Organization (MILDO) is a Grass root level community development organization together with Janashakthi Community Based Organization (JCBO) which has an active membership of about 50-60 farmers, implemented the eSDI project.

MILDO signed an agreement with ICTA and supported to JCBO to establish market information centre. JCBO obtained 2 sets of computers, printers and communication facilities utilizing this grant. The JCBO provided other necessary infrastructure facilities as their own investment.

With the technical assistance of ICTA – e SDI project staff, MILDO and JCBO has introduced market and price information systems to farming community to minimize the exploitation of middleman. This project was successfully functioned during last 4 years and most of farmers were benefitted through market and price information system and minimized the exploitation of middlemen.

In addition to market and price information system, JCBO organized and conducted computer training programmes for school children. Through these training programmes conducted, JCBO was able to recover their operational cost with a small profit margin.

Main output of the project was to provide ICT access and training. Currently, such services are not provided due to outdated computers in the centre. This ICT training includes mainly MS Office Applications, and ICT access includes market information system. Per day, around 10 students and 5-6 farmers used to receive ICT services.

Content produced through the project related to ICT training is application of MS Office Package and ICT access includes market information for agricultural products and their prices. Language of the content is mainly Sinhala with the support of English. This was a pilot project conducted by ICTA. Through the centre, students and farmers received basic IT and information services, basic awareness on market information system and ICT training as a result of the project. It was stated that as a result of this project, the level of English knowledge among the students were increased to a certain extent.

This ICTA – e SDI project provided good opportunity to find new markets and prices for agricultural products and basic ICT training to students. Therefore, few of beneficiary families increased their family income for agricultural products on seasonal basis. Therefore, MILDO and JCBO implemented ICTA – e SDI project can categorise as a partially successful project in Monaragala district.

*Source: Key informant interviews with W. J. M. Dayaratna, Project Coordinator, S. A. Rathnapala Committee member of JCBO and Ananda Wijewardena, Advisor of JCBO.*

## 5. Case Study on: C 090- Kanchana Education and Development Foundation – Badalkumbura, Monaragala

**Project:** Information and Communication Centre

**Thematic Area:** ICT Income generation

**Target Group:** Rubber Small holders and Students

**Project duration/ Status:**

Kanchana Education and Development Foundation (KEDF) signed an agreement with ICTA e SDI project and partially extended services and obtained 1 set of computer, Multimedia Projector and necessary grant assistance to pay 12 months salaries for operator. In addition, KEDF has purchased 3 computers, communication equipment and other necessary infrastructure facilities as their own investment.

Through the technical assistance of ICTA, KEDF has introduced different information communication, education and training services to the community such as: Technical training and demonstrations for rubber small holders; E –Demonstration for farmers (Agricultural income generation); Communication facilities via Nenasala operations; Different ICT training programs (Different age groups) and e Services.

Main outputs of the project are: ICT training and education; Rubber Market Information system and ICT based agricultural extension services.

KEDF contributed to improve knowledge on ICT among beneficiaries and continue to do so by transforming this project into in to a new location in 2014. At present, KEDF provides following courses through its ICT training programmes: 1. Grade 1-5 Kid ICT course; 2. Grade 6-13 ICT course; 3. Graphic Designing (Coral Draw and Photoshop); 4. General MS Office Application training and 5 Internet and Email.

Around 25 students are daily attending this centre to obtain ICT training and education.

Likewise through its agricultural extension services, KEDF supports the farmers by providing them with:

1. Rubber market and price information system
2. ICT based agricultural extension (i.e. 52 crops and DVD displays)
3. ICT based income generation services (i.e. mushroom cultivation)
4. Demonstration on topics such as land preparation to harvesting at village level using multimedia.

The Market Information Centre has increased awareness among rubber smallholders about market prices. Prior to this project, only two collectors purchased rubber sheets from this area and that was at a very low price due to lack of competitiveness. The KEDF brought together traditional rubber small holders with private sector companies into one forum to break the rubber market monopoly with support of ICTA e SDI project. As a result, rubber small holders are earning a higher price for their rubber sheets. This ICTA involvement has been highly useful to rubber small holders' to improve their knowledge on rubber market and prices.

During the field visit, few individuals interviewed and analysed past and present rubber market status. Rubber Small Holders indicates they received benefits as a result of the involvement of ICTA e SDI project. Therefore, they were able to increase net income due to this competitiveness.

*“As a Rubber Small Holder, I barely made enough money to provide for my family from existing 2 ac. rubber plantations. I was totally frustrated due to exploitation of rubber harvest by collectors. There was no any place to get rubber price information. Fortunately, ICTA funded e SDI project implemented in Badalkumbura in association with Kanchana Education and Development Foundation (KEDF)”*  
-Mr. G M Sumedha Bandara

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This is indicative of a 90% increase in income from their previous earnings due to increase in competitiveness as well as new buyers. A beneficiary quoted:

*“I was fortunate to receive actual rubber market prices, via this ICTA project and I surprised with huge profit margin of rubber collectors. Regularly, I visited this ICTA e SDI centre to aware on rubber prices. I started to collect rubber with 9 Small Holders at a competitive price. Within one year, I increase my net income at substantial level and now I am purchasing rubber from more than 100 small holders”.*

*Source: Key informant interviews with Sujith Dammika, Project Owner and G M Sumedha Bandara a beneficiary of the project*

## 6. Case Study on: C 057- Kandeara Gemidiriya Company – Buttala, Monaragala

**Project:** to establish an e Education Centre in Buttala

**Thematic Area:** ICT access to learning

**Target Group:** GCE O/L and GCE A/L Students

**Project duration/ Status:**

Kandeara Gemidiriya Company (KGC) is a grass root level beneficiary organization supported by the Ministry of Economic Development. KGC signed an agreement with ICTA eSDI project and partially extended services and obtained 2 computers, 1 printer, 1 photocopying machine, necessary grant assistance and technical training. In addition, organization has spent Rs. 37,000/- for acquisition of power supply to the eEducation Centre.

Through the assistance of ICTA – e SDI project, KGC has established an e-education centre which provided eEducation with an opportunity for English learning. In addition to general computer training, computer and photocopying services were also offered. After two years period, the project has ceased its activities due to out-dated equipment.

During the project active years, KGC contributed to improve knowledge on ICT, e Education and provided English learning opportunity to students. Main target group of the project were school children, specially GCE O/L and GCE A/L students. The ICT learning module contained training related to GCE O/L and GCE A/L examinations, using digitalized papers and MS office applications. Around 6 -7 students used to attend this e Education centre per day to obtain the services. Language of the content developed was mainly Sinhala and English. The students have improved their ICT and English knowledge up to some extent due to this project. According to the KIIs and field investigations carried out, the services are considered to be less than satisfactory. This is in part due to the fact that numbers of beneficiaries are relatively low. However, the services provided were freely accessible and have adopted an equal treatment towards all users despite their background, religion, level of education etc.

*Source: Key informant interviews with L H Jothipala, Chairman, J. A. Wimalawathi, Book Keeper and Nanda Wijesinghe, Treasure of Sub Project of Kandeara Gemidiriya Company (KGC) in Buttala, Monaragala.*

## 7. Case Study on: C 088- Delwala SANASA, Kithalawalana, Mirigama

**Project:** Women's life skills development centre -Upgrading product quality and improving market linkages through ICT

**Thematic Area:** ICT Income generation

**Target Group:** SANASA Female Members

**Project duration/ Status:** Project completed

Current membership of the Delwala Sanasa society is approximately 1200 and total active membership is about 700. These members are primarily engaged in micro and small business as: home gardening, bee keeping, mushroom cultivation, tailoring, retail shops, dairy farming, poultry farming, coconut based industries etc.

Through the ICTA eSDI grant, the society has obtained 2 computers. Main objective of the ICT project was to develop life skills and capacity development of women by upgrading product quality and improving market linkages through ICT. However, lack of internet facilities have hindered the attainment of objectives set out by the project at inception. In general beneficiaries are conducting their regular income generation activities without the support of ICT project. The women have attained higher income levels since the project, but it is due to external factors.

*Source: Focus group discussion with 12 beneficiaries and the Chairman of Delwala Sanasa.*

## 8. Case Study on: PAP 010- Ceylon School for the Deaf and Blind, Ratmalana.

**Project:** Development of computer aided teaching methods for impaired children

**Thematic Area:** e-Services

**Target Group:** Residential & Non-residential Deaf and Blind students enrolled in the school and teachers

**Project duration/ Status:** 01<sup>st</sup> July 2007 – 30<sup>th</sup> July 2009/ Project completed

The Blind school, established in 1912, is governed by the Diocese of Colombo and managed by a Board of Trustees and Chairperson, Bishop of Colombo. This school provides education and vocational training for its students and government provides a grant to pay salaries for approved teaching staff. This school comprised 4 key sections: 1. The sight impaired nursery (From age of 2 years), 2. The sight impaired primary (General education), 3. Secondary education (GCE O/L), 4. Library and 5. Braille printing section.

The schools continue to offer an education to the children up to the G.C.E. Ordinary Level examination, in line with the curriculum developed by the Department of Education. Those who qualified for G.C.E. Advanced Level gain admission to private and government schools. Students, who did not qualify, have the option of remaining for a further period of one year to continue vocational training or apply for job placements where possible through the school.

All the beneficiaries belong to the blind category and they are using specially designed computer programs. From Grade 6 to 10 students are learning computer aided lessons and already 3 students sat for GCE O/L examination. In addition, this school has started 36 hours special training program on Saturday.

Main aim of the project was to develop a computer aided teaching method for impaired children including Sinhala language text to Braille software. A special computer unit was set up for the Blind school and at present there are two teachers working in this unit to assist the children. Currently, beneficiaries are using “Voice Book” system to improve their knowledge. In addition, internet and email facilities are also utilized by all beneficiaries with the guidance of external resource persons.

The completed activities and outputs of the project listed as below:

1. Developed voice book system
2. Launched “*Nuwanasata Mini Pahanak*” (MCQ book with computer aided program)
3. Books converted to voice mode
4. Sat 3 students for GCE O/L examination and passed Computer related subject
5. Conducting computer aided teaching programmes for Grade 6 – GCE O/L

### Expected Outcomes compared with the actual outcomes of this Project

Expected outcomes of an e-SDI Project	Actual outcomes of this Project
(i) Acquire ICT literacy/skills	• Improved ICT knowledge improved reading ability of partially blind students, Followed ICT as subject in GCE (O/L) examination and developed skills.
(ii) Acquire English literacy	• Improved English literacy skills among students and ability to follow instructions in English.
(iii) Easy access to service facilities	NA
(iv) Time saving	NA
(v) Educational learning / e-Learning	• Improved e- learning skills and developed voice recording systems and converted text books to e-learning mode.

Expected outcomes of an e-SDI Project	Actual outcomes of this Project
(vi) Access to marketing channels	<ul style="list-style-type: none"> <li>• Specially, gained knowledge on Sri Lanka financial market through this ICT project. Getting daily updates of financial market and sharing among similar students</li> </ul>
(vii) Gain knowledge on production methods / new technology	NA
(viii) Empowerment of women and youth	NA
(ix) Support for peace and environment management	NA
(x) Mobilization of indigenous knowledge	NA

The development of a voice book system and MCQ book are to be considered as the outstanding achievement of this Project. Students are following ICT as a subject in GCE (O/L) examination and already 3 students sat for previous examination. Development of positive attitude and sharing ICT knowledge among others can be highlighted as other outstanding achievements of this project.

Good operational practice that had been adopted by the blind school is equal time allocation without discriminating male and female and all age groups. The participants suggested the following recommendations to enable continuation of the project benefits:

- (i) inadequacy of attention of maintenance and upgrade of old computers and need specialized software to blind students to learn ICT effectively and efficiently. (Ex. Graphic design is not easy to blind students and need specialized software).
- (ii) Expand ICT facility to library and hostels to improve knowledge and capacity of blind students.
- (iii) Operational cost and replacement cost is very high and need further assistance to improve it.
- (iv) Additional and special equipment are essential to gain perfect benefits of the project. (Brail Printers, Additional computers to the library, Voice recording software and facility etc.)

*Source: Key informant interviews with Principle and the Librarian of the Blind School and Focus group discussion with 13 beneficiaries (9 students -- 4 males and 5 females and 4 Blind Teachers)*



## 9. Case Study on: PAP 025 - Family Planning Association of Sri Lanka, Colombo

**Project:** A fully integrated Sexual & Reproductive Health Information & Counselling service

**Thematic Area:** Innovative Communication

**Target Group:** General Public, Youth.

**Project duration/ Status:** 01<sup>st</sup> September 2008 – 31<sup>st</sup> December 2009/ Project Completed.

Happy Life is a contact centre (Website: [www.happylife.lk](http://www.happylife.lk) / Call Centre: 011 2588488 / SMS: 071 6408408 / E-mail: [happy@happylife.lk/Chat](mailto:happy@happylife.lk/Chat) and Voice Chat: <http://www.happylife.lk/chat.html>) established by the Family Planning Association of Sri Lanka (FPA), which uses modern interactive ICT tools to provide information on Reproductive health. These information are provided in three languages; Sinhala, Tamil and English by a group of doctors, counselors and peer educators. Another unique feature of this project is that the services are provided free of charge with no added cost or burden on the person seeking assistance.

Happy Life program was implemented with the support of ICTA, E-Society, FPA and IPPF. “Happy life” is a joint initiative of the Family Planning Association of Sri Lanka (FPA) and the Information Communication Technology Agency of Sri Lanka (ICTA). Although Sri Lanka has recorded significant improvement relating to reproductive health, providing access to services and information on these issues to young generation remains a challenge. It has been recognized that counseling is a critical mode of assistance that can address many concerns of young people.

The telephone hotline and the website of Happy Life illustrate the strength of using ICT tools to provide access to information and guidelines. The need to have specialized service providers (trained counselors & doctors) and the sensitive nature of the subject matter are the reasons behind why these services cannot be facilitated by an ordinary call centre type operations.

The facility can provide information/ counseling/ guidance to the general public with special emphasis on young people, through a choice of multiple uses of Information Communication and Technology (ICT) tools.

The goal of the project was to increase the knowledge on SRH in the community, especially among the youth and objectives were to Increase access to reliable information, to disseminate information and counseling services through use of multiple uses of ICT tools.

The project comprises of 4 main modes of knowledge as follows;

### 1. Interactive Voice Response System (Module 1) – 2 588 488

The IVR is one of the devices used to dispense information to the general public on many topics and based on the preference of the user they many at any time request to connect to the call center for personalized information or counselling. The callers are able to use any telephone such as fixed, mobile or CDMA to access the system.

### 2. SMS Gateway (Module 2) – 071 6 408 408

The SMS gateway comprises two major components. The first of the two components will be the on demand SMS generating module. This component allows the general public to send a SMS to the gateway with a pre defined code and receive information for that particular subject matter. The second component allow the general public to send a specific question via SMS to the support center and get counselling or medical help based on the nature of the question.

### 3. Internet Based information and support portal (Module 3)

The web is a powerful tool in getting the message across to the masses in a timely and customized manner. In this respect an informative web site will provide the public with general information and the hosted static content will be supported by online chat rooms facilitating more

customized and professional or medical support to the visitors. We will also implement a web forum for individuals to come together with medical professionals to discuss various issues the community is facing. A trilingual e mail application will be available with the solution providing people access to expert advice from any location in the world.

- Informative web content – <http://happyliife.lk>
- Real time chat support
- Interactive web based forum support
- Tri lingual e-mail based counselling support

#### **4. Call center management (Module 4) - 2 588 488**

The call center will have two main functions. One provides the callers with information regarding the subject of interest and the other more critical function will be to provide telephone based counselling to the general public. When providing the callers with information or responding to FAQ the staff will have the use of a comprehensive knowledge base to support them.

- Call center facilities for providing support information
- Call center facilities for providing counselling

Entire Sri Lankan community, both young and old, males and females have free access to the project. As the connectivity with the doctors and counselors is through various ICT modes i.e. telephone, mobile and computer, everyone can reach the contact centre. The phenomenal increase in the usage of mobile phones and access to the internet by the Sri Lankan public, especially the young people have increased the access to the project.

The main achievements of the project to date are:

**Winner – The National Best e- Content Award 2009 (e- Swabhimani) for the category of e – Health & Environment held at the Cinnamon Grand on the 6<sup>th</sup> of November 2009.**

**Winner – Gold Award Best Website of the Year – Not for Profit Category - October 2010  
ICC Partnership on HIV Awareness – Think wise campaign**

This is a highly successful project assisted by ICTA eSDI. Its sustainability is commendable. It was suggested that the services provided by the call center to be expanded from existing business hours to 24 hours. However it was indicated that such is beyond the financial capacity of FPA at present.

*Source: Key Informant Interview with Medical Director/ Project Manager – Happy life*