

PROJECT DOCUMENT

SuhuruSara

Inclusive Digital Skills Learning for Sri Lanka

Prepared for **GlobalGiving**



Foundation.lk



www.suhurusara.lk

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Executive Summary

Sri Lanka faces a continuing digital skills gap, while quality, current and affordable ICT learning remains out of reach for many people. Training costs, distance from learning centers, limited local-language resources, unequal access to devices and connectivity, and the dominance of English-language technology content can prevent learners from developing the skills required by education and the labor market.

SuhuruSara responds through a flexible Moodle-based learning platform that offers free or affordable practical ICT courses in Sinhala and Tamil, supported by English terminology where useful. Learners can study at their own pace, complete assessments, receive guidance and earn a certificate of completion. The project also works with community-based DigiSavi/Nenasala centers to extend supported learning beyond major cities.

Donations will help SuhuruSara design, produce, localize and maintain complete digital skills courses; reach new learners; support enrollment and completion; and provide certificates that recognize achievement.

Project snapshot

Implementing organization	Foundation.lk
Project	SuhuruSara - an online digital skills learning initiative
Geographic focus	Sri Lanka, with nationwide online access and community-center delivery
Primary beneficiaries	Youth, jobseekers, students, educators, office workers, entrepreneurs, freelancers and underserved communities
Languages	Sinhala and Tamil, with English terminology and selected English resources
Delivery	Self-paced e-learning, supported cohorts, assessments, community partnerships and certification
Funding period	Project operations are ongoing

Table: Project high-level information in a nutshell

ORGANIZATION

About Foundation.lk and SuhuruSara

Foundation.lk

Foundation.lk is a nonprofit organization established by LK Domain Registry to advance digital inclusion in Sri Lanka. It develops and supports programs that help individuals and communities access digital knowledge, use technology safely, and build the skills required for a technology-driven future. Foundation.lk brings together technical expertise, education, community networks, and strategic partnerships to address barriers that extend beyond access to technology alone.

SuhuruSara is a key initiative of Foundation.lk, established to expand equitable access to practical and locally relevant digital skills education across Sri Lanka.



Image: Foundation.lk logo

SuhuruSara

SuhuruSara is a multilingual digital learning initiative that provides free or affordable practical ICT education through a flexible Moodle-based learning platform. Courses are offered primarily in Sinhala and Tamil, helping reduce the language, cost and location barriers that prevent many Sri Lankans from accessing current technology education.

Learners can study independently at their own pace or participate through partner organizations and accredited community centers. Enrollment support, progress monitoring, assessments, course-completion follow-ups and certification are provided according to the delivery model and requirements of each course.

By connecting practical digital learning with education, employment, entrepreneurship and freelancing opportunities, SuhuruSara aims to build a more digitally skilled and inclusive population capable of participating meaningfully in Sri Lanka's digital economy.



Image: SuhuruSara logos

What makes the model distinctive

- Local-language access: practical ICT content in Sinhala and Tamil reduces a major entry barrier.
- Practical learning: courses emphasize demonstrations, tasks, assignments and workplace application.
- Flexible participation: learners can study from any location and progress around work, study or family commitments.
- Community reach: partnerships with community-based DigiSavi/Nenasala centers help extend access and support beyond urban areas.
- Responsible delivery: learner consent, privacy, age-related safeguards and controlled enrollment practices are built into operations.

Long-term vision

A Sri Lanka in which language, income and location no longer determine who can gain the digital skills needed to learn, work, create, earn and participate confidently in the digital economy.

SuhuruSara in action

The following photographs highlight e-learning activities, course development, community partnerships, learner engagement, and digital skills programs delivered across Sri Lanka by SuhuruSara.



Image: AI for teachers - Bandarawela Zone - Teacher Awareness Program



Image: Awareness session together with Foundation of Goodness



Image: Certificate Awarding



Image: Course Delivery via Accredited Centers



Image: Partner - Asia Foundation - Course Launch on Cyber Hygiene for all businesses



Image: School Awareness Sessions



Image: Web Development Session at NSBM Green University Town

THE NEED

Problem Statement and Beneficiaries

The problem

Digital capability increasingly influences access to education, employment, public services, entrepreneurship and information. Yet many Sri Lankans have limited opportunities to learn current, practical technology skills. The gap is not simply a lack of interest: it is reinforced by several connected barriers.

Barrier	Effect on learners
Cost	Commercial training fees, transport, devices and data costs can make learning unaffordable.
Location	Quality training is concentrated in urban areas and may require travel or fixed attendance.
Language	Much online technology content is primarily in English, limiting comprehension and confidence.
Relevance	Outdated or overly theoretical training may not build skills learners can apply in work or study.
Time and confidence	Work, family duties and previous learning gaps make fixed schedules and advanced entry points difficult.
Completion support	Enrollment alone does not guarantee success; learners often need reminders, guidance and structured follow-up.

Table: Key barriers and their effects on learners

Who benefits

- Young people who are preparing for employment, higher education or vocational pathways.
- Jobseekers and fresh graduates who need practical, demonstrable digital skills.
- Office workers, educators and public- or private-sector employees seeking current tools and productivity skills.
- Entrepreneurs, small-business owners and freelancers who are using technology to reach markets and improve operations.
- Rural learners and other underserved groups that are affected by cost, mobility or language barriers.
- Community learning centers and trainers who need structured, quality-assured digital content.

PROJECT DESIGN

Goal and Objectives

Overall goal

To expand equitable access to practical, current and locally relevant digital skills education across Sri Lanka, enabling learners to improve their prospects in education, employment, entrepreneurship and freelancing.

1. Expand access

Develop and maintain free or affordable, mobile-accessible online courses that learners can reach nationwide.

2. Reduce language barriers

Create and localize learning materials in Sinhala and Tamil while building confidence with essential English technical terminology.

3. Build practical capability

Use demonstrations, exercises, quizzes, assignments and projects that help learners apply skills in realistic contexts.

4. Improve completion

Provide enrollment assistance, reminders, progress follow-up and learner support so that more participants understand and complete what they begin.

5. Strengthen community delivery

Work with community-based DigiSavi/Nenasala centers and other partners to support guided learning and reach underserved communities across Sri Lanka.

6. Recognize achievement

Issue completion certificates against defined assessment and course-completion requirements.

DELIVERY MODEL

How SuhuruSara Works

Iterative ADDIE-based course development and delivery process

SuhuruSara follows an iterative course development process based on the ADDIE model: Analysis, Design, Development, Implementation and Evaluation. Reviews and improvements take place throughout the process to ensure that each course is accurate, relevant, engaging and technically functional.

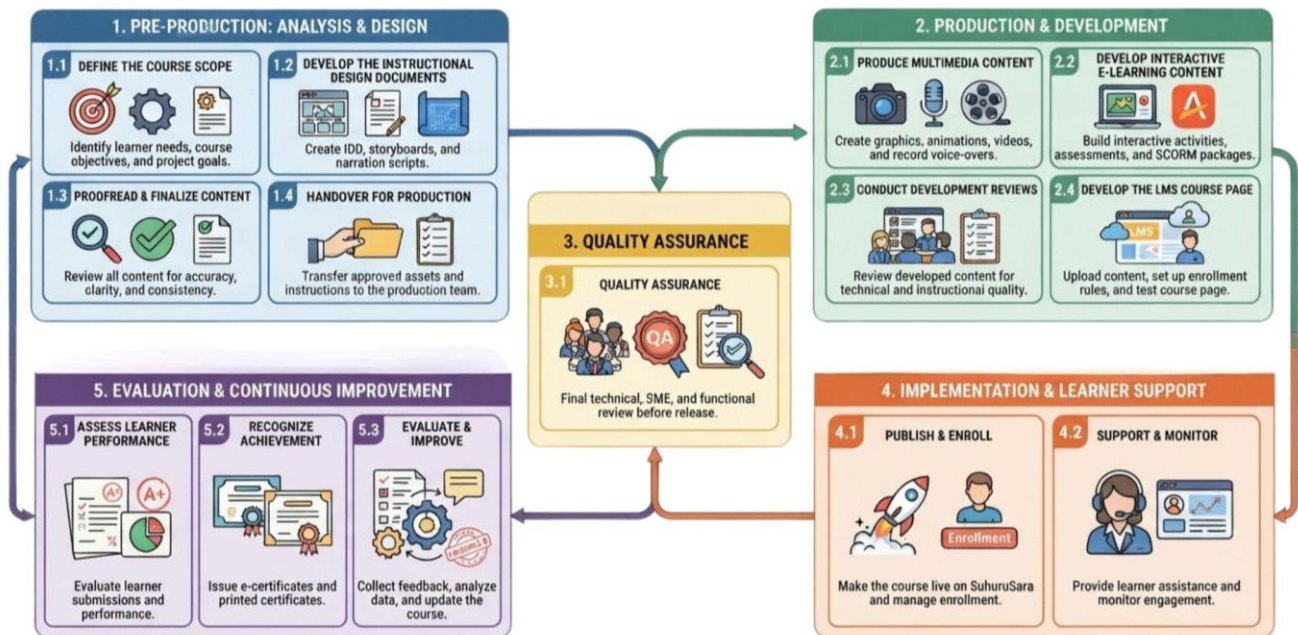


Image: Iterative ADDIE-based course development and delivery process

1. Pre-production: Analysis and Design

1.1 Define the course scope

The team works with subject-matter experts to identify priority skills, learner needs, employment relevance, partner requirements and gaps in existing local-language content. The course outline, scope, target audience, learning outcomes, learning pathway and estimated e-learning hours are defined.

1.2 Develop the instructional design documents

Once the required subject matter has been gathered from the experts, the instructional design team develops and documents the Instructional Design Document (IDD), storyboards, narration scripts, on-screen content, learning activities, assessments and completion criteria.

Subject-matter experts review these materials to confirm the accuracy of the content, explanations and intended delivery. Content is also contextually adapted and localized for Sri Lankan learners where required.

1.3 Proofread and finalize the content

On-screen text, assessment questions and supporting materials are proofread and reviewed for language accuracy, clarity, consistency and appropriate terminology.

1.4 Handover for production

The approved instructional design documents, storyboards, scripts and production instructions are shared with graphic designers, animators, video producers, voice artists and other members of the production team.

2. Production and Development

2.1 Produce multimedia content

Production activities take place in parallel where possible. Graphics and animations are created, videos and voice-overs are recorded, and the required audio and video materials are edited and finalized.

2.2 Develop interactive e-learning content

The approved multimedia components are combined using Articulate development tools. Interactive activities, assessments and quizzes are developed and packaged in SCORM format for delivery through the SuhuruSara LMS.

2.3 Conduct development reviews

The developed content is reviewed for technical accuracy, subject-matter accuracy, language quality, instructional flow, interactivity and media quality. Identified corrections are returned to the relevant team members and reviewed again.

2.4 Develop the LMS course page

A dedicated course page is created within the SuhuruSara LMS. The content is uploaded in a structured sequence, and the required enrollment and access rules are configured. Moodle quizzes, assignments, additional reading materials, evaluation forms, certificates and course-completion rules are also added and tested.

3. Quality Assurance

A final quality assurance review is conducted by the technical quality assurance team and subject-matter experts before the course is released. Issues identified during final quality assurance are corrected and rechecked before approval for publication.

4. Implementation and Learner Support

4.1 Publish and enroll

Once approved, the course is published through SuhuruSara and promoted through digital outreach, partner organizations and accredited community centers. Support is provided for account creation and course enrollment.

4.2 Support and monitor

Learner participation, activity completion and assessment results are monitored. Learners receive reminders, clarifications, technical assistance and completion follow-ups where required.

5. Evaluation and Continuous Improvement

5.1 Assess learner performance

For courses that include assignments or activities requiring manual assessment, submissions are reviewed and graded by qualified internal or external subject-matter experts according to the defined assessment criteria.

5.2 Recognize achievement

E-certificates are issued to eligible learners who meet the defined assessment and course-completion requirements. Learners may also request a printed certificate, which is prepared and delivered to them by courier.

5.3 Evaluate and improve

Learner feedback, evaluation responses, assessment results, completion data and reported technical issues are reviewed. Courses are updated based on this evidence, changes in technology, learner needs and updated subject knowledge, continuing the iterative ADDIE cycle.

Learning and course completion approach

Courses combine asynchronous e-learning with support appropriate to the program. Completion is verified through course-specific criteria such as viewing required learning content, completing quizzes and assignments, meeting pass thresholds, and submitting evaluation and certificate-request forms where applicable. This protects the credibility of the certificate while allowing flexible learning.

Digital skills learning areas

The portfolio includes beginner and intermediate digital skills in areas such as website development, Python programming, database management and SQL, Canva and digital content design and creation, Adobe Express, artificial intelligence for teachers, generative AI for office productivity, cyber hygiene for businesses and related job-relevant technology topics. Courses are prioritized and updated according to learners' needs, technical change and available funding.

Current course portfolio and e-learning hours

SuhuruSara currently has 23 course listings, including courses developed directly by SuhuruSara project team, courses developed and offered in collaboration with partner organizations, and courses delivered through accredited centers. Together, these listings provide approximately 552 learning hours for users.

Course category	Number of course listings	E-learning hours
SuhuruSara courses	10	178 hours
Partner courses	6	101 hours
Accredited-center course offerings	7	273 hours
Total	23	552 hours

Table: Course categories and e-learning hours available

EVIDENCE AND REACH

Progress and Emerging Impact



SuhuruSara has established a growing national platform and course portfolio, combining direct online learning with partner-center reach. The figures above are program milestones reported through internal monitoring and may continue to grow as new learners and courses are added.

Reported learner outcomes



Source: SuhuruSara learner impact survey – January 2026

These indicators demonstrate the relevance of practical digital learning beyond course completion. They also reinforce the project's emphasis on skills that learners can use in employment, continued education and income-generating activity.

Illustrative course and delivery reach

- Self-learning courses available to individual learners across Sri Lanka.
- Supported course cohorts delivered with community centers and partner organizations.
- Teacher-focused programs introducing responsible and practical use of AI-enabled education tools.
- Sinhala and Tamil versions of selected courses to expand inclusion.
- Digital assessments and assignments that provide evidence of learning, not only attendance.

What success means

SuhuruSara measures success not only by registrations, but by whether learners participate, complete, demonstrate skills, report practical benefits and continue toward employment, education or enterprise opportunities.

ACCOUNTABILITY

Monitoring, Evaluation and Learner Protection

Monitoring framework

Measure	Evidence source	Review frequency
Courses/materials completed and published	Production records; LMS course pages	By milestone
Registrations and enrollments	LMS and campaign records	Weekly / Monthly
Participation and activity completion	LMS completion and activity reports	Weekly / Monthly
Assessment performance and course completion	Quiz, assignment and completion reports	Course / Weekly
Learner satisfaction and self-reported application	Post-course evaluation	Course / quarterly
Certificates issued	Certificate request and issuance records	Monthly
Partner-center activity	Center enrollment and progress records	Monthly / quarterly

Table: Monitoring framework details

Quality assurance

Each course passes through content, instructional, language, media, assessment and LMS checks. Issues identified through learner feedback, platform analytics or technical review are logged and corrected. Content is periodically reviewed because software, digital tools and workplace practices change rapidly.

Privacy, inclusion and safeguarding

- Data collection is limited to what is required for learner accounts, delivery, monitoring and certification.
- Learners must meet the platform age requirement; under-16 participation requires an approved consent and managed-enrollment process.
- Enrollment keys and partner access are controlled to protect courses and learner records.
- Content is developed for understandable local-language learning and accessible participation across devices where practical.
- Feedback and support channels allow learners and partners to report problems for follow-up.

FUNDING REQUEST

Indicative Direct Project Activity Budget

The first four budget items - pre-production and instructional design, course production and development, subject-matter expert services, and translation and localization - represent the estimated direct costs of developing one complete digital skills course. As SuhuruSara develops and updates multiple courses, these costs will vary depending on the number of e-learning hours developed, course complexity, production requirements, exchange-rate movements, and donor restrictions. The remaining items cover the estimated outreach and learner-support activities indicated in the budget.

Budget item	What it covers	Amount (USD)
Pre-production and instructional design	Needs analysis, course scoping, learning outcomes, narration and subject matter scripts, storyboards, assessments and interactive learning design	\$2,900
Course production and development	Video recording/editing, graphic design, interactive activity development, Articulate development and SCORM packaging, LMS setup, testing and quality assurance	\$2,300
Subject-matter expert services	Technical content creation and accuracy/industry-relevance review	\$1,000
Translation and localization	Adaptation of learning materials into Sinhala and/or Tamil	\$300
Digital marketing	Campaigns and creative materials to reach eligible 500 learners	\$350
Enrollment follow-up	Communication and support for approximately 500 prospective/enrolled learners	\$100
Completion follow-up	Progress reminders and completion support for approximately 100 learners	\$80
Certificate printing	Printing support for approximately 50 completion certificates	\$25
TOTAL INDICATIVE DIRECT PROJECT BUDGET		\$7,055

Table: Details on direct costs of the project

Budget scope:

This budget covers direct project activities only and excludes administrative, staffing, statutory, operational, infrastructure and other organizational overhead costs currently supported by Foundation.lk.

LONG-TERM VALUE

Sustainability, Partnerships and Risk Management

Why the investment continues to create value

- A completed course can serve multiple cohorts and independent learners after the initial production cycle.
- The Moodle platform, production processes and existing course portfolio reduce the cost of adding future courses.
- Local-language assets can be updated, reused and adapted for different delivery partners and learner groups.
- Community-center partnerships provide local reach, facilitation and a pathway for supported learning.
- Evaluation data and learner feedback improve future course design and help direct resources toward high-impact topics.

Partnership approach

SuhuruSara works with public, private, education and community stakeholders. Partners may contribute subject expertise, learner referrals, local facilitation, devices or connectivity, outreach, sponsorship and opportunities for learners to apply skills. This shared model expands reach while keeping central course standards and platform oversight with Foundation.lk.

Key risks and mitigation

Risk	Mitigation
Low completion after enrollment	Clear expectations, progress tracking, reminders, learner support and realistic course pacing.
Connectivity or device constraints	Mobile-conscious content, flexible asynchronous access and partner-center support where available.
Rapid technology change	SME review, modular course design and periodic updates to tools, screenshots and demonstrations.
Language or terminology inconsistency	Translation review, terminology checks and learner feedback from Sinhala- and Tamil-speaking users.
Partner implementation variation	Defined enrollment procedures, trainer/center guidance, access controls and routine monitoring.

Table: Key risks vs. steps taken to mitigate them

INVITATION TO SUPPORT

Help More Sri Lankans Build Digital Futures

A digital skills gap can become an opportunity gap. When quality learning is unavailable, unaffordable or difficult to understand, people are excluded not only from technology but also from education, employment, enterprise and public participation. SuhuruSara converts donor support into practical learning pathways that can be accessed repeatedly, across locations and in languages learners understand.

Your contribution can help

Create a new course, translate technical knowledge into local languages, reach a learner who has not had access to training, support someone through to completion, and recognize the achievement that may become their next step toward work, study or enterprise.

Long-term impact

By expanding practical ICT learning in local languages, SuhuruSara aims to create more equitable access to digital education across Sri Lanka. Over time, a larger digitally skilled population can reduce language and access barriers, strengthen digital inclusion, support employment and entrepreneurship, and enable more communities to participate meaningfully in Sri Lanka's digital economy.

Project information

Project	SuhuruSara
Organization	Foundation.lk
Learning platform	www.suhurusara.lk
Organization website	www.foundation.lk
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