

Send a Child Project: Programs, Contributions, and Best Practices for Outreach Implementation

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Abstract. Community-based outreach can supplement school resources in rural communities where educational opportunities and material support are uneven. This study examined the programs, documented contributions, and implementation practices of the Send a Child Project of HEART Advocates in a rural public elementary school in Northern Luzon, Philippines. A qualitative descriptive case study using document analysis was employed. The primary data sources were accomplishment reports and related program records covering 2020–2025. The records were examined for activities, beneficiaries served, resources provided, partnerships, and recurring implementation practices. The findings show that the project combined educational assistance and school support with literacy and science enrichment, community activities, and livelihood-related initiatives. The records also show a progression from direct material assistance toward a broader outreach approach involving learning enrichment, practical skills, resource mobilization, and stakeholder participation. These documented practices informed the proposed HEART Framework: Holistic Support, Engagement of Stakeholders, Academic and Skills Development, Resource Mobilization and Continuity, and Transformational Development. The framework is case-derived and has not been independently validated. The study provides a documented account of one rural outreach initiative rather than evidence of long-term beneficiary impact. Further research should collect direct beneficiary perspectives, establish outcome indicators, and test the framework in other settings.

Introduction

Educational opportunity remains uneven despite major global and national commitments to access. UNESCO reported that 244 million children and young people were out of school in 2022, while continuing inequalities in learning, literacy, and numeracy point to the need for support that reaches learners beyond formal classroom provision (UNESCO, 2022). The problem is particularly important in rural settings where distance, household resources, infrastructure, and access to learning materials can shape educational participation.

In the Philippines, free public education does not by itself guarantee equal access to learning resources and support. Research on Filipino families has documented difficulties in sustaining learning support under socioeconomic and geographic constraints (Arzadon & Colicol, 2024). Philippine evidence also shows that material-resource limitations are associated with differences in school achievement, with rural and low-socioeconomic-status schools facing particular disadvantages (Trinidad, 2020). These conditions strengthen the case for locally organized partnerships that can supplement, rather than replace, the responsibilities of public schools.

These concerns are relevant to rural communities in Northern Luzon, where some families live far from schools and rely on low-income or unstable livelihoods. In such settings, limited infrastructure and household resources may constrain access to school materials, enrichment activities, and other forms of educational support. The local response therefore depends not only on what the school can provide but also on how it works with parents, community organizations, volunteers, donors, and other partners.

Community participation also aligns with the Sustainable Development Goals. SDG 4 seeks inclusive and equitable quality education, with Targets 4.1 and 4.5 addressing completion of quality primary education and equal access for vulnerable groups. SDG 17 emphasizes partnerships, including multi-stakeholder collaboration under Targets 17.16 and 17.17 (United Nations, 2015). For this study, these goals provide policy context rather than outcome measures. The research does not claim that the project achieved SDG targets.

Recent literature supports closer attention to community participation in rural education. Oduro et al. (2026) identified continuing gaps in evidence on community and parent involvement in rural primary education. Research on rural school-community partnerships also emphasizes resource mobilization, collaborative leadership, and locally grounded participation (Mkhize & Hungwe, 2022; Zuckerman, 2020, 2023). These studies provide a basis for examining how one outreach initiative was organized and sustained across several years.

Outreach programs can serve as one practical mechanism for connecting schools with resources and community participation. Abenir and Ma (2020) describe community engagement as a basis for different forms of service-learning participation, while Sanders (2005) emphasizes school-community partnerships as a means of extending resources and support beyond the school. More recent work similarly highlights collaboration and partnership structures in rural education (Griffiths et al., 2021; Knox et al., 2025; Teo et al., 2022). These studies suggest the value of examining not only what an outreach program provides but also how its activities develop through partnerships.

The Send a Child Project offers a useful local case for this purpose. The project began with direct assistance to learners and the school and later included literacy and numeracy activities, science enrichment, school support, livelihood initiatives, and community activities. Its implementation records provide a basis for tracing how the scope of an outreach program changed over time and how activities were organized around identified needs.

The Send a Child Project of HEART (Hands Extending Aid, Resources and Training) Advocates was developed in response to the educational needs of a rural public elementary school in Northern Luzon. The program began with direct assistance to learners and the school and subsequently included literacy and numeracy activities, science enrichment, school support, livelihood initiatives, and other community activities. Over time, the program developed a range of activities that extended beyond the provision of school supplies.

The case is also relevant because much of the existing literature discusses school-community partnerships at a general or programmatic level, whereas fewer studies provide a longitudinal documentary account of how a specific rural outreach initiative develops across several years. A case record can make visible the sequence of activities, forms of resource mobilization, partnership arrangements, and implementation practices that may otherwise remain undocumented.

This study therefore examines the Send a Child Project through its accomplishment reports and related program records from 2020 to 2025. It focuses on three matters: the programs implemented, the contributions documented in the records, and the practices that emerged from implementation. The study does not estimate statistical effects or long-term beneficiary outcomes. Its expected contribution is a grounded account of implementation and a case-derived framework that can be subjected to later validation.

Theoretical Framework

The study draws on four complementary perspectives. They are used as interpretive lenses for the documented practices rather than as theories subjected to statistical testing. The combination deliberately links a widely used developmental theory with a development perspective, a Philippine cultural perspective, and a school-community partnership perspective. Bronfenbrenner's Ecological Systems Theory explains human development within interconnected social environments (Bronfenbrenner, 1979). The school is only one setting in which children develop. Family relationships, community conditions, institutions, and broader social structures also influence their opportunities. This perspective is useful in understanding the Send a Child Project because the program operates across several settings. Educational assistance is directed toward learners and the school, while community activities and livelihood initiatives extend support beyond the classroom.

Sen's Capability Approach views development in terms of people's substantive opportunities and capabilities (Sen, 1999). Education is important not only because it provides knowledge but also because it can expand people's ability to pursue valued opportunities. This perspective helps explain the project's inclusion of literacy, science, and livelihood activities. The program's development from material assistance toward learning and skills activities can be understood as an effort to provide opportunities that extend beyond immediate needs.

Sikolohiyang Pilipino provides a Philippine relational and cultural perspective for understanding participation, relationships, and locally grounded social interaction (Pe-Pua & Protacio-Marcelino, 2000). This perspective is relevant because the project depended on cooperation among people and organizations within a Philippine community context. It supports an interpretation of outreach that recognizes relationships and social participation as part of implementation rather than treating assistance as a purely transactional process.

The school-community partnership perspective emphasizes collaboration between schools and external individuals and organizations to address educational needs (Sanders, 2005). Schools may benefit from resources, expertise, and support available outside the formal school system. This perspective is particularly relevant to the Send a Child Project because implementation involved coordination among the outreach organization, school personnel, education officials, volunteers, donors, and partner organizations.

Recent rural partnership literature strengthens this interpretive position. Zuckerman (2020) highlights the role of rural school leaders in developing and sustaining school-community relationships, while Zuckerman (2023) identifies social capital, leadership, and shared vision as facilitating conditions in rural cross-sector partnerships. Griffiths et al. (2021) similarly emphasize collaboration in schools. In the Philippine context, Mandolado and Ancho (2023) documented school-community partnership practices associated with resource generation and program implementation.

Taken together, the four perspectives provide a clear cascade from the research questions to interpretation. Bronfenbrenner helps interpret how learner needs are situated across school, family, and community environments. Sen helps interpret activities that expand learning and practical opportunities. Sikolohiyang Pilipino provides a Philippine lens for relationships and participation. The school-community partnership perspective explains how actors and resources are coordinated. These lenses are therefore used to interpret the programs and contributions documented in Questions 1 and 2 and to identify the implementation practices that informed Question 3.

The HEART Framework was developed from the recurring practices identified in the records. It is not presented as a new theory or as a tested causal model. Its purpose is to organize the case findings into five practical dimensions that can guide future outreach planning and evaluation. The framework requires independent validation before it can be considered transferable beyond the present case.

Research Questions

The study pursued the following research questions:

1. What programs were implemented through the Send a Child Project from 2020 to 2025?
2. What contributions to learners, the school, and the community are documented in the project records?
3. What implementation practices emerged from the documented experience of the Send a Child Project, and how can these practices inform a proposed outreach framework?

Methodology

Research Design

This study employed a qualitative descriptive case study design using document analysis. The design was appropriate because the study sought to describe one outreach program within its actual school and community context and to trace its implementation from 2020 to 2025. The unit of analysis was the Send a Child Project as documented in its accomplishment reports and related program records. The study did not use interviews, focus group discussions, surveys, or direct outcome assessments.

Program Stakeholders and Beneficiaries

The Send a Child Project involved 15 advocates, donors, and volunteers as program stakeholders. Their roles included planning, resource mobilization, implementation, monitoring, and related outreach activities. They were described to establish the implementation context, not to provide interview data.

The project served 11 scholars and 11 parents as beneficiaries. They were not research participants in the present study and were not interviewed. Five faculty members of the school were likewise considered program stakeholders rather than research participants.

Data Sources and Collection

The primary data sources were the accomplishment reports and related program records of the Send a Child Project covering 2020–2025. The records documented activities, beneficiaries served, resources provided, partnerships, dates, and other program outputs. Records were included when they directly documented activities or implementation arrangements within the study period. The available records were treated as documentary evidence and were not assumed to capture all activities or all beneficiary experiences.

The researcher reviewed the available records and extracted information relevant to the three research questions. Each documented activity was organized by date, purpose, type of support, beneficiaries served, partners involved, and implementation practice when these details were available. The records were then compared across the implementation period to identify recurring activities, changes in program scope, and repeated implementation practices. The analysis focused on what the records could establish and did not infer outcomes that were not documented.

Ethical Approval and Researcher Positionality

The study was submitted to and approved by the Institutional Research and Ethics Committee before the conduct of the research. Permission to access and use the accomplishment reports and related program records was obtained from the HEART President.

The researcher is also a HEART Advocate and was involved in the implementation of the Send a Child Project. This dual role provided direct knowledge of the project's activities and implementation context. At the same time, it presented a potential source of researcher bias, particularly in the interpretation of program records and implementation practices.

To address this concern, analysis was limited to information documented in accomplishment reports and related program records. The study did not treat the researcher's personal experiences or undocumented observations as research evidence. Interpretations were based on recurring patterns in available records and were presented with explicit limits on claims concerning beneficiary outcomes.

The study did not involve interviews with the 11 scholars or 11 parents who benefited from the program. They were treated as program beneficiaries and not research participants. Five faculty members were likewise not research participants. Identities were protected and no identifying information was disclosed.

The researcher recognizes that the researcher's position as a HEART Advocate may have influenced access to records and interpretation. Findings should therefore be understood as a documented account based on available records rather than an independent external evaluation.

Data Analysis

The researcher reviewed the accomplishment reports and related program records repeatedly to establish familiarity with the documentary evidence. Relevant passages and entries were assigned initial codes based on their substantive content, such as educational assistance, learning enrichment, resource mobilization, stakeholder coordination, and livelihood-related activities.

Related codes were grouped into broader categories and compared across the implementation period. The resulting themes were organized according to the three research questions. The first question was addressed through the documented program activities. The second was addressed through documented forms of support and opportunity. The third was addressed through recurring implementation practices that appeared across activities and years. These recurring practices were then synthesized into the proposed HEART Framework.

Research Locale and Beneficiary Selection

The study was conducted in a public elementary school located in a rural area of Northern Luzon, Philippines. The school serves learners from Kindergarten to Grade 6, including learners in multigrade classes. The community has limited educational and economic resources, and many families depend on low-income and unstable sources of livelihood.

The geographic location, limited infrastructure, and resource constraints present challenges to access to educational resources and participation in school activities. The school had been a beneficiary of a community-based outreach and extension project organized by educators and community advocates. The project provided school supplies, literacy and numeracy activities, science enrichment, livelihood initiatives, and other forms of community support.

The program site and beneficiaries were identified through a needs assessment conducted in coordination with the school head and the Public Schools District Supervisor. A Memorandum of Agreement (MOA) was subsequently executed to formalize the partnership and provide a basis for implementation.

Results and Discussion

The findings are based on accomplishment reports and related program records covering 2020–2025. Because the study used documentary evidence, the results establish activities, documented support, partnerships, and implementation practices. They do not establish changes in learner achievement, family income, health, attendance, or other long-term outcomes unless such changes were directly documented in the records.

Year	Documented Activity	Main Focus	Emerging Practice
2020	School supplies; meetings with education officials and school personnel; Unang Pintig and MOA signing	Educational assistance and partnership formation	Direct assistance and formal coordination
2021	Gift-giving; Brigada Eskwela assistance	School support	Continued resource mobilization
2023	UP Lambak activity; TIBOK training	Literacy, science, and computer skills	Expansion of learning enrichment
2023	TIBOK 2.0 Literacy and Livelihood	Computer and digital Literacy and livelihood	Integration of academic and livelihood activities
2024	TIBOK 3.0 Project SUBWAL	Skills and community development	Broader outreach implementation
2024	TIBOK 4.0 Literacy and Livelihood	Literacy and livelihood	Continued integrated outreach

Table 1. Development of the Send a Child Project, 2020–2025

Programs Implemented

The records show that the Send a Child Project developed from direct educational assistance into a broader outreach program. Its activities included educational assistance, literacy and science enrichment, community engagement, school support, and livelihood-related initiatives.

Educational Assistance and School Support. Educational assistance was a continuing component of the project. On October 1, 2020, school supplies were turned over to the school head and teachers for the opening of classes for School Year 2020–2021. The project also conducted gift-giving activities on December 23, 2020 and December 23, 2021. School supplies were again provided during the pre-anniversary and gift-giving activity with UP Lambak on February 4, 2023. These activities show the project's continuing provision of material support to the school and its learners.

Such assistance is relevant in rural communities where families and schools may have limited resources for educational needs. Arzadon and Colicol (2024) documented difficulties Filipino families may encounter in supporting children's education under challenging socioeconomic and geographic conditions. Trinidad (2020) likewise provides Philippine evidence on the importance of material resources in understanding achievement differences among schools.

Literacy, Science, and Skills Development. The program records show a gradual movement toward learning and skills-based activities. On April 21, 2023, the project conducted the Training for Investment and Building Opportunities for Knowledge Enhancement (TIBOK). The activity included mushroom production as well as science and reading enhancement. This was followed by TIBOK 2.0 Literacy and Livelihood on August 21, 2023. TIBOK 3.0 Project SUBWAL (**S**Ustained **B**ananas **W**ith **A**gro-Entrepreneurial & **L**ivelihood Program) was conducted on March 23, 2024, followed by TIBOK 4.0 Literacy and Livelihood on December 23, 2024.

The sequence of activities shows that the project expanded from providing educational materials to creating opportunities for literacy, science enrichment, and practical skills development. This broader understanding of learning is compatible with Delors' (1996) view of education as involving several dimensions of human development. The inclusion of practical skills also relates to Sen's (1999) Capability Approach. The present study does not measure whether such opportunities produced changes in beneficiary capabilities.

Community Engagement and School Support. Community participation was evident from the beginning of the implementation period. On January 20, 2020, the project met with the Public Schools District Supervisor of the district regarding the HEART Program proposal and presentation. A meeting with scholars, teachers, and the school head followed on February 27, 2020. The program was formally launched through the Unang Pintig activity and MOA signing on March 7, 2020. The project also provided financial assistance for Brigada Eskwela on November 21, 2021. The February 2023 activity with UP Lambak further demonstrates the role of external partners in project implementation.

This pattern reflects the school-community partnership perspective. Sanders (2005) emphasized that partnerships can connect schools with resources and support that are not available within the school alone. Similar patterns of resource mobilization have been reported in rural school-community partnerships (Mkhize & Hungwe, 2022; Zuckerman, 2023).

Livelihood Development. Livelihood development became more visible in the later years of the project. Mushroom production formed part of the 2023 training activity. Livelihood was also integrated into TIBOK 2.0, TIBOK 3.0, and TIBOK 4.0. The inclusion of livelihood activities broadened the scope of the project. Educational support remained central, but the program also introduced activities related to practical skills and livelihood opportunities. Sen's (1999) Capability Approach provides a useful way of understanding this development. Livelihood-related skills may widen choices and opportunities, although the present records do not establish changes in household income or economic status.

Documented Contributions

The records indicate several forms of documented contribution to the school, learners, and community. In this study, contribution refers to support, activities, resources, and opportunities recorded in the project documents. It does not mean that beneficiary outcomes were measured or that causal effects were established.

Educational Access and School Support. The provision of school supplies and other educational resources was one of the clearest contributions documented in the records. Assistance was provided for the opening of classes and through succeeding gift-giving and school-support activities. The repeated provision of educational resources indicates continued attention to material needs. Rather than being limited to one distribution activity, school assistance appeared at several points during the implementation period.

Literacy, Science, and Skills Development. The project provided learning opportunities through literacy, reading, science, and skills-related activities. The 2023 training combined science and reading enhancement with mushroom production. The succeeding TIBOK activities continued the combination of literacy and livelihood. These activities expanded the project's contribution beyond material assistance. They provided opportunities for academic enrichment and practical learning. This reflects the broader conception of education described by Delors (1996) and the emphasis on capability development in Sen's (1999) framework. The study does not establish measurable changes in learner competencies because the present research did not directly assess literacy, science performance, or other academic outcomes.

Community and School Support. The project contributed resources and support to school and community activities. The documented Brigada Eskwela assistance and other school-based activities show how the project supplemented existing school efforts. The formal meetings with education officials and school personnel, the MOA signing, and the involvement of partner organizations also show that implementation required coordination. The project operated through relationships rather than as a stand-alone activity. This finding supports the importance of school-community partnerships in mobilizing resources and responding to educational needs (Sanders, 2005; Mandolado & Ancho, 2023).

Livelihood-Related Support. Livelihood activities provided another form of documented contribution. Mushroom production and the livelihood components of the TIBOK activities introduced practical learning opportunities connected with livelihood development. The available records do not establish whether these activities increased household income or produced sustained economic changes. The contribution is therefore described as livelihood-related learning and opportunity rather than demonstrated economic impact.

Proposed HEART Framework

The documented activities provided the basis for the proposed HEART Framework for Outreach Implementation. The framework organizes the recurring practices identified in the Send a Child Project into five components: Holistic Support, Engagement of Stakeholders, Academic and Skills Development, Resource Mobilization and Continuity, and Transformational Development. These components reflect the documented progression of the project from direct material assistance toward broader educational, skills, community, and livelihood activities. The HEART Framework is presented as a case-derived organizing framework, not as a validated causal, predictive, or sustainability model.

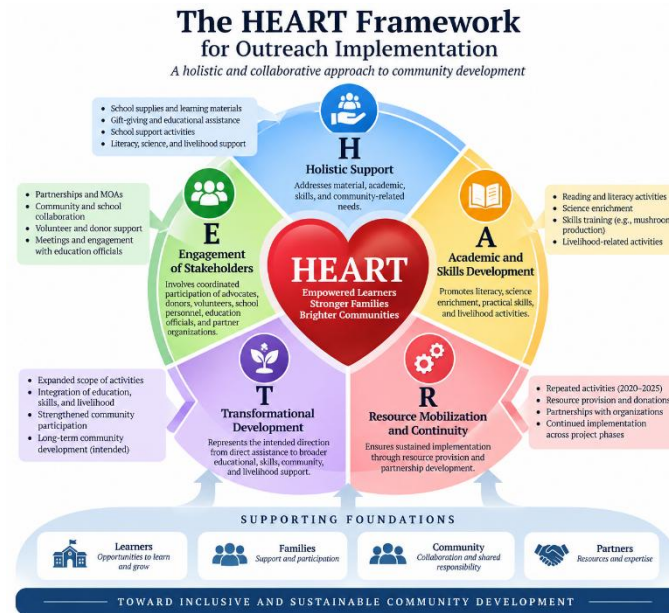


Figure 1. The HEART Framework for Outreach Implementation

Figure 1 presents the five components of the HEART Framework for Outreach Implementation. The framework synthesizes recurring practices documented in the Send a Child Project, beginning with direct educational and material assistance and extending to stakeholder engagement, academic and skills development, resource mobilization and continuity, and broader community-oriented activities. The framework is case-derived and is intended to provide an organizing structure for outreach implementation. It has not been independently validated or tested for causal effectiveness or long-term sustainability.

H – Holistic Support. The project addressed different needs through educational assistance, literacy and science activities, school support, community activities, and livelihood initiatives. These activities provide the basis for Holistic Support. Bronfenbrenner's (1979) Ecological Systems Theory provides a useful perspective because children's development occurs within interconnected environments. Educational outreach can therefore consider the school, family, and community rather than treating learner needs as separate from the surrounding context.

E – Engagement of Stakeholders. The implementation records show coordination among advocates, donors, volunteers, school personnel, education officials, and partner organizations. The MOA also provided a formal basis for the relationship between participating parties. The Engagement of Stakeholders component recognizes that outreach programs require cooperation among groups that can contribute different resources, expertise, and forms of support. This is consistent with the school-community partnership literature (Sanders, 2005; Griffiths et al., 2021; Zuckerman, 2020).

A – Academic and Skills Development. The literacy, reading, science, and livelihood-related activities support the Academic and Skills Development component. The project's activities show that educational outreach can move beyond the provision of school materials and create opportunities for learning, enrichment, and practical skills development. This component reflects the broader educational perspective of Delors (1996) and the emphasis on expanding capabilities in Sen's (1999) framework.

R – Resource Mobilization and Continuity. The repeated implementation of activities between 2020 and 2025 and the involvement of different partners highlight the importance of resource mobilization and continuity. Rural schools may face resource constraints that require collaboration beyond the formal school system (Trinidad, 2020; Mkhize & Hungwe, 2022). Resource Mobilization and Continuity refers to the documented practice of mobilizing resources, developing partnerships, and organizing activities that support continuing implementation. The term does not claim that long-term financial or organizational sustainability has been established.

T – Transformational Development. Transformational Development represents the intended direction of the outreach process, in which assistance moves beyond immediate material support toward broader educational, skills, community, and livelihood development. The documented progression from school supplies and gift-giving toward literacy, science,

community engagement, and livelihood activities suggests an expanding approach to outreach. However, the present study does not claim that transformation was achieved or measured.

The need for further validation is consistent with partnership evaluation literature. Sarmiento-Márquez et al. (2023) found that school-university partnership evaluations often rely on qualitative approaches and that validated evaluation instruments are rarely used. Knox et al. (2025) also shows that rural community-school implementation is context-sensitive. These findings support treating HEART as a framework for further testing rather than as an established model.

Synthesis of Findings

The Send a Child Project implemented a range of programs between 2020 and 2025. The documented activities began with educational assistance and school support and later expanded to literacy, science, skills development, community engagement, and livelihood activities.

The records also show that implementation relied on coordination among the outreach organization, school personnel, education officials, volunteers, and partner organizations. Resource mobilization and stakeholder participation were therefore important parts of the program's implementation.

These practices formed the basis of the proposed HEART Framework for Outreach Implementation. The framework brings together five elements: Holistic Support, Engagement of Stakeholders, Academic and Skills Development, Resource Mobilization and Continuity, and Transformational Development.

The HEART Framework represents practices documented in one outreach program. It can serve as a planning and monitoring structure for similar initiatives, but its usefulness, feasibility, and effectiveness in other schools and communities remain to be established through independent research.

Study Limitations

The study was conducted in one rural public elementary school in Northern Luzon. The findings therefore reflect the conditions and implementation experience of one outreach program and should be considered within that context.

The study relied primarily on accomplishment reports and related program records covering 2020–2025. The completeness of the findings depended on the availability and quality of records maintained during the implementation period.

The 11 scholars and 11 parents were beneficiaries of the project but were not research participants in the present study. Their experiences and perceptions were not directly collected. The five faculty members were likewise treated as program stakeholders rather than research participants.

The study documented activities and contributions but did not conduct statistical or longitudinal assessment of beneficiary outcomes. The findings therefore cannot establish causal effects on academic achievement, attendance, health, household income, or other long-term outcomes.

Researcher positionality is another limitation. The researcher was also a HEART Advocate involved in implementation. This provided contextual knowledge but may have influenced access to records and interpretation. The study addressed this by limiting analysis to available project records and avoiding claims based on undocumented personal observations. Findings should not be interpreted as an independent external evaluation.

The HEART Model was developed from the documented experience of one outreach program. It has not yet been independently validated or tested in other settings. Direct beneficiary perspectives are also absent. Future studies should therefore complement documentary evidence with interviews or other direct accounts from beneficiaries and stakeholders, consistent with identified gaps in rural family and community participation research (Oduro et al., 2026; Semke & Sheridan, 2012).

Conclusion and Recommendations

The Send a Child Project implemented educational and community outreach activities from 2020 to 2025. The documented programs included school supplies and educational assistance, literacy and science enrichment, community activities, and livelihood-related initiatives.

The project also changed in scope over time. The records show a movement from direct material assistance toward learning enrichment, practical skills, community participation, and livelihood-related activities. Implementation also depended on coordination among advocates, donors, volunteers, school personnel, education officials, and partner organizations. The contributions documented in the records were primarily educational resources, learning opportunities, school and community support, and livelihood-related activities. The study provides evidence of what the program implemented and the forms of support it delivered. It does not establish long-term effects on academic achievement, family income, health, or other beneficiary outcomes.

The documented practices provided the basis for the HEART Framework for Outreach Implementation. The framework consists of Holistic Support, Engagement of Stakeholders, Academic and Skills Development, Resource Mobilization and Continuity, and Transformational Development. It is a case-derived framework that requires validation before it is applied as a general model.

Recommendations

1. Conduct a succeeding impact study. Future research should directly examine the experiences and outcomes of scholars, parents, and other beneficiaries of the program.
2. Undertake longitudinal assessment. Future studies may follow beneficiaries over time to examine whether the support provided is associated with sustained educational and socioeconomic outcomes.
3. Validate the HEART Model. The proposed model may be subjected to expert review and field validation in other schools and community outreach programs.
4. Strengthen program documentation. The project should maintain systematic records of activities, beneficiaries, resources, partners, dates, and outputs. Consistent documentation will strengthen future monitoring and evaluation.
5. Develop outcome indicators. In addition to recording activities and outputs, future implementation should identify measurable indicators for educational, skills, livelihood, and community outcomes.
6. Sustain partnerships. Continued collaboration with schools, volunteers, donors, community organizations, and other partners should be encouraged to support resource mobilization and program continuity.
7. Document implementation practices. Future reports should record practices that facilitate or constrain implementation. Such information can help identify approaches that may be useful in other rural communities.
8. Conduct comparative research. Future studies may compare the Send a Child Project with other community-based outreach programs to identify practices that can strengthen educational outreach.

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Competing Interests Statement

The author is a HEART Advocate and was involved in implementation of the Send a Child Project examined in this study. This relationship is disclosed as a potential source of researcher positionality and interpretive bias. The author declares no financial conflict of interest related to the conduct or publication of this study.

Data Availability Statement

The data analyzed in this study consist of the accomplishment reports and related program records of the Send a Child Project covering the 2020–2025 implementation period. These records are not publicly available because they contain

information relating to program beneficiaries and stakeholders. Access to the records may be considered upon reasonable request, subject to institutional approval and applicable privacy and ethical requirements.

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Appendices

No appendices are attached to this study.