

# 'Education First'



Ministry of Education

## Education Sector Development Framework and Programme (ESDFP) (2013 – 2017)

Human Capital Foundation for a Knowledge Economy:  
Transforming the School Education System

Ministry of Education  
Sri Lanka



**Ministry of Education**

**‘Education First’**

**Education Sector Development Framework and Programme (ESDFP)  
(2013 - 2017)**

*Human Capital Foundation for a Knowledge Economy:  
Transforming the School Education System*

Ministry of Education  
Sri Lanka



© **Policy and Planning Branch**

**Ministry of Education**

'Isurupaya', Battaramulla, Sri Lanka

Tel: ++ 94 11 2785841-50; ++94 11 2786182

Fax: ++ 94 11 2786182

Web: [www.moe.gov.lk](http://www.moe.gov.lk)

All Rights Reserved.

Data and information contained in this document may be quoted with proper acknowledgements.

ISBN 978-955-28-0040-5

First Draft: October 31, 2012

Final Draft: December, 2012

Printed: January, 2013

**Printed by : State Printing Corporation**

The Hon. Minister of Education; Hon. Deputy Minister of Education; Hon. Monitoring MP for Education; Secretary, Ministry of Education; and Additional Secretary, Policy, Planning and Performance Review Division provided policy advocacy for the preparation of this medium-term plan for 2013-2017. Additional Secretary, Education Quality Development; Additional Secretary, Administration and Finance; Additional Secretary, Education Services and Establishment; and Additional Secretary, School Supplies and Services of the Ministry of Education; Heads of Institutions and Departments; and Directors of Education of the Ministry of Education contributed largely in developing the conceptual frameworks and the medium-term plans of respective subjects of this medium-term sector development programme.

The Education Sector Development Framework and Programme (ESDFP) (2013-2017) is the rolling education sector plan formulated on the basis of the ESDFP (2012-2016), following the same policy framework. The ESDFP (2013-2017) incorporates all development programmes and strategies proposed for the general education sector, the medium-term strategic frameworks of national and provincial education authorities and the development programmes agreed with the development partner agencies (DPAs). DPAs, while following different funding modalities such as sector-wide approach (SWAp), project mode or direct financing, will provide their assistance to the general education sector following the education policy framework defined in this document.

This medium-term education development plan was prepared by the Policy and Planning Branch of the Ministry of Education in coordination and collaboration with the Technical Team representing the Ministry of Education, National Institute of Education, Department of Examinations, Department of Education Publications and the Provincial Education Authorities and obtaining consultations and comments from respective authorities, stakeholders and DPAs.

## Contents

Contents .....	iii
Message from the Hon. Minister of Education .....	v
Message from the Hon. Deputy Minister of Education .....	vi
Message from the Hon. Monitoring MP for Education .....	vii
Message from the Secretary, Ministry of Education .....	viii
A note from the National-Level Technical Committee .....	ix
Acknowledgements .....	x
Executive Summary (Sinhala) .....	xi
Executive Summary (Tamil) .....	xviii
Executive Summary (English) .....	xxiv
List of Tables, Graphs, Figures, Diagrams, Boxes and Appendices .....	xxxix
Abbreviations and Acronyms .....	xxxii
<b>Section One: Introduction</b> .....	<b>1</b>
1.1 Introduction .....	1
1.2 Vision and Mission .....	1
1.3 Purpose .....	1
1.4 Policy framework .....	1
1.5 The background: education system in Sri Lanka .....	2
1.6 Current achievements .....	5
1.7 Key characteristics of ESDFP and methodology used to develop ESDFP (2013-2017) ..	8
1.8 Expected benefits .....	9
1.9 The structure of the document .....	9
<b>Section Two: Medium-term national strategic rolling plan of the ESDFP (2013 - 2017)</b>	<b>11</b>
2.1 Introduction .....	11
2.2 Strategic objectives .....	11
2.3 Anticipatory outcomes .....	13
2.4 ESDFP (2013 - 2017): the strategic framework .....	15
2.4.1 Theme 1: Increase equitable access to primary and secondary education .....	17
2.4.2 Theme 2: Improve the quality of primary and secondary education .....	31
2.4.3 Theme 3: Strengthen education governance and service delivery .....	82
2.4.4 The foundation: Education sector development rolling plans (ESDRP) .....	85
2.4.5 Crosscutting activity: Results-based monitoring and evaluation framework (RBMEF)....	90
2.5 Inter-sectoral linkages of education .....	94
2.6 External resource management and donor coordination .....	95
2.7 Conclusion .....	96
<b>Section Three: Costing and budget requirements</b> .....	<b>97</b>
<b>Section Four: Performance-based monitoring and evaluation framework (PBMEF) ...</b>	<b>113</b>
4.1 Performance-based monitoring and evaluation framework .....	113
4.1.1 Section 1: Core-outcome indicators (key performance indicators) .....	114
4.1.2 Section 2: Intermediate outcome indicators .....	121
4.1.3 Section 3: Expanded outcome indicators (detailed performance indicators) and process/output indicators .....	130
References .....	132
Appendices .....	134



## Message from the Hon. Minister of Education 'Education First'

Sri Lanka has graduated from a low-income country to a middle-income country. This has been achieved through the implementation of Mahinda Chinthana Vision for the Future (MCMVF). It is expected that the country will proceed smoothly on this path of development and by 2016 the per capita income would exceed US\$ 4000. The aim of MCMVF is to make Sri Lanka the Wonder of Asia by developing Sri Lanka as the major hub in five areas: naval, aviation, commercial, energy and knowledge. The Ministry of Education has to play a key role in making the country a knowledge hub.

The contribution of education to development is twofold: improving productivity through human resource development and developing the attributes necessary to live harmoniously in society as responsible citizens through social development. All those who are responsible for education must ensure that the students who are passing out of the school system are knowledgeable and equipped with the skills necessary to contribute to meet the development needs of the country. Investment in general education comprising both primary and secondary stages contributes mostly to improve the productivity of manpower in a country. If the total labour force is educated their total output would be much higher than the output of a population which is elitist and only a fraction is educated. That is why priority is given to the improvement of general education. Sri Lanka in this respect has fared creditably as we have almost achieved universal primary education and 91 per cent of the student population complete the compulsory span of schooling. Hopefully by 2015 we will achieve the EFA goals and the education goals under the MDGs.

The Ministry of Education adapted the sector-wide approach (SWAp) to education planning in 2005 and the first Education Sector Development Framework and Programme (ESDFP) was successfully completed in 2011. The second phase commenced in 2012 with the inauguration of the strategic plan for 2012 to 2016. This document is the rolled out ESDFP for the period 2013 to 2017, and it too is organised under the same key policy themes as in the former plan. These are:

- Theme 1** : Increase equitable access to primary and secondary education;
- Theme 2** : Improve the quality of primary and secondary education;
- Theme 3** : Strengthen governance and service delivery of education;
- The foundation** : Overarching education sector development rolling plan; and
- Crosscutting activity** : Results-based monitoring and evaluation.

This plan has been prepared based on national education policies after obtaining the views of the provinces and other agencies coming under the Ministry of Education. Therefore it is necessary that everyone should be committed to implement the activities of the plan so that the expected targets can be achieved by the end of each year. I am confident that everyone in this Ministry and the provinces will work towards this end.

I wish to thank my officials who were responsible for preparing this plan and the development partners who have agreed to contribute for the implementation of ESDFP (2013-2017).

**Bandula Gunawardana (MP)**  
Minister of Education

## **Message from the Hon. Deputy Minister of Education**

I am happy to issue this message to the publication incorporating the medium-term plan for the period 2013 to 2017, the Education Sector Development Framework and Programme (ESDFP) of the government. We have successfully completed the activities incorporated in the Annual Implementation Plan for 2012.

Enhancing free education policies as envisaged in Mahinda Chinthana Vision for the Future has been continued in the year 2012. The government has allocated a vast amount of money for education and we will continue with this trend in the future years too. The flagship programme of the Ministry of Education, the development of 1,000 secondary schools and the 5,000 feeder primary schools has already begun. Out-of the 1,000 secondary schools 409 schools have been given Mahindodaya Technological Laboratories and a financial grant of SLRs. 400,000.00 to attend to other needs of the school. During the next year the balance schools in this programme will receive these facilities. Similarly 1,600 feeder primary schools have been given a grant of Rs. 500,000.00 for each school to carry out repairs and complete other needs. This is the first time that such an amount of money has been disbursed to schools. The successful completion of this programme within the next two to three years will ensure that every child in this country will enjoy the opportunity to receive a high quality education in a school within easy reach.

At the same time the free education policies of the government have been strengthened. The free midday meal has been extended to a larger number of schools and the expenditure on this account for this year has reached SLRs. 3,000 million. His Excellency the President in this year's budget speech indicated that from 2013 the school meal programme will be enriched by supplying an additional egg to the present meal and giving a glass of milk to deserving secondary school children in selected areas. Also His Excellency stated that a pair of shoes will be provided to the poorest children from remote areas who cannot afford to buy them.

Under the Programme for School Improvement (PSI) the school community is getting involved actively in the development of schools. This is a welcome trend and principals of schools and teachers should strive to enlist the co-operation of the parents to improve the learning standards of students. In rural villages the school is the best institution to provide leadership for development.

I wish to acknowledge with thanks the efforts of the officials who have worked hard to prepare these plans. They no doubt will follow up the implementation of the plan vigorously. I also like to thank the development partners who have contributed funds towards the implementation of this plan.

**Gamini Vijith Vijayamuni Soysa (MP)**  
Deputy Minister of Education

## **Message from the Hon. Monitoring MP for Education**

I am pleased to see the publication of the national strategic plan for the general education sector for the period 2013 to 2017. The Ministry of Education has adapted the sector-wide approach (SWAp) to education planning since 2006 and the results achieved in its first phase from 2006 to 2011 are encouraging. These plans are aligned with the thinking in Mahinda Chinthana Future Vision, the policy document of the government.

The developing countries in the world are fast moving towards the knowledge-based economies and this phenomenon is encompassing the whole world in the context of globalisation. In this situation no country can remain an island unto itself and we have to swim with the tide. Human resources have turned out to be the most important factor in development. Even a country lacking in natural resources can make up for such deficiencies by developing its human resources. So education and training is the key to economic development.

Education does not mean mere transmission of knowledge. It embraces the development of a wide spectrum of skills or competencies which are essential for leading a successful life as well as to be a responsible citizen aware of the duties and responsibilities one owes to the country and the society. These qualities are acquired through the community life of the school. Participation in extra-curricular activities, social events, project work and what is described as the “hidden curriculum” equip a student to acquire these qualities. According to modern management it is the emotional intelligence of a person that is important more than the general intelligence to succeed in life.

The education system must be fashioned to meet these imperatives if Sri Lanka is to forge ahead among the countries in the world. We are undertaking a curriculum revision to further align the curriculum to meet these needs. Schools are provided with facilities, equipment and funding to be able to implement the curriculum effectively. More and more teachers are being appointed and their professional skills upgraded. The flagship programme of the ministry to develop one thousand secondary schools and five thousand feeder primary schools will provide opportunities for a large number of children to receive an education to meet the afore mentioned needs.

This plan is the strategy for achieving these objectives. Therefore it is essential that all the stakeholders study this document in depth so that it will be implemented successfully in all our schools. A plan is not a final document as activities have to be adapted to meet the exigencies that may arise in the process of implementation. I wish there will be a productive dialogue among the planners and implementers right along so that any changes needed can be accommodated.

I wish to thank the officials who prepared this plan and the donors who have come forward to fund its activities.

**Mohan Lal Grero (MP)**  
Monitoring MP for Education



## **Message from the Secretary, Ministry of Education**

Sri Lanka has many creditable achievements in the field of education. There is a network of schools spread throughout the country which provides access to education irrespective of socio-economic status of parents. Free-education is available with many welfare facilities such as free textbooks, school uniforms, health services, midday meals, bursaries for promising students and subsidised transport. As a result we have 98 per cent enrolment in primary education, 92 per cent participation in the compulsory span of schooling, adult literacy of 92.5 per cent and gender equality in education. Sri Lanka is ahead of other countries in South Asia as well as among other developing countries with a similar per capita income.

However, still there are several issues and problems that have to be sorted out in order to transform our education system to meet the human resource needs of a globalised, competitive environment. The output from the education system should not only acquire the knowledge which is fast changing and thus be updated regularly, but also develop competencies essential to live in a complex, ever changing competitive society. Effective communication skills, problem solving ability, creativity, critical thinking, leadership skills, inter-personal relations, empathy are a few of the generic skills that are required not only for leaders but also for subordinate staff in a modern organisation. It is essential that the school curriculum, teaching and learning methodologies, assessment techniques and school organisation are fashioned to achieve these objectives.

Even though the school network is widespread, access to quality education is not available in rural areas. 1AB schools which provide a full-curriculum with science and technology is available only in urban centres. There are 72 Divisional Secretariat Divisions where not a single 1AB school is available. As a result rural children are compelled to study subjects which have no demand in the labour market.

The government is committed to overcome these deficiencies and has formulated plans for curriculum reforms and development of full-curriculum secondary schools to cover all divisions in the country. Already action has been taken to establish Mahindodaya Technological Laboratories in 409 of the 1,000 schools and the remaining schools too will get these facilities in coming years. Once these 1,000 schools are upgraded every child in this country will get the opportunity to follow an education based on his or her aptitudes and interests.

This education plan is an extension of the ESDFP (2012-2016) for the period 2013 to 2017 and has incorporated activities to meet the problems that the system is faced with. All those who are involved in this mission, principals, teachers, parents and officials are kindly requested to make their contribution to ensure its success.

I wish to thank all the officials who contributed in the preparation of this plan and the donors who are committed to finance its activities.

**S.M. Gotabaya Jayaratna**

Secretary

Ministry of Education

## A note from the National-Level Technical Committee

The Ministry of Education (MoE) in collaboration with the Provincial Education Authorities (PEAs) and national-level education institutions has developed Education Sector Development Framework and Programme (ESDFP) from 2012 to 2016. As a rolling plan of the said strategic plan, the ESDFP plan for 2013-2017 has been formulated.

ESDFP (2013-2017) was developed following the same methodology that was employed in the development of earlier phase of the ESDFP for 2012-2016. In that, the MoE worked in collaboration with the national and provincial level education agencies and considered the requirements of the national and provincial schools, education divisions and zones as were highlighted in the national and provincial strategic plans. All national and provincial level education counterparts have agreed with the ESDFP (2013-2017) policy framework and the key strategies identified for the medium-term phase. In preparation of this plan, consultations and discussions were held with the national and provincial education counterparts. Further, the MoE also consulted relevant stakeholders and development partners and drafts of this medium-term education sector development plan were shared with the respective development partners for their comments and suggestions. Accordingly, a blend of bottom-up and top-down as well as horizontal approach to planning was used.

This plan is organised under the following key policy themes:

**Theme 1:** Increase equitable access to primary and secondary education;

**Theme 2:** Improve the quality of primary and secondary education;

**Theme 3:** Strengthen governance and service delivery of education;

**The foundation:** Overarching education sector development rolling plan; and

**Crosscutting activity:** Results-based monitoring and evaluation.

As an immediate output of this exercise, each provincial and national level education agency will be ready with their own institutional medium-term and annual implementation plans with a greater focus on improving learning outcomes of students and hence with a move from input-oriented planning and budgeting approach to outcome-oriented planning and budgeting approach. This can be considered as a turning point of the education system. Also, in terms of service delivery point of view, the plans will lead the system towards better governance, enhanced accountability and transparency and better service delivery. Thus, as a result of the implementation of these plans, the general education system will yield the intended educational outcomes in relation to equity, quality and efficiency considerations as the medium-term outcomes. We wish that, in the long run, these outcomes will definitely, positively impact on the socio-economic development of the country.

**National-Level Technical Team of the ESDFP (2013-2017)**

## Acknowledgements

We would like to extend our sincere thanks to:

- Hon. Bandula Gunawardana, Minister of Education, for the policy guidance and directions;
- Hon. Gamini Vijith Vijayanuni Zoysa, Deputy Minister of Education and Hon. Mohan Lal Grero, Monitoring MP for education, for the policy directions;
- Mr. S.M. Gotabaya Jayaratne, Secretary, Ministry of Education for overall guidance and directions;
- Mr. S.U. Wijeratne, Additional Secretary, Policy, Planning and Performance Review Division of the Ministry of Education, for providing leadership for producing this plan document,
- Mr. Hemantha Premathilake, Additional Secretary Education Quality Development Division of the Ministry of Education, for sharing views and thoughts;
- Director General, National Institute of Education, Commissioner General, Department of Examinations, and Commissioner General, Department of Education Publications;
- All Provincial Secretaries of Education and Provincial Directors of Education for guiding the process of developing provincial medium-term education development plans;
- All Heads of national-level education institutions and their staff members for sharing their medium term plans;
- All Directors of Education of the Ministry of Education for developing the concept papers and medium-term education development plans for their respective subjects;
- All provincial education counterparts, especially the Provincial Directors of Education and Heads of Planning Units of Provincial Departments of Education for developing and shairing medium-term education plans;
- Dr Harsha Aturupane, Lead Education Specialist of the World Bank for knowledge sharing and providing comments for improvements; and also to the World Bank for financing the publishing of both documents of the national strategic plan for the general education sector (2012-2016 and 2013-2017).
- All development partners who have been extending support for the general education sector, Sri Lanka and for providing comments and inputs for improving this medium-term education development programme.
- Director and Mr. H.K.W. Amarasinghe, Systems Analyst of the Data Management Branch, Senior Statistician and her team of the Ministry of Education for assisting with necessary data and statistics;
- Mr. R.S. Medagama, Former Advisor, Ministry of Education for editing the document; and
- Dr. Jayantha Balasooriya, Deputy Director for Joining the preperation of draft document, all Assistant Directors and the staff of the Policy and Planning Branch of the Ministry of Education for their engagements in various aspects in the process of preperation of this document.

On behalf of the National-Level Technical Team:

**Madura M. Wehella**  
Director of Education  
Policy and Planning Branch  
Ministry of Education

## විධායක සාරාංශය Executive Summary (Sinhala)

ජාතික හා පළාත් මට්ටමේ අධ්‍යාපන පාර්ශවකරුවන් විසින් 2006 - 2011 මධ්‍යකාල රාමුව තුළ දී ආංශික ප්‍රවේශය පදනම් කොට ගත් අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහන වඩාත් ව්‍යුහගත ලෙස සාර්ථකව ක්‍රියාත්මක කරන ලදී. ප්‍රතිඵල (ඉලක්ක) අත්පත්කර ගැනීමේ, සංවර්ධන පාර්ශවකරුවන්ගේ මූලධර්ම උපයෝජනය, පළාත් හා ජාතික මට්ටමේ සම්බන්ධීකරණය හා වැඩසටහන් ක්‍රියාත්මක කිරීමේ ක්‍රමවේදය යන ක්ෂේත්‍රයන් අතින් ගත්කල අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහන, පෙන්වා ඇති ප්‍රගතිය හා ප්‍රතිඵල අනන්තවර්තීය වේ. 2006 - 2011 මධ්‍යකාල රාමුව තුළ දී අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහන යටතේ හඳුනාගත් සියලු ම ඉලක්ක සපුරා ලීම හෝ වීම ඉලක්ක අභිභවා යාමක් හෝ සිදු වී ඇත. 2006 - 2011 දක්වා වූ කාලසීමාව තුළ ක්‍රියාත්මක වූ අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහන තුළින් උගත් පාඩම් හා අධ්‍යාපන ප්‍රතිපත්තිමය වශයෙන් වූ සංවර්ධනාත්මක වෙනස්වීම් පදනම් කොට ගෙන ශ්‍රී ලංකා රජය විසින් 2012 - 2016 කාලසීමාව සඳහා සාමාන්‍ය අධ්‍යාපනය සඳහා ජාතික අධ්‍යාපන ක්‍රමෝපායික සැලැස්මක් පිළියෙල කරනු ලැබීය. මෙම සැලැස්ම ක්‍රියාත්මක කිරීම සඳහා ලෝක බැංකු ආධාර ලබා දීමට ශ්‍රී ලංකා රජය හා ලෝක බැංකු ආයතනය අතර ගිවිසුමකට ව්‍යුහගත විය. ව්‍යාපෘතිය සක්‍රීය වීමේදී ප්‍රමාදයන් නිසා ලෝක බැංකු ආධාර 2012 වර්ෂයේ අවසාන කාර්තුව දක්වා ප්‍රමාද විය. එසේ වුවද 2012 වර්ෂය සඳහා දේශීය ප්‍රතිපාදන හා අනෙකුත් මූල්‍ය මූලාශ්‍රයන් හරහා අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහන යටතේ සැලසුම් කළ කාර්යයන් ක්‍රියාත්මක කරන ලදී.

පෙරළුම් සැලසුම්කරණ ක්‍රියාවලිය අනුව අධ්‍යාපන අමාත්‍යාංශය විසින් 2013-2017 මධ්‍ය කාල රාමුව සඳහා මෙම සැලැස්ම පිළියෙල කොට ඇත. මෙම ක්‍රමෝපායික සැලැස්මෙහි ද සුවිශේෂී අරමුණු වී ඇත්තේ අනාගත දැනුම් පාදක ආර්ථිකයට, හා සමාජයට අවශ්‍ය මානව ප්‍රාග්ධනයෙහි පදනම ලෙස ශ්‍රී ලංකාවේ පාසල් පද්ධතිය සුදානම් කරලීමයි. විනිලා සෑම ක්ෂේත්‍රයකින් ම පිරිපුන් දරු පරපුරක පෞරුෂත්ව සංවර්ධනය සුවිශේෂී කොට ගෙන ඇත. මෙහෙයවීම, 2012 - 2016 දක්වා වූ “දැනුම් ආර්ථිකය උදෙසා මානව ප්‍රාග්ධන පදනම ලෙස පාසල් පද්ධතිය පරිවර්තනය කිරීම” අරමුණු කරගත් අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහනෙහි දිගුවක් ලෙස, ප්‍රාථමික (1-5 ශ්‍රේණි) හා ද්විතීයික (6-13 ශ්‍රේණි) අධ්‍යාපනයෙහි ගුණාත්මක සංවර්ධනය උදෙසා 2013 - 2017 දක්වා වූ අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහන පිළියෙල වී ඇත.

මහින්ද වින්තන ඉදිරි දැක්ම (2010) හා නැගී වන ආසියාවේ ආශ්චර්යය (2010) යන රාජ්‍ය ප්‍රතිපත්ති යෝජනා හා නිර්දේශයන් උකහා අධ්‍යාපන ප්‍රතිපත්තිමය රාමුව ශක්තිමත්ව ගොඩනැගීමට පාදක වී ඇති වසේම සැමට අධ්‍යාපනය, හා සහග්‍ර සංවර්ධන ඉලක්ක යන ජාත්‍යන්තර ප්‍රඥප්තීන්ට ශ්‍රී ලංකාවේ අධ්‍යාපන ප්‍රතිපත්ති රාමුව සංගත වී ඇත. මීට අමතරව රාජ්‍ය ප්‍රතිපත්තිමය ප්‍රකාශනයන්, පර්යේෂණ හා අධ්‍යයනයන්, ශිෂ්‍යයන්ගේ ප්‍රාප්ති මට්ටම් මැනෙන ජාතික ඇගයීම් හා පාසල් සංගණන දත්ත, තොරතුරු හා අනාවරණයන්, 2013 - 2017 අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහන සඳහා පාදක වී ඇත. වැඩිමහත් වශයෙන් විෂයමාලා සංවර්ධනය, වී වී විෂයයන්, ගුරු අධ්‍යාපනය, ශිෂ්‍ය ඇගයීම් හා තක්සේරුකරණය, පෙළ පොත් ආදී ක්ෂේත්‍රයන්ට අදාළව විලිඳුකරවුණු සංකල්ප පත්‍රිකා, ක්‍රියාකාරී පත්‍රිකා, මෙම ක්‍රමෝපායික සැලැස්ම සඳහා අවශ්‍ය දත්ත හා තොරතුරු ලෙස භාවිතා කරන ලදී. විපමණකුඳු නොව, 2006 - 2011 දක්වා ක්‍රියාත්මක වූ අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහනට අදාළව පිළියෙල වුණු, විලිඳු දැක්වුණු, වැඩසටහන් ක්‍රියාත්මක කිරීමේ සම්බන්ධව විමසා බැලෙනු පර්යේෂණයන් හා අධ්‍යයනයන් බෙහෙවින්ම මෙම ක්‍රමෝපායික සැලැස්මෙහි සන්දර්භය පෝෂණයෙහිලා විශාල මෙහෙයක් සිදු කරනු ලැබ ඇත. වසේම විවිධ පාර්ශවකරුවන්ගේ, විනම් ජාතික හා පළාත් අධ්‍යාපන බලධාරීන්, මුදල් හා ක්‍රම සම්පාදන අමාත්‍යාංශයේ පාර්ශ්වකරුවන් (විශේෂයෙන් ජාතික අයවැය දෙපාර්තමේන්තුවේ, ජාතික ක්‍රමසම්පාදන දෙපාර්තමේන්තුවේ, හා විදේශ සම්පත් දෙපාර්තමේන්තුවේ), අදහස් හා යෝජනා සැලකිල්ලට ගත් අතර අධ්‍යාපන අමාත්‍යාංශයේ අදාළ පාර්ශවකරුවන් මෙම මධ්‍යකාලීන ක්‍රමෝපායික සැලැස්ම සඳහා ඔවුන්ට අදාළ ක්‍රමෝපායික සැලසුම් ඉදිරිපත් කරන ලදී. මෙම ක්‍රමෝපායික සැලැස්මට අදාළ ජාත්‍යන්තර සංවර්ධන පාර්ශවකරුවන් ගේ අදහස් යෝජනා හා නිරීක්ෂණයන් ද ගැනුණි. මේ අනුව ඉහළ සිට පහළටත්, පහළ සිට ඉහළටත් වූ සම්මිශ්‍රණයකින් යුක්ත තීරස් සැලසුම්කරණ ක්‍රමවේදයක් මෙහිලා භාවිතයට ගනු ලැබූ අතර, එය මෙම සැලැස්මෙහි ගුණාත්මකභාවය මෙන්ම ප්‍රායෝගිකත්වය ඉහළ නැංවීමට හේතු වී ඇත.

2012 වර්ෂය තුළදී ද ශ්‍රී ලංකා රජය නිදහස් අධ්‍යාපන ප්‍රතිපත්තිය අඛණ්ඩව පවත්වා ගෙන යාමට කටයුතු කරනු ලැබීණි. පසුගිය දශක ගනනාවක් පුරා ක්‍රියාත්මක කරනු ලැබූ නොමිලයේ පාසල් පෙළ පොත් සැපයීම, පාසල් නිල ඇඳුම් සැපයීම, පාසල් සෞඛ්‍ය පරීක්ෂණ, දිවා ආහාර සැපයීම, සහනදායී පොදු ප්‍රවාහන පහසුකම් හා අඩු ආදායම්ලාභී පවුල් වල සිසු දරු දැරියන් සඳහා ශිෂ්‍යාධාර ලබා දීම වැනි අධ්‍යාපන සුභසාධනමය කාර්යයන් අඛණ්ඩව පවත්වා ගෙන යන ලදී. නොවිධිමත් අධ්‍යාපන වැඩසටහන් හා විශේෂ අධ්‍යාපන පහසුකම් ශක්තිමත්ව ක්‍රියාත්මක කිරීමට පියවර ගනු ලැබීණි. වසේම පාසල් වල මූලික සහිතාරක්ෂක පහසුකම් වැඩිදියුණු කිරීම සඳහා සහ ප්‍රාථමික පාසල්වල සිසුන් සඳහා දිවා ආහාර සැපයීම සඳහා ප්‍රතිපාදන සැලකිය යුතු මට්ටමකින් ඉහළ නංවා ඇත.

2012-2016 මධ්‍ය කාලීන සංවර්ධන සැලැස්මෙහි ජාතික වැඩසටහන වූ ද්විතීයික පාසල් 1,000 ක් හා ප්‍රාථමික පාසල් 5000 ක් සංවර්ධනය කිරීමේ වැඩසටහන දියත් කරන ලදී. ඒ යටතේ ද්විතීයික පාසල් 1,000 න්, 2012 වර්ෂය සඳහා පලමු අදියර යටතේ හදුනාගනු ලැබූ පාසල් 405 ක් සඳහා “මහින්දෝදය තාක්ෂණික විද්‍යාගාර” ස්ථාපිත කිරීමට කටයුතු කරනු ලැබීණි. වසේම ප්‍රාථමික පාසල් 1,680 ක මූලික පහසුකම් හා පාසල් පිරිසහ සංවර්ධනයට අදාළ



සංවර්ධනාත්මක කාර්යයන් සඳහා එක් පාසලකට රුපියල් 500,000.00 බැගින් ප්‍රදානයක් ලබා දෙන ලදී. එසේම ද්විතියික පාසල් 1,000 සඳහා තොරතුරු තාක්ෂණ විෂය සඳහා උපාධිධාරී ගුරුවරුන් 1,000 ක්ද, විද්‍යා හා ගණිත උපාධිධාරී ගුරුවරුන් 1,000 බැගින්ද ඉංග්‍රීසි උපාධිධාරී ගුරුවරුන් 1,000 ක්ද බඳවා ගැනීමට අවශ්‍ය පියවර ගන්නා ලදී.

අධ්‍යාපන ආර්ථික සංවර්ධන රාමුව හා වැඩසටහන (2012-2016) දෙවන තේමාව යටතට ගැනුණු විෂයමාලා ප්‍රතිසංස්කරණයට අදාළ මූලික පියවරයන් සම්පූර්ණ කරන ලදී. ජාතික අධ්‍යාපන ආයතනයේ විෂයමාලා කමිටුව ගුරුවරුන්, විදුහල්පතිවරුන්, ගුරු උපදේශකවරුන් හා අදාළ පාර්ශවකරුවන් සමඟ සාකච්ඡා පවත්වා විෂයමාලා අන්තර්ගතයන්හි වෙනස්වීම් පිළිබඳව වූ ක්ෂේත්‍රයන් හඳුනාගනු ලැබ ඇත. ප්‍රාථමික පාසල් විෂය මාලාව යටතේ ඒ ඒ ප්‍රධාන අවධීන් වලට අදාළව ළමා මිතුරු ප්‍රවේශය ශක්තිමත්ව ක්‍රියාත්මක කිරීමට අවශ්‍ය පියවර ගෙන ඇත.

අධ්‍යාපන සේවා සැපයීම් හා යහ පාලනය ශක්තිමත් කිරීම උදෙසා කලාප අධ්‍යාපන කාර්යාල ශක්තිමත් කිරීම සඳහා පියවර ගනු ලැබූ අතර ලෝක බැංකු TSEP 2012 පළාත් මූල්‍ය සංරචකය හරහා එක් කලාප අධ්‍යාපන කාර්යාලයක් සඳහා රුපියල් 500,000.00 ක ප්‍රදානයක් ලබා දෙන ලදී. මෙම ප්‍රතිපාදනය භාවිතා කරමින් කලාප අධ්‍යාපන කාර්යාල වල පිරිසිදු සංවර්ධනය මෙන්ම කාර්යයන් යටාවත් කිරීම කඩිනමින් ඉටු කිරීමට පියවර ගැනිණි.

පදනම් තේමාව යටතේ, 2012 වර්ෂය සඳහා තෝරාගනු ලැබූ ද්විතියික පාසල් 405 සඳහා (පාසල් 1,000 හි වැඩසටහනට අයත් ජාතික හා පළාත්) එක් පාසලකට රුපියල් 400,000.00 බැගින් වූ පාසල් පාදක ඉගෙනුම් ප්‍රවර්ධන ප්‍රදානයක් ලබා දෙන ලදී. මෙම ප්‍රදානය පාසල් වෙත අවසන් ගෙවීමක් ලෙස ලබා දුන් අතර, එම ප්‍රදානය යොදා ගනිමින් පාසල් වල මූලික අවශ්‍යතාවයන් සපුරා ගැනීම හා සිසුන්ගේ ඉගෙනුම් ප්‍රාප්ති මට්ටම් ඉහළ නැංවීමට අදාළ විශේෂ ව්‍යාපෘති ක්‍රියාත්මක කිරීමට කටයුතු කරනු ලැබීම සුවිශේෂී වේ. එසේම 2012 වර්ෂය තුළදී ජාතික අධ්‍යාපන ප්‍රතිපත්ති සඳහා වූ සුවිශේෂී ජාතික අධ්‍යාපන කතිකාවතක් හා සාකච්ඡාවන් රැසක් පවත්වන ලදී. මෙහිදී ප්‍රතිපත්ති සම්පාදකයින්, අධ්‍යාපන ආර්ථික ආර්ථික විද්‍යාඥයන්, පර්යේෂකයන්, උගතුන් හා බුද්ධිමතුන් අනාගත අධ්‍යාපන සංවර්ධනය සඳහා නව නිර්මාණශීලී ප්‍රතිපත්ති යෝජනාවන් මෙන්ම, පවත්නා අධ්‍යාපන අභියෝගයන් හා පරතරයන් පිළිබඳව ගැඹුරින් සාකච්ඡා කොට යෝජනා ඉදිරිපත් කරන ලද අතර ඒ හරහා සාමාන්‍ය අධ්‍යාපනය, උසස් අධ්‍යාපනය, තෘතීයික හා වෘත්තීය අධ්‍යාපනය යන ක්ෂේත්‍රයන් හි අන්තර් ආර්ථික සම්බන්ධතාවයන් ගොඩනැංවීමට මූලික අඩිතාලම දමනු ලැබිණි.

“පළමුව අධ්‍යාපනය” තේමාකොටගත් මෙම ජාතික ක්‍රමෝපායික අධ්‍යාපන සැලැස්ම පහත සඳහන් ප්‍රතිපත්තිමය තේමාවන් යටතේ සංවිධානය කොට ඇත.

- තේමාව 1** : ප්‍රාථමික හා ද්විතියික අධ්‍යාපනය සඳහා සමසාධාරණ අධ්‍යාපන ප්‍රවේශ අවස්ථා ඉහළ නැංවීම
- තේමාව 2** : ප්‍රාථමික හා ද්විතියික අධ්‍යාපනයේ ගුණාත්මකභාවය ඉහළ නැංවීම
- තේමාව 3** : අධ්‍යාපනයේ යහපාලනය හා සේවා සැපයීම් ශක්තිමත් කිරීම
- පදනම් තේමාව** : සම්පත්කරණයේ දී හා මූල්‍යකරණයේ දී ආර්ථික විද්‍යාත්මක සමසාධාරණත්වය හා කාර්යක්ෂමතාව තහවුරු වන පරිදි අධ්‍යාපන ආර්ථික සංවර්ධන පෙරළුම් සැලැස්ම
- හරස් ක්‍රියාකාරකම්** : ප්‍රතිඵල පාදක නියාමන හා ඇගයීම් රාමුව

අධ්‍යාපන ආර්ථික සංවර්ධන රාමුව හා වැඩසටහන (2013 - 2017) පහත සඳහන් අංගයන්ගෙන්/ලක්ෂණවලින් යුක්තය.

- අ. පුළුල් අධ්‍යාපන ආර්ථික සංවර්ධන රාමුවක් වීම,
- ආ. වර්ෂ කීපයක් සඳහා වූ අයවැය රාමුවක් සහිතව මධ්‍යකාලීන අධ්‍යාපන සැලසුම්කරණයකින් යුක්ත ප්‍රතිඵල පාදක නියාමන හා ඇගයීම් රාමුවකින් සමන්විත වීම,
- ඇ. අනාගත දැනුම් පාදක ආර්ථිකයක් සඳහා පාසල් පද්ධතිය සුදානම් කරලීමේ කාර්යභාරය නාභිගත කොට තිබීම,
- ඈ. තීරණ ගැනීමේ බලය හා අධිකාරීත්වය පාසල් මට්ටමට මුදාහැරීම අවධාරණය කොට තිබීම, සහ
- ඊ. අධ්‍යාපන ප්‍රතිඵල හා නිමවුම් අත්පත් කර ගැනීම සඳහා, ශ්‍රී ලංකා රජය හා සංවර්ධන පාර්ශවකරුවන් අතර මනා සම්බන්ධීකරණයකින් හා දායකත්වයකින් යුක්ත වීම.

සමසාධාරණත්වය, සමානතාව, ගුණාත්මකභාව හා කාර්යක්ෂමතාව ආදී ක්ෂේත්‍රයන්ට අදාළ ව තවදුරටත් සාමාන්‍ය අධ්‍යාපන ක්ෂේත්‍රයේ පවත්නා ගැටළු ආමන්ත්‍රණය කෙරෙන පරිදි, අනාගත දැනුම් පාදක ආර්ථිකයේ ඉල්ලුමට සරිලන පරිදි, එහි පදනම ලෙස ශ්‍රී ලංකාවේ පාසල් පද්ධතිය පරිවර්තනය කිරීමේ, සුදානම් කරලීම මෙම ක්‍රමෝපායික සැලැස්මෙහි සුවිශේෂී මෙහෙවර වේ. එහිලා සාර්ව ප්‍රතිපත්ති රාමුව [උදා: මහින්ද වින්තන ඉදිරි දැක්ම (2010), නැගී එන ආසියාවේ ආශ්චර්යය (2010)], ජාතික අධ්‍යාපන ප්‍රතිපත්ති, සැමට අධ්‍යාපනය සඳහා වූ ක්‍රමෝපායන් හා සහභාගී සංවර්ධන ඉලක්ක, ප්‍රතිපත්තිමය මඟ පෙන්වීම් ලෙස භාවිතා කොට ඇත.

**ක්‍රමෝපායික අරමුණු**

සමස්තයක් වශයෙන් ගත්කල, අධ්‍යාපන ආර්ථික සංවර්ධන රාමුව හා වැඩසටහන (2013-2017), අධ්‍යාපනයෙහි ගුණාත්මකභාවය වැඩි දියුණු කිරීම ප්‍රධාන අරමුණු කොටගෙන ඇත. එහිලා අනාගත දැනුම් පාදක ආර්ථිකයන් හි ඇති ඉල්ලුමට සරිලන පරිදි විෂයමාලා විවිධාංගීකරණය තුළින් සිසුන්ගේ දැනුම, කුසලතා හා අගනාකම් ඉහළ නැංවීමට අදාළ වැඩසටහන්, ව්‍යාපෘතීන් ක්‍රියාත්මක කිරීම තවදුරටත් වූ අරමුණු වේ. 1-5 ශ්‍රේණි දක්වා වූ ප්‍රාථමික අවධිය,

ද්විතීයික අධ්‍යාපනයෙහි පදනම වේ. එබැවින් ප්‍රාථමික අධ්‍යාපන කාලසීමාව ළමා කාලයෙහි සමෝධානික කාලපරිච්ඡේදයක් බැවින් එම ශ්‍රේණිවල සිසුන් තුළ භෞතික, මානසික, චිත්තවේගය, හා සමාජීය සංවර්ධන කුසලතා වැඩිදියුණු කිරීම අත්‍යවශ්‍ය වේ. මෙම පදනමෙහි සිට පහත සඳහන් ආංශික ක්‍රමෝපායික අරමුණු හඳුනාගෙන ඇත.

**තේමාව 1: ප්‍රාථමික හා ද්විතීයික අධ්‍යාපනය සඳහා සමාසාධාරණ අධ්‍යාපන ප්‍රවේශ අවස්ථා ඉහළ නැංවීම.**

- නිදහස් අධ්‍යාපන ප්‍රතිපත්තිය අඛණ්ඩව පවත්වාගෙන යාම තහවුරු කිරීම
  - රජයේ හා අධාර ලබන පාසල් සඳහා රජයේ කැපවීම අඛණ්ඩව පවත්වාගෙන යාම.
  - සියළුම සිසුන්ට නොමිලයේ පෙළ පොත් සැපයීම.
  - පාසල් නිල ඇඳුම් සැපයීම.
  - අධ්‍යාපන සුභසාධන සේවාවන් ලෙස දුෂ්කර ප්‍රදේශ වල සිසුන්ට නොමිලයේ දිවා ආහාර සැපයීම.
  - අඩු ආදායම්ලාභී පවුල් වල සිසුන්ට ශිෂ්‍යාධාර ලබාදීම.
  - අති දුෂ්කර ප්‍රදේශවල පාසල් දරුවන්ට අතිරේක පාසල් නිල ඇඳුම් කට්ටලයක්, පාවහන් යුගලක් හා දිවා ආහාර සැපයීම.
- අවුරුදු 06 සිට 14 දක්වා වූ අනිවාර්ය අධ්‍යාපන වයස් සීමාව අවුරුදු 6 සිට 16 දක්වා දීර්ඝ කිරීම හා ඒ අනුව 11 ශ්‍රේණිය දක්වා අධ්‍යාපනය සඳහා සහභාගීත්වය ඉහළ නැංවීම.
- නිදහස් අධ්‍යාපන ප්‍රතිපත්තිය අඛණ්ඩව පවත්වාගෙන යාම තහවුරු කිරීම. පාසල් යායුතු වයසේ සිටින එහෙත් පාසල් නොයන ශිෂ්‍ය සංඛ්‍යාවන් අවම කිරීම සහ විශේෂයෙන් අවාසි සහගත පරිසරයන් හි පාසල්වල ශිෂ්‍ය ඇදහැලීම අවම කිරීම හා සහභාගීත්ව අනුපාතය ඉහළ නැංවීම.
- ප්‍රාථමික හා ද්විතීයික අධ්‍යාපනයේ ගුණාත්මකභාවය සහ අධ්‍යාපන ප්‍රවේශ අවස්ථා සම්බන්ධයෙන් ඇති විෂමතාවයන් අවම කිරීම තහවුරු කිරීම.
- ප්‍රාථමික හා ද්විතීයික අධ්‍යාපනය සඳහා සමාසාධාරණ අධ්‍යාපන ප්‍රවේශ අවස්ථා තහවුරු වන පරිදි හා සමස්ත සහභාගීත්වය තහවුරු වන පරිදි කාර්යක්ෂම ප්‍රාථමික හා ද්විතීයික පාසල් ජාල ස්ථාපිත කිරීම. සමාසාධාරණ ගුණාත්මක අධ්‍යාපන ප්‍රවේශ අවස්ථා හා ශිෂ්‍ය ඉගෙනුම් ප්‍රාප්ති මට්ටම් ඉහළ නැංවෙන පරිදි ප්‍රාදේශීය අසමතුලිතාවන් අවම කිරීම.
- පාසල් නොයන ළමුන් පාසල්වලට හෝ නොවිධිමත් අධ්‍යාපනය සඳහා ඇතුළත් කර ගත හැකිවන පරිදි නොවිධිමත් අධ්‍යාපන වැඩසටහන් ව්‍යාප්ත කිරීම හා ශක්තිමත් කිරීම. ඒ හරහා විධිමත් හා නොවිධිමත් අධ්‍යාපන ක්ෂේත්‍ර අතර සම්බන්ධීකරණය ශක්තිමත් කිරීම.
- විශේෂ අධ්‍යාපන අවශ්‍යතා ඇති සිසුන්ගේ අධ්‍යාපන හිමිකම් හා වරප්‍රසාද තහවුරු වන පරිදි අන්තර්කරණ අධ්‍යාපනය ශක්තිමත් කිරීම.
- පිරිවෙන් අධ්‍යාපනය ශක්තිමත් කිරීම.
- පාසල් සෞඛ්‍ය හා පෝෂණ වැඩසටහන් ශක්තිමත්ව ක්‍රියාත්මක කිරීම.
- හදිසි හා ආපදා අවස්ථාවන්ට මුහුණ දිය හැකි පරිදි ආරක්ෂිත හා රැකවරණය සහිත වූ ඉගෙනුම් පරිසරයක් ස්ථාපිත කිරීම සහතික කිරීම. ඒ සඳහා ගුණාත්මක බවින් යුක්ත පාසල් මට්ටමින් උපදේශන සේවාවන් ක්‍රියාත්මක කිරීම හා ළමා අයිතීන් සුරැකෙන පරිදි පළාත් හා කලාප මට්ටමින් කමිටු ක්‍රියාත්මක කිරීම.
- ශෛවනයන් හා දරුවන් සඳහා අවදානම් සෞඛ්‍ය කරුණු කාරණා සම්බන්ධයෙන් දැනුවත් කිරීම් වැඩි දියුණු කිරීම.
- සියදිවි නසා ගැනීම් වැලැක්වීම සඳහා දෙමාපියන්, ගුරුවරුන්ගේ, විදුහල්පතිවරුන්ගේ හා ප්‍රජාවගේ සහයෝගය ලබාගැනීම.
- ළමා අයිතීන් උල්ලංඝනය වන දැඩි දඩුවම් හා විවිධ අත්දැම්න් දඩුවම් පාසල් මට්ටමින් ඉවත් කිරීමට අදාළ හිතීර්ති ක්‍රියාත්මක කිරීම හා ඊට අදාළව පාසල් ප්‍රජාව දැනුවත් කිරීම.
- අවාසි සහගත හා අවදානම් ප්‍රදේශවල ජීවත්වන පාසල් සිසුන් නැවත පාසල් ගත කිරීමේ වැඩසටහන්/මඟ හැරුණු ඉගෙනුම් අවස්ථා ඇති කිරීම සඳහා මැදිහත් වීම් සඳහා වූ අවශ්‍ය වැඩසටහන් ක්‍රියාත්මක කිරීම.

**තේමාව 2: ප්‍රාථමික හා ද්විතීයික අධ්‍යාපනයේ ගුණාත්මකභාවය ඉහළ නැංවීම්**

- ශ්‍රී ලංකාවේ වර්තමාන අධ්‍යාපන ප්‍රතිපත්තීන් හා සංස්කෘතිකමය අනන්‍යතාවයන්ට ගැලපෙන පරිදි හා ජාතික අරමුණුවලට ලබා විය හැකි පරිදි පාසල් විෂයමාලා යාවත් කාලීන කිරීම.
- සාමාන්‍ය අධ්‍යාපන මට්ටම් හා ඉහළ ද්විතීයික අධ්‍යාපන මට්ටම් හි අදාළ හිඳුනතා පදනම් වූ සාධාරණ/සමබර විෂයමාලා විවිධාංගීකරණය හා සංවර්ධනය.
- උසස් මට්ටමේ ගුණාත්මකභාවයකින් යුත් සමබර ඉගෙනුම් පරිසරයක් සැපයීම හරහා සිසුන්ගේ ඉගෙනුම් වල අත්පත් කර ගැනීම්, ප්‍රජානන හා උසස් මට්ටමේ කුසලතා ප්‍රවර්ධනය කිරීම. එහිලා ජීවිතයේ මුහුණ දීමට සිදුවන අභියෝග හා ගැටළු සඳහා සමස්ත විෂයමාලාව (එනම් විද්‍යාව, ගණිතය, ඉංග්‍රීසි, විදේශ භාෂා, තොරතුරු තාක්ෂණය, වාණිජ හා ව්‍යාපාර අධ්‍යයන, තාක්ෂණික විෂයයන්, සෞන්දර්ය විෂයයන්) ඉගැන්වීමට හා ඉගෙනීමට අවස්ථාව සැපයීම.



- විද්‍යා අධ්‍යාපනය සඳහා සමසාධාරණ ද්විතීයික අධ්‍යාපන පහසුකම් ඇති කිරීම හා සම්පත් (මානව හා භෞතික) සැපයීම.
- පසුගිය කාලසීමාව තුළ දී විශේෂයෙන් උතුරු නැගෙනහිර පළාත්වල හා යාබද ගම්මානවල පැවති ක්‍රස්තවාදී ගැටුම් නිසා බලපෑමට ලක්වූ ප්‍රදේශවල සිසුන්ගේ අධ්‍යාපන මට්ටම් ඉහළ නැංවෙන පරිදි කඩිනම් අධ්‍යාපන සංවර්ධන වැඩසටහන් ක්‍රියාත්මක කිරීම.
- මූලික පහසුකම් හා උසස් මට්ටමේ ඉගෙනුම් පහසුකම් සෑම පාසලකටම සැපයීම හා ජාතික ප්‍රතිමානවලට අනුව සහතික වීම.
- මව් භාෂාවෙන් අධ්‍යාපනය ලැබීමට ඇති අයිතිය සහතික වීම.
- මව් භාෂාව හෝ ඉංග්‍රීසි තම අභිමතය පරිදි තෝරාගනු ලබන මාධ්‍යයකින් අධ්‍යාපනය ලැබීම සඳහා ද්විභාෂා අධ්‍යාපන අවස්ථා ඇති කිරීම.
- සෑම ශිෂ්‍යයකුට ම ක්‍රීඩාවෙහි යෙදීමට ඇති අයිතිය සුරක්ෂිත කිරීම.
- අ.පො.ස. (උ.පෙළ) සඳහා සුදුසුකම් ලබන ශිෂ්‍ය සංඛ්‍යා ප්‍රතිශතය ඉහළ නැංවීම හා අ.පො.ස. (උ.පෙළ) විද්‍යා, වාණිජ හා තාක්ෂණික විෂය ධාරා ඉගෙනීමට ඇති අවස්ථා පුළුල් කිරීම.
- ජාතික හා ජාත්‍යන්තර ඇගයීම් සඳහා සහභාගී වීමෙන්, ශිෂ්‍යයන්ගේ ඉගෙනුම් ප්‍රාප්ති මට්ටම් ඉහළ නැංවීම හා ඉන් අනාවරණය කරගනු ලබන තොරතුරු, ප්‍රතිපත්තිමය තීරණ සඳහා භාවිතා කිරීම හා ප්‍රතිකාර්ය වැඩසටහන්, නිර්දේශයන් සැලසුම්වලට ඇතුළත් කොට ක්‍රියාත්මක කිරීම.
- අවාසි සහගත ඉගෙනුම් පරිසරයන් හි ජීවත්වන සිසුන් හා ප්‍රසිද්ධ විභාගවලින් සියලුම විෂයයන් අසමත් වන සිසුන්ගේ විෂය ප්‍රාප්ති මට්ටම් ඉහළ නැංවීම සඳහා විශේෂ ක්‍රියාමාර්ග ගැනීම, විශේෂ ඉගැන්වීම් ක්‍රමවේදයන් හා සුපරීක්ෂණ වැඩසටහන් හඳුන්වා දීම.
- විද්‍යාව, ගණිතය, හා ඉංග්‍රීසි (අතුළු සියලු ම විෂයයන්) ඉගැන්වීම සඳහා ගුරු ස්ථාපනය විවාරවත් කිරීම, එම විෂයයන් ඉගැන්වීමට අවශ්‍ය නවීන තාක්ෂණික ඉගෙනුම් හා ඉගැන්වීම් උපකරණ සැපයීම.
- ගුරුවරුන්ගේ වෘත්තීයභාවය හා ගරුත්වය ඉහළ නැංවීම හරහා ඔවුන්ගේ වෘත්තීය කාර්යභාරය වඩාත් වලදායීව ඉටුකිරීමට අවශ්‍ය පරිසරය නිර්මාණය කිරීම. එමඟින් අනාගත දැනුම් පාදක ආර්ථිකයන්ට, සමාජයන්ට අවශ්‍ය උගත් මානව ප්‍රාග්ධනය බිහිකිරීමේ පදනම ලෙස පාසල් අධ්‍යාපනය ප්‍රතිනිර්මාණය කිරීම.
- සමාජ ඒකාග්‍රතාවය හා ආගමික සාමූහිකත්වය පාසල් හරහා ප්‍රවර්ධනය කිරීම.
- සාරධර්ම අධ්‍යාපනය හා මානව අයිතිවාසිකම් පිළිබඳව අධ්‍යාපනය විෂයමාලාව තුළ ශක්තිමත් කිරීම.
- වැඩ ලෝකයට ගැලපෙන හා වැඩ ලෝකයේ ඉල්ලුම පිළිබඳව සිසුන්/පාසල් හැරයන සිසුන් දැනුවත් වන අන්දමේ ශිෂ්‍ය මාර්ගෝපදේශ හා උපදේශක වැඩසටහන් ක්‍රියාත්මක කිරීම.
- ග්‍රාමීය අඩුපහසුකම් සහිත ප්‍රදේශවල, වතුකරයේ මව්වරුන්ගේ කාන්තාවන්ගේ ආදායම් ධාරිතාවන් ඉහළ නැංවෙන පරිදි නොවිධිමත් හා තාක්ෂණික අධ්‍යාපනය පිළිබඳ වැඩිහිටි කාන්තා දුරුවන් මාර්ගෝපදේශ හා උපදේශක වැඩසටහන් හරහා දැනුවත් කිරීම.
- ඇගයීම් තස්සේරුකරණය හා විභාග ක්‍රමය නවීකරණය, හා ප්‍රතිසංස්කරණය කිරීම.
- පාසල් පෙළපොත් විෂය අන්තර්ගතයන් හි ගුණාත්මකභාවය ඉහළ නැංවීම හා නිසි වේලාවට පාසල් පෙළ පොත් සිසුන්ට ලබාදීම.

**තේමාව 3: අධ්‍යාපනයේ යහපාලනය හා සේවා සැපයීම් ශක්තිමත් කිරීම.**

- පාසල දෙමාපියන්ට හා ප්‍රජාවට වගවන ආයතනයක් ලෙස, පාසල් නගා සිටුවීමේ වැඩසටහන ශක්තිමත්ව ක්‍රියාත්මක කිරීම.
- සෑම ප්‍රාථමික පාසලකම ළමා මිතුරු පාසල් ප්‍රවේශය ශක්තිමත් කිරීම.
- අනාගතයේ දී ප්‍රතිලාභීන්ට වඩාත් ප්‍රතිලාභ ලැබෙන පරිදි කළමනාකරණ හා මූල්‍යමය තීරණ ගැනීමේ බලතල පාසල් වෙතම පැවරෙන බැවින්, වගවීම් හා නිසි පරිදි අධ්‍යාපන සේවා සැපයීම් තහවුරු කිරීම.
- විදුහල්පතිවරුන්ගේ, සහ අධ්‍යාපන පරිපාලකයන්ගේ වෘත්තීයභාවය ඉහළ නැංවීම හා ඊට අවශ්‍ය පශ්චාත් උපාධි අධ්‍යයන පාඨමාලා හැඳුරීමට අවස්ථා සැපයීම. විසේම ශ්‍රී ලංකා විදුහල්පති සේවයේ, ශ්‍රී ලංකා ගුරු අධ්‍යාපනඥ සේවයේ හා ශ්‍රී ලංකා අධ්‍යාපන පරිපාලන සේවයේ නිලධාරීන් බඳවා ගැනීම, ස්ථාපනය, උසස්වීම් හා වෘත්තීය සංවර්ධන වැඩසටහන් විධිමත්ව හා සාධාරණය ඉටුකිරීම.
- ගුරු අධ්‍යාපනඥයන්ගේ වෘත්තීය සංවර්ධනය සඳහා වූ දකුණු ආසියානු කලාපීය මධ්‍යස්ථානයන් ස්ථාපිත කිරීම.
- විදුහල්පතිවරුන්ගේ වෘත්තීය සංවර්ධනය සඳහා විදුහල්පති පුහුණු ඇකඩමියක් ස්ථාපිත කිරීම.
- කලාප අධ්‍යාපන කාර්යාල, අධ්‍යාපන කළමනාකරණ ඒකක ලෙසත්, කොට්ඨාශ අධ්‍යාපන කාර්යාල, අධ්‍යාපන උපකාරක/සහාය ඒකක ලෙසත් ශක්තිමත් කිරීම.

**පදනම් තේමාව: අධ්‍යාපන ආංශික සංවර්ධන පෙරළීම සැලැස්ම.**

- ආර්ථික විද්‍යාත්මක සමසාධාරණත්වය හා කාර්යක්ෂමතාව තහවුරු වන අන්දමින් සම්පත්කරණය, මූල්‍යකරණය, හා සැලසුම්කරණය ක්‍රියාත්මක කිරීම.
- අධ්‍යාපන කළමනාකරණ තොරතුරු පද්ධතිය ශක්තිමත් කිරීම.
- සාමාන්‍ය අධ්‍යාපන ක්ෂේත්‍රය තුළ අධ්‍යාපන සැලසුම්කරණය, අයවැයකරණය, පර්යේෂණ හා නියාමන හා ඇගයීම් සංස්කෘතීන් ශක්තිමත් කිරීම.
- ජාතික ඇගයීම් පද්ධතියක් ශ්‍රී ලංකාව තුළ ස්ථාපිත කිරීම. ප්‍රාථමික අධ්‍යාපනයේ (4 ශ්‍රේණියේ: ගණිතය, පළමු භාෂාව හා ඉංග්‍රීසි) හා ද්විතීයික අධ්‍යාපනයේ (8 ශ්‍රේණිය: ගණිතය, විද්‍යාව හා ඉංග්‍රීසි) ශිෂ්‍ය ප්‍රාප්ති මට්ටම් මැනෙන ජාතික ඇගයීම් අඛණ්ඩව පවත්වාගෙන යාම හා ඉන් අනාවරණය වන තොරතුරු හා ප්‍රතිඵල අධ්‍යාපන සංවර්ධන සැලැස්මට ඇතුළත් කොට ක්‍රියාත්මක කිරීම.
- පාසල් මට්ටමේ දී ඵලදායීතාවට අදාළ කුසලතා සංවර්ධනය, තාක්ෂණික හා වෘත්තීය අධ්‍යාපනය, උසස් අධ්‍යාපනය හා අදාළ අනෙකුත් අධ්‍යාපන උප ආංශික ක්ෂේත්‍රයන් හරහා සම්බන්ධීකරණය ඇති කිරීම තුළින් එම ක්‍රියාවලිය යථාර්ථයක් බවට පත් කිරීම.

**අපේක්ෂිත නිමවුම්/ප්‍රතිඵල**

අධ්‍යාපන ආංශික සංවර්ධන රාමුව හා වැඩසටහන (2013-2017) යටතේ සැලසුම් කොට ඇති සියලු ම වැඩසටහන්, ක්‍රමෝපායන් ක්‍රියාත්මක වීම හරහා පහත දැක්වෙන අපේක්ෂිත නිමවුම්/ප්‍රතිඵල උත්පාදනය වනු ඇත.

**තේමාව 1 : ප්‍රාථමික හා ද්විතීයික අධ්‍යාපනය සඳහා සමසාධාරණ අධ්‍යාපන ප්‍රවේශ අවස්ථා ඉහළ නැංවීම.**

- 11 ශ්‍රේණිය (වයස අවුරුදු 16 දක්වා) තෙක් සිසුන්ගේ සහනාභීන්වය අනුපාතය ඉහළ යාම.
- 9 ශ්‍රේණියේ 10 ශ්‍රේණියට සමත්වන ශිෂ්‍ය අනුපාතය ඉහළ යාම.
- දළ ඇතුළත්වීම් අනුපාතයන් හා ශුද්ධ ඇතුළත්වීම් අනුපාතය ඉහළ යාම.
- පළාත් විසින් තීරණය කරන ලද ඉලක්කයන්ට අනුව පාසල් නොයන ශිෂ්‍ය සංඛ්‍යා ප්‍රමාණයන් අවම වීම.
- ප්‍රාථමික පාසල් ජාල සඳහා ද්විතීයික පාසල් සංවර්ධන වැඩසටහන යටතේ ද්විතීයික පාසල් 1,000 ක් හා ප්‍රාථමික පාසල් 5,000 ක් සංවර්ධනය වී තිබීම.
- උසස් මට්ටමේ ඉගෙනුම් පරිසරයක් හරහා, ආයෝජන හා සුරක්ෂිත පාසල් පද්ධතියක් නිර්මාණය වීම.
- ජාතික ප්‍රතිමානයන්ට අනුව මූලික හා උසස් මට්ටමේ ඉගෙනුම් පහසුකම් සියලු පාසල්වලට සපයා තිබීම.
- නොවිධිමත් අධ්‍යාපනය හා විශේෂ අධ්‍යාපන වැඩසටහන් ශක්තිමත්ව ක්‍රියාත්මක වීම.
- විශේෂ අධ්‍යාපන අවශ්‍යතා ඇති ප්‍රාථමික හා ද්විතීයික අධ්‍යාපන සඳහා සම අධ්‍යාපන අවස්ථා තහවුරු කිරීම.
- පිරිවෙන් සඳහා මූලික පහසුකම් සැපයීම.
- සියළු පාසල් ආරක්ෂිත හා සුරක්ෂිත පාසල් ලෙස සහතික කොට තිබීම.
- පාසල්වලින් ශාරීරික දැඩුවම් දීමේ ක්‍රමය තුරන් වී තිබීම.
- ආපදා හා අවදානම් කළමනාකරණය ශක්තිමත් වීම.
- පාසල් පෙළ පොත්, පාසල් නිල ඇඳුම්, අවශ්‍ය සිසුන් සඳහා දිවා ආහාර හා ශිෂ්‍යත්ව හා ශිෂ්‍යාධාර සැපයීම වැනි ඉල්ලුම මත පදනම් වූ අධ්‍යාපන සුභසාධනමය කාර්යයන් පවත්වා ගෙන යාම හා නිසි වේලාවට අදාළ ප්‍රතිලාභීන්ට එම සේවාවන් සැපයී තිබීම.
- සියලු ම පාසල් ආවරණය වන පරිදි පාසල් සෞඛ්‍ය ප්‍රවර්ධන වැඩසටහන් ක්‍රියාත්මක වීම.

**තේමාව 2: ප්‍රාථමික හා ද්විතීයික අධ්‍යාපනයේ ගුණාත්මකභාවය ඉහළ නැංවීම.**

- වැඩ ලෝකයෙහි ඉල්ලුමට සරිලන පරිදි හා නිපුණතා අත්පත් කරගැනීම් තහවුරු වන පරිදි ජාතික විෂයමාලාව ප්‍රතිසංස්කරණය වීම හා යාවත්කාලීන වීම.
- පළමු බසින් අධ්‍යාපනය ලැබීම සහතික වීම.
- ශිෂ්‍යයන්ගේ විභවතාවන්ට අනුව ගණිතය හා විද්‍යාව විෂයමාලාව විවිධාංගීකරණය වීම.
- ද්විතීයික අධ්‍යාපනය සඳහා විෂය අන්තර්ගතය හා භාෂා සමෝධානික ඉගෙනුම් රාමුවක් ස්ථාපිත වීම.
- සෑම ද්විතීයික පාසලකම අවම වශයෙන් ක්‍රීඩා තුනක්වත් සිසුන් සඳහා හඳුන්වා දීම.
- ආයතනික ගුරු සංවර්ධන රාමුවක් අධ්‍යාපන පද්ධතිය තුළ ස්ථාපිත වීම.
- අ.පො.ස.(සා.පෙළ) යටතේ ගණිතය, විද්‍යාව, ඉංග්‍රීසි හා මව් භාෂාව (සිංහල සහ දෙමළ) විෂයයන් සඳහාත්, අ.පො.ස. (උ.පෙළ) යටතේ රසායන විද්‍යාව, භෞතික විද්‍යාව, ගණිතය හා ජීව විද්‍යාව සහ කලා හා වාණිජ විෂය ධාරාවන්ගෙන් තෝරාගත් විෂයයන් සඳහා අයිතම ප්‍රතිචාරාත්මක විශ්ලේෂණයන් 2016 වන විට ප්‍රකාශනයට පත් කොට තිබීම.
- අ.පො.ස. (උ.පෙළ) විභාගය සඳහා 2016 වන විට පහත සඳහන් ප්‍රතිශතවලින් වී වී විෂය ධාරාවන් යටතේ සිසුන් පෙනී සිටීම.

- 2010 වන විට 22.5% ක් වූ විද්‍යා විෂය ධාරාවෙන් පෙති සිටින ශිෂ්‍ය සංඛ්‍යාව 2016 වන විට 40% ක් දක්වා ඉහළ ගොස් තිබීම.
- 2010 වන විට 25.2% ක් වූ වාණිජ විෂය ධාරාවෙන් පෙති සිටි ශිෂ්‍ය සංඛ්‍යාව 2016 වන විට 35% ක් දක්වා ඉහළ ගොස් තිබීම.
- 2010 වන විට 52.3% ක් වූ කලා විෂය ධාරාවෙන් පෙති සිටි ශිෂ්‍ය සංඛ්‍යාව 2016 වන විට 25% ක මට්ටමක පැවතීම.

- ප්‍රාථමික හා ද්විතීයික ශ්‍රේණිවල සිසුන්ගේ ප්‍රාථමික මට්ටම් මෑතක පරිදි ජාතික ඇගයීම් ක්‍රමවේදය මූලිකව ක්‍රියාත්මක වීම.
- අඩු සාධන මට්ටම් සහිත සිසුන්ගේ ඉගෙනුම් අවශ්‍යතාවන්ට ගැලපෙන පරිදි විශේෂ ඉගැන්වීම් ක්‍රමවේදයක් ක්‍රියාත්මක වීම හා ඊට අදාළ පහසුකම් සපයා තිබීම.
- පාසල් පෙළ පොත්වල ගුණාත්මකභාවය ඉහළ නැංවීම සඳහා නිරීක්ෂණ කණ්ඩායම් කටයුතු කිරීම හා අදාළ පෙළපොත් 100% ක් වී අනුව සුදුසු වීම. විශේෂයෙන් භාෂාව, ඉතිහාසය, ඉංග්‍රීසි, ගණිතය හා විද්‍යාව විෂයයන්වල ගුණාත්මකභාවය ඉහළ නැංවීම.
- පාසල්වල ජාතික සමාජ ඒකාග්‍රතා වැඩසටහන් ප්‍රවර්ධනය වීම.
- වෘත්තීමය මාර්ගෝපදේශන හා උපදේශන වැඩසටහන් ශක්තිමත් ව ක්‍රියාත්මක වීම.
- ප්‍රමිති හා තත්ත්ව වැඩසටහන් විමර්ශනය කිරීම හා යාවත්කාලීන කොට සියලු ම පළාත්වල මෙම වැඩසටහන් ක්‍රියාත්මක වීම.

**තේමාව 3: අධ්‍යාපන යහපාලනය හා සේවා සැපයීම් ශක්තිමත් කිරීම**

- පාසල් නගා සිටුවීමේ වැඩසටහනේ අදාළ පියවරයන් සම්පූර්ණ වීම හා පාසල් සංවර්ධනය සඳහා සැලසුම්කරණය, සැලසුම් යාවත්කාලීන කිරීම ආදී ක්‍රියාවලීන් අඛණ්ඩව ක්‍රියාත්මක වීම.
- පාසල් සංවර්ධනය සඳහා පාසල් සංවර්ධන සමිති, පාසල් සංවර්ධන කමිටු හා පාසල් කළමනාකරණ කමිටු සංවිධානය කිරීම, ස්ථාපිත කිරීම හා ඊට අදාළ පුහුණු වැඩසටහන් ක්‍රියාත්මක වීම.
- පාසල් වෙත තීරණ ගැනීමේ බලතල හා අධිකාරීත්වය මුදාහැර තිබීම.
- සියළුම ප්‍රාථමික පාසල් වල ළමා මිතුරු ප්‍රවේශය ශක්තිමත්ව තිබීම.
- වෘත්තීය පළපුරුද්ද සහිත ගුරු අධ්‍යාපනඥයින්ගේ සේවාව පද්ධතියට ලැබීම.
- වෘත්තීමය පළපුරුද්ද හා කුසලතාවන්ගෙන් හෙබි විදුහල්පතිවරුන් සේවයේ නියුක්ත වීම.
- වෘත්තීමය සංවර්ධන වැඩසටහන් සඳහා සහභාගීවන විදුහල්පතිවරුන්ගේ සංඛ්‍යාව ඉහළ අගයක් ගැනීම.
- කලාප අධ්‍යාපන කාර්යාල, කළමනාකරණ/පරිපාලන ඒකක ලෙසත්, කොට්ඨාශ අධ්‍යාපන කාර්යාල, අධ්‍යාපන සංවර්ධන වැඩසටහන් ක්‍රියාත්මක කිරීම ඒකක ලෙසත් ශක්තිමත්ව ක්‍රියාත්මක වීම.

**පදනම් තේමාව: සම්පත්කරණයේ හා මූල්‍යකරණයේ අධ්‍යාපන ආර්ථික විද්‍යාත්මක සමසාධාරණත්වය හා කාර්යක්ෂමතාව තහවුරු වන පරිදි අධ්‍යාපන ආංශික සංවර්ධන පෙරළුම් සැලසුම් ක්‍රියාත්මක කිරීම**

- තොරතුරු හා දත්ත මත පදනම් වූ අධ්‍යාපන ප්‍රතිපත්ති හා සැලසුම්කරණ සංස්කෘතියක් ස්ථාපිත වී තිබීම.
- අධ්‍යාපන ආංශික ක්‍රමෝපායක පෙරළුම් සැලැස්ම හා වාර්ෂික ක්‍රියාත්මක කිරීමේ සැලැස්ම පිළියෙල කිරීම හා යාවත් කාලීන කිරීම.
- ශිෂ්‍යයන්ගේ ඉගෙනුම් ප්‍රාථමික මට්ටම් මෑතක ජාතික ඇගයීම් ක්‍රමවේදයක්, ප්‍රාථමික අවධිය (4 ශ්‍රේණිය: මව් භාෂාව, ගණිතය හා ඉංග්‍රීසි විෂයයන් සඳහා) හා ද්විතීයික අවධිය (8 ශ්‍රේණිය: ගණිතය, විද්‍යාව හා ඉංග්‍රීසි යන විෂයයන් සඳහා) සඳහන් අඛණ්ඩව ක්‍රියාත්මක කිරීම හා ඉන් අනාවරණය වන තොරතුරු ක්‍රමෝපායික පෙරළුම් සැලැස්ම හා වාර්ෂික ක්‍රියාත්මක කිරීමේ සැලසුම් සඳහා යොදා ගැනීම.
- අධ්‍යාපන පුනරාවර්තන අයවැයෙන් උසස් මට්ටමේ ඉගෙනුම් ක්‍රියාවලීන් සඳහා 2011 දී වෙන්වූ 3.2% ක් වූ ප්‍රතිපාදනය 2016 වන විට 4.2% ක් දක්වා ක්‍රමිකව වෙන් වී තිබීම.
- අධ්‍යාපන ප්‍රාග්ධන අයවැයෙන් උසස් මට්ටමේ ඉගෙනුම් ඉඩකඩ හා ප්‍රාග්ධන යෙදවුම් සඳහා 2011 දී වෙන් වූ 42% ක් වූ ප්‍රතිපාදනය 2016 දී 42.8% ක් වෙන් වී තිබීම.
- අධ්‍යාපන ප්‍රාග්ධන අයවැයෙන් උසස් මට්ටමේ ඉගෙනුම් ඉඩකඩ හා ප්‍රාග්ධන යෙදවුම් නඩත්තුව හා නවීකරණය සඳහා 2011 දී වෙන් වූ 15% ක් වූ ප්‍රතිපාදනය 2016 දී 17% ක් වෙන් වී තිබීම.
- අධ්‍යාපන සැලසුම්කරණ සංස්කෘතියක් ශ්‍රී ලංකාවේ අධ්‍යාපන පද්ධතිය තුළ ශක්තිමත්ව ක්‍රියාත්මක වීම.
- පාසල් අධ්‍යාපනය හා තාක්ෂණික හා වෘත්තීය අධ්‍යාපන සහ උසස් අධ්‍යාපන ක්ෂේත්‍ර අතර මනා අන්තර් ආංශික සම්බන්ධතාවයක් ස්ථාපිත වී තිබීම.

**හරස් ක්‍රියාකාරකම්: ප්‍රතිඵල පාදක නියාමන හා ඇගයීම් රාමුව.**

ප්‍රතිඵල පාදක නියාමන හා ඇගයීම් රාමුව සමස්ත අධ්‍යාපන නියාමන ක්‍රමවේදයක් ලෙස ශක්තිමත් වීම හා අධ්‍යාපන කළමනාකරණ තොරතුරු පද්ධතිය හා ගුණාත්මක නියාමන ක්‍රමවේදයක් ලෙස සංවර්ධනය වී තිබීම.



**ප්‍රතිලාභීන් හා ප්‍රතිලාභ**

අධ්‍යාපන ආර්ථික සංවර්ධන රාමුව හා වැඩසටහනෙහි (2013-2017) සෘජු ප්‍රතිලාභීන් වනුයේ මිලියන 4 ක් පමණ වූ පාසල් සිසුන්, 219,000 ක් පමණ වූ පාසල් ගුරුවරුන්, 15,000 ක් පමණ වූ පාසල් විදුහල්පතිවරුන් සහ නියෝජ්‍ය විදුහල්පතිවරුන්, 3,500 ක් පමණ අධ්‍යාපන පරිපාලන හා කළමනාකරුන් වේ. මිලියන 4 ක් පමණ වූ පාසල් සිසුන්, අතුරින් මිලියන 1.6 ක් ප්‍රාථමික පාසල් සිසුන් වන අතර, මිලියන 2.4 ද්විතියික පාසල් සිසුන් වේ. තවදුරටත් මෙම වැඩසටහන හරහා පාසල් අධ්‍යාපනයේ නියුතු සියලු සිසුන්ගේ අධ්‍යාපන නිමවුම්, ප්‍රතිඵල ඉහළ නැංවීමට අපේක්ෂිතය. එපමණක් නොව 9,685 ක් වූ රජයේ පාසල් හා බැඳුණු, පාසල් ප්‍රජාව ද, විශේෂයෙන් මිලියන 4 ක් වූ පාසල් සිසුන්ගේ දෙමාපියන්, කුටුම්භයන් මෙම වැඩසටහනෙහි ප්‍රතිලාභීන් වූ අතර. විශේෂ පර්යේෂකයින්, අධ්‍යාපනඥයින්, නිදහස් උපදේශකවරුන්/විශේෂඥයින් පවා වක්‍රව මෙම වැඩසටහනෙහි ප්‍රතිලාභීන් වනු ඇත. ඉදිකිරීම් කටයුතු හා සැපයීම් කටයුතු හා සම්බන්ධ මහා පරිමාණ හා කුඩා පරිමාණ ව්‍යාපෘතීන්/සැපයුම්කරුවන්/ආයතන පවා මෙම වැඩසටහනින් ප්‍රතිලාභ ලබනු ඇත.

සමස්ථයක් වශයෙන්, මෙම වැඩසටහන රට තුළ ආර්ථික සංවර්ධනය, විශේෂයෙන් ප්‍රාදේශීය සමතුලිත සංවර්ධනයක් උදෙසා දායක වනු ඇති අතර එමඟින් ප්‍රාදේශීය වශයෙන්, පළාත් වශයෙන් උගත් මානව ප්‍රජාවක් බිහිකිරීමේ දී ඇති-නැති පරතරය දිගුකාලීන වශයෙන් අවම කිරීමට සුවිශේෂී දායකත්වයක් ලැබෙනු ඇත. අවසාන වශයෙන් මෙම වැඩසටහන හරහා දිළිඳුභාවය අවම කිරීම හා රටේ ආර්ථික වර්ධනය සඳහා සෘජුව හා වක්‍රව සුවිශේෂී මෙහෙයක් සහ දායකත්වයක් ලබාදෙනු ඇත. මෙම ප්‍රායෝගික අභ්‍යාසයෙහි සජීවී අත්දැකීම් හරහා අධ්‍යාපන පද්ධතිය තුළ නිමවුම් අනිමුඛ වූ අධ්‍යාපන සැලසුම් හා මූල්‍යකරණ ක්‍රමවේදයක්, සංස්කෘතියක් ස්ථාපිත වී ඇත. මෙම මධ්‍යකාලීන ක්‍රමෝපායක සැලසුම, පාසල් අධ්‍යාපනයේ ගුණාත්මක අධ්‍යාපනය සඳහා සම්පත් බෙදා හැරීම හා උපයෝජනය සමසාධාරණත්වය හා කාර්යක්ෂමතාව තහවුරු වන පරිදි කඩිනම් කිරීම උපදේශාත්මක මාර්ගෝපදේශකත්වය සපයනු ඇත. මැදි ආදායම් මට්ටමේ රටක් ලෙස ශ්‍රී ලංකාවේ සමාජ ආර්ථික සංවර්ධනය හා ආර්ථික ස්ථාවරභාවය උදෙසා මෙම ක්‍රමෝපායක සැලැස්ම දිගුකාලීන පිටිවහලක් වනු ඇත.

මෙම අභ්‍යාසයෙහි ආසන්නතම ප්‍රතිඵලයක් ලෙස, ජාතික හා පළාත් මට්ටමේ අධ්‍යාපන ආයතන සියල්ල ම පාහේ තම ආයතනික ක්‍රමෝපායක හා වාර්ෂික ක්‍රියාත්මක කිරීමේ සැලසුම් පිළියෙල කොට ඇත. එම සැලසුම් සියල්ල ම සිසුන්ගේ ඉගෙනුම් ප්‍රාප්ති මට්ටම් ඉහළ නැංවීම ප්‍රමුඛතම කාර්යයක් ලෙස හඳුනාගෙන ඇති බැවින්, මෙම ක්‍රමෝපායක හා වාර්ෂික සැලසුම් යෙදවුම් අනිමුඛ වූ සැලසුම්කරණ හා මූල්‍යකරණ ක්‍රමවේදයෙන් ඔබ්බට ගොස් නිමවුම්/ප්‍රතිඵල අනිමුඛ වූ ක්‍රමවේදයක් අනුගමනය කොට ඇත. මෙම වෙනස අධ්‍යාපන ක්ෂේත්‍රයේ හැරවුම් ලක්ෂයක් ලෙස හැඳින්වීම වඩාත් නිවැරදිය. විශේෂ සේවා සැපයීම් දාක්ෂිණියන් ගත්කල, මෙම සැලසුම්කරණ ක්‍රියාවලිය හරහා සේවා සැපයීම් අධ්‍යාපනයේ යහපාලනය, වගවීම් හා විනිවිද භාවයකින් යුක්තව ක්‍රියාත්මක වනු ඇත. එබැවින් මෙම සැලැස්ම ක්‍රියාත්මක කිරීම සඳහා අධ්‍යාපන නිමවුම්/ප්‍රතිඵල, විශේෂයෙන් සමසාධාරණත්වය, ගුණාත්මකභාවය හා කාර්යක්ෂමතාව හා බැඳුණු මධ්‍යකාලීන නිමවුම්/ප්‍රතිඵල අත්පත් කරගත හැකිවේ. මෙම ප්‍රායෝගික සැලසුම්කරණ ක්‍රියාවලිය හරහා ශ්‍රී ලංකාවේ සමාජ-ආර්ථික සංවර්ධනයට දිගුකාලීන වශයෙන් රැකුලක් වනු නොඅනුමානය.

## நிறைவேற்றுச் சுருக்கம் Executive Summary (Tamil)

தேசிய மற்றும் மாகாண மட்டத்தில் கல்வித் தரப்பினர்களினால் 2006-2011 இடைக் காலச் சட்டகத்தினுள் கல்வித் துறைசார் பிரவேசத்தினை அடிப்படையாகக் கொண்ட கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்களை மிகவும் பயன்மிக்கதாக வெற்றிகரமாக அமுல்படுத்தும் பணிகள் முன்னெடுக்கப்பட்டுள்ளன. பெறுபேறுகள் (இலக்குகள்) எட்டுதல், வெளிநாட்டு அபிவிருத்தித் தரப்பினர்களின் நிதியுதவிப் பயன்பாடு, மாகாண மற்றும் தேசிய மட்டத்திலான இணைப்புக்கள், வேலைத்திட்டங்களை அமுல்படுத்தும் முறைகள் ஆகிய துறைகளை நோக்கும் போது கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்களில் காண்பிக்கப்பட்டுள்ள முன்னேற்றங்களும், பெறுபேறுகளும் அதிசிறந்ததாகும். 2006 - 2011 நடுத்தர காலக் கோட்பாட்டுக்குள் கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்களின் கீழ் இனங்காணப்பட்ட சகல இலக்குகளும் நிறைவேற்றப்பட்டு அல்லது அவ்விலக்குகளைத் தாண்டிச் செல்ல முடிந்துள்ளது.

2006 - 2011 வரையான காலத்துக்குள் அமுல்படுத்தப்பட்ட கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்கள் ஊடாகப் பெற்ற அனுபவங்களும், கல்விக் கொள்கை ரீதியில் அபிவிருத்தியுடன் கூடிய மாற்றங்களை அடிப்படையாகக் கொண்டு இலங்கை அரசினால் 2012 - 2016 கால எல்லைக்காக பொதுக் கல்விக்கான தேசிய கல்வி உபாயத் திட்டமிடல் தயாரிக்கப்பட்டுள்ளது. இத்திட்டங்களை நடைமுறைப்படுத்துவதற்காக உலக வங்கி நிதி உதவியைப் பெற்றுத்தருவதற்கு இலங்கை அரசு மற்றும் உலக வங்கித் தாணத்திற்கிடையிலே உடன்படிக்கைக்கு இணங்கியது. செயற்திட்டத்தைச் செயற்படுத்துவதில் ஏற்பட்ட தாமதத்தின் காரணமாக உலக வங்கி உதவி 2012ம் ஆண்டு இறுதிப் பகுதிவரை தாமதமாகியது. இருப்பினும் 2012ம் ஆண்டில் தேசிய ஒதுக்கீடு மற்றும் நிதி வளங்கள் ஊடாகக் கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்களின் கீழ் திட்டமிடப்பட்ட வேலைகள் நடைமுறைப்படுத்தப்பட்டன.

முன்னர் திட்டமிடப்பட்ட செயற்பாடுகளுக்கு அமைவாகக் கல்வி அமைச்சினால் 2012-2017 வரை இடைக்காலச் சட்டகத்திற்கான இத்திட்டங்கள் முன் எடுக்கப்பட்டுள்ளன. இத் திட்டமிடல் உபாயத்தின் விசேட நோக்கமாக அமைந்திருப்பது எதிர்கால அறிவினை அடிப்படையாகக் கொண்ட பொருளாதாரத்துக்கு மற்றும் சமூகத்துக்குத் தேவையான மானிட மூலதனத்தினை அடிப்படையாகக் கொண்ட இலங்கையின் பாடசாலை முறைமையினைத் தயார்ப்படுத்தலாகும். இதன்போது சகல துறைகளிலும் பரிபூரணத்துவம் மிக்க பிரஜைகளின் ஆளுமை விருத்தி விசேடமாகக் கொள்ளப்பட்டுள்ளது. 2006-2011 ஆம் ஆண்டு வரை கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்களுக்கு அமைய ஆரம்ப மற்றும் இடைநிலைக் கல்வியின் பண்புசார் விருத்திக்காக 2013-2017 வரை கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்கள் தயாரிக்கப்பட்டுள்ளன. எனவே இவ்வூபாயத் திட்டங்கள் “அறிவுசார் பொருளாதாரத்திற்காக மானிட மூலதனத்தை அடிப்படையாகக் கொண்டதாகப் பாடசாலை முறைமையினை மாற்றியமைத்தல்” என இனங்காணப்பட்டுள்ளது.

மபிந்த சிந்தனையின் எதிர்கால நோக்கிற்கு இணங்க (2010) அபிவிருத்தி அடைந்து வரும் ஆசியாவின் ஆச்சரியம் (2010) என்ற அரசு கொள்கை யோசனைகள் மற்றும் பரிந்துரைகள் மேற்கூறப்பட்ட கல்விச் சட்டகத்தின் பலமுடன் கட்டியெழுப்ப அடிப்படையாக அமைந்தன. அத்துடன் சகலருக்கும் கல்வி மற்றும் சகஸ்திர அபிவிருத்தி மற்றும் கற்கைகள், மாணவர்களின் அடைவுமட்டத்தினை அளவிடும் தேசிய மதிப்பீடு மற்றும் கணிப்பீடுகள் தொகை மதிப்பு விபரங்கள் தரவுகள் போன்றன 2013-2017 கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்களுக்காக அடிப்படையாகக் கொள்ளப் பட்டுள்ளன. மேலதிக பாடவிதான விருத்தி, அவ்வப் பாடங்கள், ஆசிரிய கல்வி, மாணவர் மதிப்பீடு மற்றும் பாடநூல்கள் போன்ற துறைகளுக்குரிய வெளியிடப்பட்டுள்ள யோசனைப் படிவங்கள், செயற்பாட்டுப் படிவங்கள் இவ்வூபாயத் திட்டமிடலுக்காகத் தேவையான புள்ளிவிபரத் தகவல்கள் வழங்கப்பட்டுள்ளன. அது மாத்திரமன்றி 2006-2011 வரை அமுல்படுத்தப்பட்ட கல்வித்துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்களுக்கு உரியதாகத் தயாரித்து வெளியிடப்பட்டுள்ள வேலைத்திட்டங்களை அமுல்படுத்துவது தொடர்பாக ஆராயும் கற்கைகள் உபாயத்திட்டமிடல்களின் உள்ளடக்கங்களின் விருத்திக்குப் பாரிய பணிகள் மேற்கொள்ளப்பட்டுள்ளன. அத்துடன் பல்வேறுபட்ட தரப்பினர்களின் அதாவது தேசிய மற்றும் மாகாணத் தரப்பினர்கள் நிதி மற்றும் திட்டமிடல் அமுலாக்கல் அமைச்சின் (விசேடமாகத் தேசிய வரவு செலவுத்திட்டத் திணைக்களத்தின், தேசிய திட்டமிடல் திணைக்களத்தின் மற்றும் வெளிநாட்டுத் திணைக்களத்தின்), உத்தியோகத்தரின் கருத்துக்கள் மற்றும் யோசனைகள் கருத்திற் கொள்ளப்பட்டுள்ளதுடன் கல்வி அமைச்சின் உரிய உத்தியோகத்தர்கள் இவ் இடைக்கால வியூகத் திட்டங்களுக்காக அவர்களுக்குரிய பாட இணை உபாயத் திட்டமிடல்கள் சமர்ப்பிக்கப்பட்டன. மேலும் சர்வதேச அபிவிருத்தித் தரப்பினர்களின் கருத்துக்கள், யோசனைகள் மற்றும் மேற்பார்வைகள் கருத்திற் கொள்ளப்பட்டன. நிலைக்குத்து மற்றும் கிடைத் திட்டமிடல் முறைகள் பயன்படுத்தப்படுவதுடன் இது இத்திட்டமிடலின் பண்புசார் தரத்தினைப் போன்று பிரயோகத் தரத்தினையும் மேம்படுத்தக் காரணமாக அமைந்துள்ளது..

இத்தேசிய வியூகத் திட்டமிடல்களின் கல்வித் திட்டங்கள் கீழ்க்குறிப்பிடப்பட்ட கொள்கைகளின் தொனிப்பொருட்களின் கீழ் ஒழுங்கமைக்கப்பட்டுள்ளன.

- தொனிப்பொருள் 1** : ஆரம்ப மற்றும் இடைநிலைக் கல்விக்கான சமநியாயக் கல்விப் பிரவேசங்களுக்கான பங்கேற்புச் சந்தர்ப்பங்களை மேம்படுத்தல்.
- தொனிப்பொருள் 2** : ஆரம்ப மற்றும் இடைநிலைக் கல்வியின் பண்புசார் தரத்தினை மேம்படுத்தல்.
- தொனிப்பொருள் 3** : கல்வியின் சிறந்த நிர்வாகம் மற்றும் சேவை வழங்கலைப் பலப்படுத்தல்.
- அடிப்படைத் தொனிப்பொருள்** : வள மற்றும் நிதி ஒதுக்கீட்டின் பொருளாதார விஞ்ஞான சம நியாயங்கள் மற்றும் வினைத்திறனை உறுதிப்படுத்தும் வகையில் உருவாக்கப்பட்ட கல்வித் துறைசார் அபிவிருத்தித் திட்டங்கள்
- கிடைச் செயற்பாடுகள்** : பெறுபேறுகளை அடிப்படையாகக் கொண்ட மதிப்பீடு மற்றும் மேற்பார்வைக் கோட்பாடுகள்.

கல்வித் துறைசார் அபிவிருத்திச் சட்டகம் மற்றும் வேலைத்திட்டங்கள் (2013-2017) கீழ்க்குறிப்பிடப்பட்ட பிரிவுகள் இலட்சணங்களைக் கொண்டது.

- அ. விரிவான கல்வித்துறைசார் அபிவிருத்திக் கோட்பாடுகள்.
- ஆ. பல ஆண்டுகளாக வரவு செலவுத் திட்ட வரையறைக்கும் மற்றும் பெறுபேறுகளை மையமாகக் கொண்ட மேற்பார்வை மதிப்பீடுகள் நடுத்தரக் கல்வித் திட்டமிடலுக்கு அடிப்படையாக அமைந்திருத்தல்.
- இ. எதிர்கால அறிவினை அடிப்படையாகக் கொண்ட பொருளாதாரத்துக்காக பாடசாலை முறைமையினைத் தயார்படுத்தும் பணிகளை கேந்திரமாகக் கொள்ளல்.
- ஈ. தீர்மானம் எடுத்தல் மற்றும் பாடசாலை மட்டத்தில் அதிகாரத்தைப் பயன்முடிப்படுத்துவதனை வலியுறுத்தல்.
- உ. கல்விப் பெறுபேறுகள் மற்றும் முடிவுகளைப் பெறுவதற்காக இலங்கை அரச அபிவிருத்தித் தரப்பினருக்கிடையே சிறந்த இணைப்புக்கள் மற்றும் விளக்கத்துக்குப் பங்களிப்புச் செய்தல்.

சம நியாயம், சம உரிமை, பண்புசார் தரம் மற்றும் வினைத்திறன் போன்ற மீள் அம்சங்களை அடிப்படையாகக் கொண்ட தொடர்ந்தும் அதுசார்ந்த கல்வித் துறையில் காணப்படும் பிரச்சினைகளும் எதிர்கால அறிவினை அடிப்படையாகக் கொண்ட பொருளாதாரத்தின் தேவையான திருப்தியினை எட்டுவதற்கான அடிப்படைச் செயற்பாடுகளுக்கு அமைய இலங்கையின் பாடசாலை முறைமையினை மாற்றியமைத்தல், தயார்ப்படுத்துவதற்கான செயற்பாட்டு உபாயங்களைத் திட்டமிடுவதும் விசேட அம்சமாகும். இதற்கு அமைய கொள்கைச் சட்டகம் (உதாரணம்: மிபிந்த சிந்தனையின் எதிர்கால நோக்கு 2010) அபிவிருத்தியடைந்துவரும் ஆசியாவின் ஆச்சரியம் (தேசிய திட்டமிடல் திணைக்களம் - 2010), தேசிய கல்விக் கொள்கை, சகலருக்கும் கல்விக்கான உபாயங்கள் மற்றும் சகல்கிருத அபிவிருத்தி இலக்குக் கொள்கை மற்றும் வழிகாட்டல்கள் பயன்படுத்தப்பட்டுள்ளன.

### வியூக நோக்கங்கள்

முழுமையாக நோக்குமிடத்து கல்வித் துறைசார் அபிவிருத்திக் கோட்பாடு மற்றும் அபிவிருத்தி (2012-2016) கல்விப் பண்புசார் தரத்தினை விருத்தி செய்வது பிரதான நோக்கமாகும். இதன் மூலம் எதிர்காலத்தில் அறிவினை அடிப்படையாகக் கொண்ட பொருளாதாரத்தினை உருவாக்கி கேள்விகேற்றவாறு பாடவிதானத்தை மறுசீரமைப்பதன் மூலம் மாணவர்களின் அறிவு, திறமைகள் மற்றும் எதிர்கால இலக்கினை மேம்படுத்த முடிகிறது. இது தொடர்பான வேலைத்திட்டங்களை அமுல்படுத்தத் தொடர்ந்தும் எதிர்பார்க்கப்படுகிறது. 1-5 ஆம் தரம் வரையான ஆரம்பச் சுற்று இடைநிலைக் கல்வியின் அடிப்படையாகும். எனவே ஆரம்பக் காலத்துக்குள் அதாவது சிறுவர் பராயத்தில் மாணவர்களின் பெளதீக, உள மற்றும் சமூக ரீதியான மாற்றங்கள் மற்றும் திறமைகளை விருத்தி செய்வது அத்தியவசியமாகும். இவ்வடிப்படையில் கீழ்க்குறிப்பிடப்பட்ட துறைசார் உபாயங்கள் இனங்காணப்பட்டுள்ளன.

### தொனிப்பொருள் 1: ஆரம்ப மற்றும் இடைநிலைக் கல்விக்கான சமநியாயக் கல்விப் பிரவேச சந்தர்ப்பங்களை மேம்படுத்தல்

- 6 வயது தொடக்கம் 14 வரையான கட்டாயக் கல்வி வயதெல்லையை 6-16 வரை நீடிக்க மற்றும் அதற்கமைய 11 ஆம் தரம் வரையான கல்விக்கான பங்கேற்பினை மேம்படுத்தல்.
- இலவசக் கல்விக் கொள்கையினைத் தொடர்ச்சியாக முன்னெடுப்பதனை உறுதிப்படுத்தல்.
- ஆரம்ப மற்றும் இடைநிலைக் கல்வியின் பண்புசார் தரம் மற்றும் கல்விப் பிரவேசத்திற்கான சந்தர்ப்பங்கள் தொடர்பில் காணப்படும் முரண்பாடுகளை கட்டுப்படுத்துவதனை உறுதிப்படுத்தல்.



- பாடசாலை செல்ல வேண்டிய வயதெல்லையில் உள்ள இருப்பினும் பாடசாலை செல்லாத மாணவர் எண்ணிக்கையினை மட்டுப்படுத்தல் (கல்வி துறைசார் அபிவிருத்திக் கோட்பாடு மற்றும் வேலைத்திட்டங்கள் (2006-2011) இன் கீழ் 6-14 வயதில் பாடசாலை செல்லாத 50,000 மாணவர் எண்ணிக்கையைப் பாடசாலை முறைமையில் இணைத்துக் கொள்வது இலக்காகும்) மற்றும் விசேடமாகப் பாதகமான சூழல்கள் மீது பாடசாலை மாணவர்கள் ஈர்க்கப்படுவதனைக் கட்டுப்படுத்தல், பங்கேற்பு மற்றும் நிலைத்து நிற்கும் விகிதாசாரத்தினை மேம்படுத்தல்.
- சமநியாயக் கல்விப் பிரவேச சந்தர்ப்பங்கள், பண்புசார் கல்விப் பிரவேசத்திற்கான சந்தர்ப்பங்கள் மற்றும் மாணவர் கற்றல் அடைவு மட்டத்தினை மேம்படுத்தக் கூடியவாறு பிரதேச சமநிலையின்மையினை கட்டுப்படுத்தல்.
- பாடசாலை செல்லாத பிள்ளைகளைப் பாடசாலைக்கு அல்லது முறைசாராக் கல்வியில் இணைத்துக் கொள்ளக் கூடியவாறு முறைசாராக் கல்வி வேலைத்திட்டங்களை விரிவுபடுத்தல் மற்றும் பலப்படுத்தல். இதற்காக விரிவான மற்றும் முறைசாராக் கல்வித் துறைக்கு இடையிலான இணைப்பினைப் பலப்படுத்தல்.
- விசேட தேவைகள் கொண்ட மாணவர்களின் கல்வி உரிமை மற்றும் வரப்பிரசாதங்களை உறுதிப்படுத்தக் கூடியவாறு உள்ளீட்டுக் கல்வியினைப் பலப்படுத்தல்.
- பிரிவேனாக் கல்வியினைப் பலப்படுத்தல்.
- பாடசாலைச் சுகாதாரம் மற்றும் போசாக்கு வேலைத்திட்டங்களைப் பலமுடன் அமுல்படுத்தல்.
- அவசர மற்றும் அனர்த்த சந்தர்ப்பங்களை எதிர்கொள்ளக் கூடியவாறு பாதுகாப்பு மிக்க கற்றல் சூழல் உருவாக்கப்படுவதனை உறுதிப்படுத்தல். இதற்காக பண்புசார் தரமிக்க பாடசாலை மட்டத்திலான ஆலோசனைச் சேவையினை அமுல்படுத்தலும், சிறுவர் உரிமைகளைப் பாதுகாக்கக் கூடியவாறு மாகாண மற்றும் வலய மட்டத்தில் குழுக்களை அமுல்படுத்தல்.
- முதியோருக்காக சுகாதாரப் பழக்கங்கள் மற்றும் பிள்ளைகளுக்கான பாதகமான சுகாதார விடயங்கள் தொடர்பில் அறிவுறுத்துவதனை விருத்தி செய்தல். இலங்கையின் தற்போதைய கல்விக் கொள்கை மற்றும் கலாச்சார அடையாளங்களுக்கு ஏற்றவாறு நோக்கங்களை எட்டக் கூடியவாறு பாடவிதானங்களைச் சமகாலப்படுத்தல்.
- பாடசாலை மாணவர்கள் தொடர்பில் விசேட கவனத்துடன் வயதுவந்தோருக்காக உளத் திருப்தியினை அதிகரிக்கக் கூடிய வேலைத்திட்டங்களை முன்னெடுத்தல்.
- தற்கொலையினை ஒழிப்பதற்காக பெற்றோர் ஆசிரியர்கள், அதிபர்கள் மற்றும் சமூகத்தின் பாரிய ஒத்துழைப்புக்களைப் பெற்றுக் கொள்ளல்.
- சிறுவர் உரிமைகளை மீறுவோருக்கு எதிராக தீவிர தண்டனைகள் மற்றும் பல்வேறுபட்ட வகையிலான ஏனைய தண்டனைகளை பாடசாலை மட்டத்தில் இருந்து நீக்குவதற்கு உரிய சட்டங்களை அமுல்படுத்தல் மற்றும் அது தொடர்பாகப் பாடசாலைச் சமூகத்தை அறிவுறுத்தல்.
- பாதகமான பிரதேசங்களில் வாழும் பாடசாலை மாணவர்களை அதிலிருந்து மீட்டெடுக்கும் செயற்பாடுகளும், மீள்பாடசாலைகளை இணைத்துக் கொள்ளும் வேலைத்திட்டங்களும், இடைவிலகல்களை நிறுத்துவதற்காக தலையீடு செய்வது தொடர்பான வேலைத்திட்டங்களையும் அமுல்படுத்தல்.
- பாதகமான மற்றும் அவசர சந்தர்ப்பங்களில் பாதுகாப்பு மற்றும் பாதுகாப்பு மிகுந்த கற்றல் சூழல்களை உறுதிப்படுத்தல்.

## **தொனிப்பொருள் 2: ஆரம்ப மற்றும் இடைநிலைக் கல்வியின் பண்புசார் தரத்தினை மேம்படுத்தல்**

- சாதாரண கல்வி மட்டம் மற்றும் உயரிய இடைநிலைக் கல்வி மட்டத்தில் உரிய தேர்ச்சியினை அடிப்படையாகக் கொண்ட நியாயம்/சம தரத்திலான பாடவிதான பல்வகைப்படுத்தல் மற்றும் விருத்திகள்.
- ஆரம்ப மற்றும் இடைநிலைக் கல்விக்கான சமநியாய கல்விப் பிரவேச சந்தர்ப்பங்களை உறுதிப்படுத்தக் கூடியவாறு மற்றும் முழுமையான பங்கேற்பினை உறுதிப்படுத்தக் கூடியவாறு வினைத்திறன் மிக்க ஆரம்ப மற்றும் இடைநிலைப் பாடசாலை வலையமைப்பினைத் தாபித்தல்.
- உயர் மட்டத்திலான பண்புசார் தரம் கொண்ட சமநிலையான கற்றல் சூழலை வழங்குவதன் ஊடாக மாணவர்களின் கற்றல்களின் பயன்களைப் பெறல், உயர் மட்ட திறமைகளை விருத்தி செய்தல், அதனை வாழ்வில் எதிர்கொள்ள வேண்டிய சவால்கள் மற்றும் பிரச்சினைகளுக்காக முழுமையான பாடவிதானம் (அவ்வாறாயின் விஞ்ஞானம், கணிதம், ஆங்கிலம், வெளிநாட்டு மொழி, தகவல்தொழிநுட்பம், வர்த்தகம்

மற்றும் வர்த்தகக் கற்கை, தொழிநுட்பப் பாடங்கள், அழகியற் பாடங்கள்) கற்பித்தல் மற்றும் கற்றலுக்கான சந்தர்ப்பத்தினை வழங்குதல்.

- விஞ்ஞானக் கல்விக்காக சம நியாத்தை இடைநிலைக் கல்வி வசதிகளை ஏற்படுத்தல் மற்றும் வளம் மற்றும் ஆசிரியர்களை வழங்குதல்.
- கடந்த காலங்களுக்குள் விசேடமாக வடக்கு மற்றும் கிழக்கு மாகாணங்களில் காணப்படும் பயங்கரவாத மோதல்களினால் பாதிக்கப்பட்ட மாணவர்களது கல்வி மட்டத்தினை மேம்படுத்தக் கூடியவாறான கல்வி அபிவிருத்திகளைத் துரிதப்படுத்தல்.
- அடிப்படை வசதிகள் மற்றும் உயர்கல்வி மட்டத்தில் கற்றல் வசதிகளை சகல பாடசாலைகளிலும் வழங்கும் தேசிய அளவைகளுக்கு அமைய உறுதிப்படுத்தல்.
- தாய்மொழி மூலம் கல்வி பெறுவதற்கான உரிமைகளை உறுதிப்படுத்தல்.
- தாய்மொழி அல்லது ஆங்கிலத்தை தமது விருப்பத்திற்குரியவாறு தேர்ந்தெடுக்கும் ஊடகங்கள் மூலம் கல்வி பெறுவதற்கான இரட்டை மொழிக் கற்கைச் சந்தர்ப்பங்களை உருவாக்குதல்.
- சகல மாணவர்களுக்கும் விளையாட்டில் ஈடுபடுவதற்கான உரிமைகளை வழங்குதல்.
- க.பொ.த. (உ.த.) இற்காக தகைமை பெறும் மாணவர் எண்ணிக்கை விகிதாசாரத்தினை மேம்படுத்துவதற்காக மற்றும் க.பொ.த. (உ.த.) விஞ்ஞான மற்றும் வர்த்தகப் பாடவிதானத்தினைக் கற்பிப்பதற்கான சந்தர்ப்பத்தினை விரிவுபடுத்தல்.
- தேசிய மற்றும் சர்வதேச மதிப்பீடுகளுக்காக பங்கேற்று, மாணவர்களின் கற்றல் அடைவு மட்டங்களை மேம்படுத்தல் மற்றும் அதன் மூலம் வெளியிடப்படும் தகவல்கள் கொள்கைத் தீர்மானத்துக்காகப் பயன்படுத்தல் மற்றும் மீளுட்டல் வேலைத்திட்டங்கள், பரிந்துரைகளை திட்டங்களில் உள்ளடக்கி அமுல்படுத்தல்.
- பாதகமான கற்றல் சூழலில் வாழும் மாணவர்கள் மற்றும் பகிரப் பரீட்சைகளில் சகல பாடங்களிலும் சித்தியெய்யாத மாணவர்களின் பாட அடைவு மட்டத்தினை மேம்படுத்துவதற்காக விசேட செயற்பாடுகளை அமுல்படுத்தல், விசேட கற்றல் முறைகள் மற்றும் மேற்பார்வை வேலைத்திட்டங்களை அறிமுகப்படுத்தல்.
- பாடசாலை மட்டத்தில் உற்பத்தித் திறனுடன் கூடிய திறமை விருத்தி தொழில்நுட்ப தொழில்கல்வி, உயர்கல்வி மற்றும் உரிய ஏனைய கல்வி துறைசார் செயற்பாடுகள் ஊடாக இணைப்புக்களை ஏற்படுத்துவதன் மூலம் செயற்பாட்டினை யதார்த்த பூர்வமாக்குதல்.
- விஞ்ஞானம், கணிதம் மற்றும் ஆங்கிலம் உட்பட சகல பாடங்களையும் கற்பிப்பதற்காக ஆசிரியர்களின் நிலைப்படுத்தலை விரிவுபடுத்தல், அப்பாடங்களினைக் கற்பிக்கத் தேவையான நவீன தொழிநுட்ப கற்றல் கற்பித்தல் உபகரணங்களை வழங்குதல்.
- ஆசிரியர்களின் தொழில்சார் கௌரவத்தினை மேம்படுத்துவதற்காக அவர்களது தொழில்சார் செயற்பாட்டுப் பணிகளில் அதியுயரிய உற்பத்தித் திறனை மேற்கொள்வதற்கு தேவையான சூழலை உருவாக்குதலும் அதன் மூலம் எதிர்கால அறிவினை அடிப்படையாகக் கொண்ட பொருளாதாரத்துக்கு, சமூகத்துக்குத் தேவையான கற்ற மாணிட மூலதனத்தினை உருவாக்குவதனை அடிப்படையாகக் கொண்டு பாடசாலையின் கல்வி முறைமையினை மாற்றியமைத்தல்.
- வேலை உலகிற்குப் பொருத்தமான மற்றும் வேலை உலகின் கேள்விகள் தொடர்பாக மாணவர்/பாடசாலையை விட்டு விலகும் மாணவர்களை அறிவுறுத்தப்படும் முறையில் மாணவர் வழிகாட்டல் மற்றும் ஆலோசனை வேலைத்திட்டங்களை அமுல்படுத்தல்.
- சமூக நல்லிணக்க மற்றும் சமய இணக்கப்பாடுகளை பாடசாலைகள் ஊடாக விருத்தி செய்தல்.
- விழுமியக் கல்வி மற்றும் மானிட உரிமைகள் தொடர்பான கல்வியினை பாடவிதானத்தில் உள்ளடக்குதல்.
- மதிப்பீடு, மேற்பார்வை மற்றும் பரீட்சை முறைகளை நவீன மயப்படுத்தலும் மறுசீரமைத்தலும்.
- பாடசாலைப் பாடங்களுடன் பாட உள்ளடக்கத்தின் பண்புசார் தரத்தினை மேம்படுத்தல் மற்றும் உரிய நேரத்திற்கு பாடசாலைப் பாடநூல்களை மாணவர்களுக்கு வழங்குதல்.

### **தொனிப்பொருள் 3: கல்வியின் சிறந்த நிர்வாகம் மற்றும் சேவை வழங்கலைப் பலப்படுத்தல்**

- பாடசாலை பெற்றோருக்கு மற்றும் சமூகத்துக்குப் பொறுப்புக் கூறும் நிறுவனம் என்பதனால் பாடசாலையை அடிப்படையாகக் கொண்ட திட்டமிடல்களை கட்டியெழுப்பும் வேலைத்திட்டங்களை பலமுடன் அமுல்படுத்தல்.

- சகல ஆரம்பப் பாடசாலைகளிலும் சிறுவர் நட்புறவு பாடசாலைப் பிரவேசங்களைப் பலப்படுத்தல்.
- எதிர்காலத்தில் பயனாளிகளுக்கு மிகுந்த பயன் கிடைக்கக் கூடியவாறு முகாமைத்துவ மற்றும் நிதிசார் தீர்மானங்களை எடுக்கும் அதிகாரங்களை பாடசாலைகளுக்குப் பொறுப்பளிக்கப்படுவதனால் பொறுப்புக்கள் மற்றும் உரியவாறு கல்விச் சேவை வழங்கலை உறுதிப்படுத்தல்.
- அதிபர்களின் மற்றும் கல்வி நிர்வாகிகளின் தொழில்சார் தரத்தினை மேம்படுத்த மற்றும் அதற்குத் தேவையான பட்டப்பின் பட்ட கல்வி டிப்ளோமாவினைத் தொடர்வதற்கு சந்தர்ப்பம் வழங்கல், அதனால் இலங்கை அதிபர் சேவையின், இலங்கை ஆசிரிய கல்வியிலாளர் சேவை, இலங்கை கல்வி நிர்வாக சேவையின் உத்தியோகத்தர்களை சேர்த்துக் கொள்ளல், நிலைப்படுத்தல், பதவியுயர்வு மற்றும் தொழில்சார் அபிவிருத்தி வேலைத்திட்டங்களை விரிவான மற்றும் நியாயமான அடிப்படையில் மேற்கொள்ளல்.
- அதிபரின் தொழில்சார் விருத்திக்காக அதிபர் பயிற்சி அக்கடமியைத் தாபித்தல்.
- வலயக் கல்வி அலுவலகம், வலய முகாமைத்துவப் பிரிவாக கோட்டக் கல்வி அலுவலகம், கல்வி துணை/உதவிப் பிரிவாகப் பலப்படுத்தல்.

#### **அடிப்படை தொனிப்பொருள்: கல்வித் துறைசார் அபிவிருத்தி மறுசீரமைப்புத் திட்டங்கள்**

- பொருளாதார விஞ்ஞான சம நியாயம் மற்றும் வினைத்திறனை உறுதிப்படுத்தும் வகையில் வளப் பகிர்வு, நிதி மற்றும் திட்டமிடல்.
- பொதுக் கல்வித் துறையில் கல்வித் திட்டமிடல், வரவுசெலவு, ஆராய்ச்சி மற்றும் மேற்பார்வை மதிப்பீட்டுக் கலாச்சாரத்தைப் பலப்படுத்தல்.
- கல்வி முகாமைத்துவத் தகவல் முறைமையினை பலப்படுத்தல்.
- தேசிய மதிப்பீட்டு முறைமையை இலங்கையில் தாபித்தல், ஆரம்பக் கல்வியின் (4ம் தரம், கணிதம், தாய்மொழி மற்றும் ஆங்கிலம்) மற்றும் இடைநிலைக் கல்வியின் (8ம் தரம் : கணிதம், விஞ்ஞானம் மற்றும் ஆங்கிலம்) மாணவர் கற்றல் அடைவு மட்டத்தினை அளவீடு செய்வதற்கான தேசிய மதிப்பீடுகளைத் தொடர்ச்சியாக முன்னெடுத்தல் மற்றும் அதன் மூலம் தெரியவரும் தகவல்கள் மற்றும் பெறுபேறுகளை கல்வி அபிவிருத்தித் திட்டமிடலில் உள்ளடக்கி அமுல்படுத்தல்.

#### **எதிர்பார்க்கப்படும் முடிவுகள்/பெறுபேறுகள்:**

கல்வித் துறைசார் அபிவிருத்திக் கோட்பாடுகள் மற்றும் வேலைத்திட்டங்கள் (2012 - 2016) இன் கீழ் திட்டமிடப்பட்டுள்ள சகல வேலைத்திட்டங்கள், உபாயங்களை அமுல்படுத்துவதற்காக கீழ்க்குறிப்பிடப்பட்ட எதிர்பார்க்கப்பட்ட முடிவுகள்/பெறுபேறுகள் பெறப்பட்டுள்ளன.

#### **தொனிப்பொருள் 1: ஆரம்ப மற்றும் இடைநிலைக் கல்வியின் சமநியாய கல்விப் பிரவேச சந்தர்ப்பங்களை மேம்படுத்தல்**

- ஐஐ ஆம் தரம் (16 வயது வரை) மாணவர்களின் பங்கேற்பு விகிதாசாரத்தினை மேம்படுத்தல்.
- 9ம் தரத்திலிருந்து 10ம் தரத்துக்கு சித்தியடையும் மாணவர்களின் விகிதாசாரத்தினை மேம்படுத்தல்.
- தேறிய இணைந்து கொள்வதற்கான விகிதாசாரம் மற்றும் தேறிய இணைந்து கொள்வதற்கான விகிதாசாரத்தினை மேம்படுத்தல்.
- மாகாணத்தினால் தீர்மானிக்கப்பட்ட இலக்குகளுக்கு அமைய பாடசாலைகளுக்குச் செல்லாத மாணவர் எண்ணிக்கையினை போதியளவு மட்டுப்படுத்தல்.
- முறைசாராக் கல்வி மற்றும் விசேட கல்வி வேலைத்திட்டங்களை அமுல்படுத்தல்.
- விசேட கல்வித் தேவைகள் கொண்ட ஆரம்ப மற்றும் இடைநிலைக் கல்விக்காக சம கல்விச் சந்தர்ப்பங்களை உறுதிப்படுத்தல்.
- பிரிவெனாக்களுக்காக அடிப்படை வசதிகளை வழங்குதல்.
- சகல பாடசாலைகளையும் பாதுகாப்பு மிகுந்த தரத்தினை உறுதிப்படுத்தல்.
- பாடசாலைகளினால் தண்டனை வழங்கும் முறையினை ஒழித்தல்.

- அனர்த்த முபகாமைத்துவத்தினைப் பலப்படுத்தல்.
- பாடசாலைப் பாடநூல், பாடசாலை சீருடை, தேவையான மாணவர்களுக்கான பசுலுணவு மற்றும் புலமைப்பரிசில் வழங்குவதற்கான கோரிக்கையின் அடிப்படையில் கல்வி நலன்புரிப் பணிகளை முன்னெடுத்தல் மற்றும் உரிய பயனாளிகளுக்கு அச்சேவையினை வழங்கல்.
- சகல பாடசாலைகளையும் தழுவக் கூடியவாறு பாடசாலை ஊக்குவிப்பு வேலைத்திட்டங்களை அமுல்படுத்தல்.

## **தொனிப்பொருள் 2: ஆரம்ப மற்றும் இடைநிலைக் கல்வியின் பண்புசார் தரத்தினை மேம்படுத்தல்**

- பணி உலகின் கேள்விகளுக்கு ஏற்றவாறு தேர்ச்சியைப் பெறுவதனை உறுதிப்படுத்தும் வகையில் தேசிய பாடவிதானத்தை மறுசீரமைத்தல்.
- ஆரம்பப் பாடசாலை வலையமைப்புக்காக இடைநிலைப் பாடசாலைகளை அபிவிருத்தி செய்யும் வேலைத்திட்டத்தின் கீழ் 1000 இடைநிலைப் பாடசாலைகள் மற்றும் 5000 ஆரம்பப் பாடசாலைகள் விருத்திசெய்யப் பட்டிருத்தல்.
- உயர் மட்டத்திலான கற்றல் சூழல் ஊடாக முதலீடு மற்றும் பாதுகாப்பு மிகுந்த பாடசாலை முறைமையினை உருவாக்குதல்.
- தேசிய அளவுகளுக்கு அமைய அடிப்படை மற்றும் உயர் மட்டத்திலான கற்றல் வசதிகளை சகல பாடசாலைகளுக்கும் வழங்குதல்.
- தாய்மொழியில் கல்வி பெறுவதனை உறுதிப்படுத்தல்.
- மாணவரின் இயலுமைகளுக்கு இணங்க கணிதம் மற்றும் விஞ்ஞானப் பாடவிதானத்தைப் பல்வகைப்படுத்தல்.
- இரட்டை மொழிக் கல்விக்கான பாட உள்ளடக்கம் மற்றும் மொழியினை கற்றல் கோட்பாடுகளைத் தாபித்தல்.
- சகல இடைநிலைப் பாடசாலைகளிலும் குறைந்தபட்சம் மூன்று விளையாட்டுக்களையேனும் மாணவர்களுக்காக அறிமுகப்படுத்தல்.
- தாபன மற்றும் ஆசிரிய அபிவிருத்திக் கோட்பாட்டு கல்வி முறைமையினை நிலைப்படுத்தல்.
- க.பொ.த. (சா.த.) இன் கீழ் கணிதம், விஞ்ஞானம், ஆங்கிலம் மற்றும் தாய்மொழி (சிங்களம் மற்றும் தமிழ்) பாடங்களுக்காகவும், க.பொ.த. (உ.த.) இன் கீழ் இரசாயனவியல், பௌதீகவியல், கணிதம், உயிரியல் மற்றும் கலை வர்த்தகப் பாடவிதானங்களில் தேர்ந்தெடுக்கப்பட்ட பாடங்களுக்கான பகுப்பாய்வுகள் 2016 ஆம் ஆண்டில் வெளியிடல்.
- க.பொ.த. (உ.த.) பரீட்சைக்காக 2016 ஆம் ஆண்டளவில் கீழ்க்குறிப்பிடப்பட்ட விகிதாசாரங்களைக் கொண்ட அவ்வப் பாட விதானங்களின் கீழ் தோற்றுதல்.
  - 2010 ஆம் ஆண்டளவில் 22.5மூ மான விஞ்ஞானப் பாடவிதானத்தில் தோற்றும் மாணவர் எண்ணிக்கை 40மூ இனால் அதிகரித்துள்ளது.
  - 2010 ஆம் ஆண்டளவில் 25.2மூ என்ற வர்த்தகப் பாடவிதானத்தில் தோற்றும் மாணவர் எண்ணிக்கையினை 35மூ வரை அதிகரித்திருத்தல்.
  - 2010 ஆம் ஆண்டளவில் 52.3மூ மான கலைப் பாடவிதானத்தின் கீழ் தோற்றிய மாணவர் எண்ணிக்கையினை 25மூ என்ற மட்டத்தில் பேணுதல்.
- ஆரம்ப மற்றும் இடைநிலை தரங்களின் மாணவர்களின் அடைவு மட்டத்தினை அளவீடு செய்வதற்காக தேசிய மதிப்பீட்டு முறைகளை அடிப்படை ரீதியில் அமுல்படுத்தல்.
- குறைந்த அடைவுமட்டம் கொண்ட மாணவர்களின் கற்றலுக்குத் தேவையானவாறு விசேட கற்றல் முறைகளை அமுல்படுத்தல் மற்றும் அதற்குரிய வசதிகளை வழங்குதல்.
- பாடசாலைப் பாடநூல்களின் பண்புசார் தரத்தினை மேம்படுத்துவதற்காக மேற்பார்வைக் குழுச் செயற்பாடு மற்றும் பாடநூல்களின் 100மூ பொருத்தமானதாக இருத்தல், விசேடமாக மொழி, வரலாறு, ஆங்கிலம், கணிதம் மற்றும் விஞ்ஞானப் பாடங்களின் பண்புசார் தரத்தினை மேம்படுத்தல்.
- பாடசாலைகளின் சமூக நல்லிணக்க வேலைத்திட்டங்களை விருத்தி செய்தல்.
- தொழில்சார் வழிகாட்டல்கள் மற்றும் ஆலோசனை வேலைத்திட்டங்களை அமுல்படுத்தல்.
- தரம் மற்றும் தர வேலைத்திட்டப் பகுப்பாய்வுகள் உட்பட சமகாலப்படுத்தி சகல மாகாணங்களிலும் இவ்வேலைத்திட்டத்தை அமுல்படுத்தல்.



## Executive Summary (English)

The Education Sector Development Framework and Programme (ESDFP) from 2006 to 2011 had been implemented successfully achieving the key targets during the plan period following a sector-wide approach (SWAp). The ESDFP performed well in terms of achievements of results (targets), disbursement of external financial resources, coordination between central and provincial levels and in implementation of planned activities. The plan for the second stage of ESDFP for the period 2012 to 2016 was prepared on the same principles as the first stage of ESDFP. But due to the delay in finalising the agreement with the World Bank and the Government of Sri Lanka (GOSL), funding was not available until the third quarter of the year 2012. However with the funds allocated from the government consolidated fund and the other sources, activities envisaged for the year 2012 have been implemented.

On the basis of the concept of rolling planning, the MoE has developed this plan for the period 2013 to 2017. It continues with the same goal of transforming the Sri Lankan school system to lay the human capital foundation for a knowledge-based economy focusing on the development of well-rounded personalities of all students. The ESDFP (2013-2017) will continue with the same broad policy framework as was followed in the ESDFP (2012-2016) for primary (grades 1-5) and secondary education (grades 6-13).

The policy framework continues on the basis of the proposals of the Mahinda Chinthana Vision for the Future (MCVF, 2010) and the national guidelines of the 'Emerging Wonder of Asia' (MFP, 2010). It is aligned with the directions of the Education for All (EFA) initiative and the Millennium Development Goals (MDGs). Further, references have been made to the GoSL policy documents, researches and studies, national assessments of student achievements and school census data in the process of developing ESDFP (2013-2017). In addition, the working papers and the concept papers developed on curriculum revision, various subjects in the curriculum, teacher education, student assessment and publication of textbooks were also used for reference. The results framework of ESDFP (2006-2011) and the programme completion and impact review reports were also used to enrich the contents of the general education sector strategic plan. In preparing this plan, consultations and discussions were held with the national and provincial education counterparts, the Department of National Planning, Department of External Resources and the Department of National Budget of the Ministry of Finance and Planning. The Ministry of Education (MoE) also consulted relevant stakeholders and development partners and drafts of this medium-term education sector development plan were shared with them for their comments and suggestions. Accordingly, a blend of a bottom-up and top-down as well as horizontal approach to planning was used.

During the year 2012, the free education policies of the GOSL were continued. In addition to free education, supply of free textbooks, school uniforms, school medical inspections, midday meal, subsidised transport and bursaries for students from low income families on merit were maintained at last year's level or were enhanced. Non-formal education (NFE) programmes and facilities for special education were further strengthened. Allocations for provision of sanitation facilities to schools and midday meal to primary schoolchildren increased substantially.

The programme for the development of 1,000 secondary schools and networks of feeder primary schools was launched in 2012. Out of the 1,000 secondary schools, 405 schools identified for the 1<sup>st</sup> phase received funds to construct Mahindodaya Technological Laboratories and 1,680 feeder primary schools were provided with SLRs. 500,000.00 each to improve the infrastructure and other facilities. Further, steps were taken to recruit 1,000 ICT teachers, 1,000 science and mathematics teachers and 1,000 English teachers and to appoint for the selected 1,000 secondary schools.

Regarding activities coming under theme two, initial work relating to curriculum revision and upgrading has been completed. The subject curriculum committees of the NIE have held discussions with teachers, principals, ISAs and other stakeholders and identified the changes to be made to the curricular content.

In the primary education the child-friendly approach (CFA) has been strengthened and standards for each key stage have been identified.

Further, actions have been taken to strengthen zonal education offices in order to improve the quality of education and strengthen governance and service delivery. Under this component, SLRs 500,000.00 from the World Bank-funded TSEP provincial allocation (2012) has been allocated to each of the education zones. These funds were used to improve the working environment at zonal education offices and complete arrears of work.

Under the foundation theme, SLRs 400,000.00 has been granted as a SBLIG for each of the 405 secondary schools (both national and provincial schools) which are selected for the development under the 1,000 secondary schools programme, phase 1 in 2012. These grants were used to improve the basic facilities at schools and implementation of special projects which are related to improve learning outcomes of students.

Moreover, in 2012, the MoE initiated several policy dialogues and symposia to share experiences and obtain analytical views from education and development policymakers, educationists, economists, researchers and academics on contemporary general educational policies and gaps in the existing system, human development requirements for the future economy, assuring balanced personality development of students, transforming primary and secondary education towards excellence, and an inter-sectoral approach to education linking general education, tertiary education and higher education for better results.

This plan is organised under the following key policy themes:

**Theme 1:** Increase equitable access to primary and secondary education;

**Theme 2:** Improve the quality of primary and secondary education;

**Theme 3:** Strengthen governance and service delivery of education;

**The foundation:** Overarching education sector development rolling plan; and

**Crosscutting activity:** Results-based monitoring and evaluation.

The key characteristics of the ESDFP (2013-2017) can be briefly stated as follows:

- i. It is a comprehensive education sector development framework;
- ii. It is embedded with a multi-year education budgetary framework, medium-term, education planning approach and a results-based monitoring and evaluation system;
- iii. It is focused on transforming schools so as to be the foundation of the future knowledge economy;
- iv. It emphasises the devolution of decision-making powers and authorities to the school level; and
- v. It is a coordinated contribution of GoSL and development partners for the achievement of educational results and outcomes.

The purpose is to address prevailing issues relating to equity, equality, quality and efficiency considerations in the general education sector and to transform the Sri Lankan school system so as to lay the human capital foundation for a knowledge economy in accordance with the macro-policy framework (i.e. MCVF (2010), Emerging Wonder of Asia (MFP, 2010), national educational policies, EFA initiative and MDGs.

### **Strategic objectives**

#### **Theme 1: Increase equitable access to primary and secondary education.**

- Continuation and strengthening of free education: free education in all government and assisted schools will continue as a basic commitment [All students will be provided with free textbooks from grades 1 to 11 and a set of school uniforms annually. Student welfare measures such as the mid-morning meals for children in disadvantaged schools, subsidised transport and bursaries on a means test for high performing students will continue. Further, provide an additional set of school uniform material and a pair of shoes for children in disadvantaged areas and provide additional egg to the school meal and a glass of milk to deserving secondary school children in selected schools].



- The upper age limit for compulsory span of schooling will be increased to 16 years of age and the regulations amended accordingly. Schooling facilities will be made available to all children of this age-group to attend a school or a vocational training centre. School attendance committees will be re-organised and strengthened effectively to implement compulsory school attendance regulations
- Establish an efficient and viable network of primary and secondary schools ensuring equitable access and full-participation in primary education and science and technology at the secondary level of education. This will enable students to receive good quality education within their own neighbourhood.
- NFE programme will be strengthened to ensure the enrolment of all out-of-schoolchildren (OOSC) either in a formal school after an orientation in a literacy centre or a vocational training centre.
- While continuing with the present policy of inclusive education for those children with special education needs (SEN), teachers will be trained to identify children with SEN. The number of schools with special education units will be increased to meet the demand.
- Support the development of Pirivena education.
- Strengthen school health and nutritional status of schoolchildren.
- Improve awareness on adolescent health and empower teenagers to reduce risk behaviours and teenage pregnancies.
- Improve the psycho-social wellbeing of adolescents with special emphasis on children in schools.
- Create greater parent, teacher, principal and community support to prevent adolescent suicides.
- Ensure provision of safe and protective learning environment in line with emergencies and disasters and ensure functioning of quality counselling services at schools and child rights vigilance committees at province/zone levels.
- Elimination of corporal and other degrading forms of punishments which violate child rights in the schools through regulations and create awareness among school communities in this connection.
- Strengthen disaster risk responses, hazard mapping for identification of vulnerabilities, emergency communication mechanisms, rescue operations, catch-up education programmes/gap filling education interventions for children of school going age.

**Theme 2: Improve the quality of primary and secondary education.**

- Upgrade curriculum to meet this objective taking into account the cultural identities of Sri Lanka and the current educational policy concerns.
- Ensure that the primary curriculum is child centred, activity-based and lead to the mastery of key competencies, while the secondary curriculum inculcates essential competencies and higher-order skills and generic skills required for success in life.
- Provide a high quality, inclusive and educationally balanced learning environment that promotes students learning and acquisition of cognitive and generic skills essential for facing problems in life through teaching and learning of a full-curriculum comprising science, mathematics, national and foreign languages, ICT, commerce and aesthetics and specialisation at collegiate level.
- An accelerated development programme to improve education in the areas that were affected by the conflict in the NP and EP and adjacent villages.
- Provide basic facilities and higher-order learning facilities at all schools based on the national norms specified by the MoE on the physical facilities and the required teaching cadres.
- Promote the learning of languages, first language, English, bilingual education by improving facilities for learning languages and training of teachers.
- Promote every child to participate in co-curricular activities (CCAs) and extra-curricular activities in order to develop their talents and acquisition of soft skills.
- Take measures to improve student performance at public examinations and at national assessments.

- Take special measures to develop and introduce special teaching and supervision methodologies to assist students who fail all subjects, as a result of shortcomings in the education environment and the environment at home.
- Streamline deployment of teachers of English, mathematics and science (all subjects) to schools and all such teachers are trained and equipped with modern methodologies in teaching.
- Improve the professionalism and dignity of teaching profession and enable them to deliver the curriculum through transforming the school system with a view to linking the human capital foundation to Sri Lanka as the future knowledge economy.
- Identify alternative forms of teacher training (e.g. SBTD, e-learning, distance-mode teacher education etc.) and develop teacher education curricula to facilitate such modes.
- Promote civic consciousness, national cohesion, social and religious harmony through the curriculum as well as CCAs in schools.
- Strengthen career guidance and counselling (CG&C) to mentor students with problems and orient general education towards the world of work and create awareness of the opportunities available in keeping with ones' aptitudes.
- Strengthen awareness programmes among adolescent girl children through career guidance, NFE and technical education programmes especially in the schools located in rural-disadvantaged areas and the plantation sector and mothers/women through NFE on improving earning capacity.
- Modernise the examination systems to improve its validity and reliability.
- Improve quality and ensure timely delivery of textbooks.

### **Theme 3: Strengthen governance and service delivery of education.**

- Strengthen programme for school improvement (PSI) and accountability of schools to the parents and the community.
- Strengthen child-friendly school approach (CFSA) in all primary schools.
- Delegate managerial and financial decision-making powers to schools and thereby ensure high accountability and timely service delivery to the beneficiaries.
- Improve the professionalism of the principals and education administrators and provide them with opportunities to pursue postgraduate studies. Thus, recruitment, deployment, promotions and professional development of the personnel belonging to SLPS, SLTES and SLEAS will be streamlined.
- Establish a South Asian centre for teacher educators' professional development.
- Establish an Academy for Principals' professional development.
- Strengthen education zones as management units and the education divisions as education development units (academic supportive unit).

### **The Foundation: Overarching education sector development rolling plan.**

- Strengthen education planning, budgeting, research, monitoring and evaluation cultures in the general education sector.
- Strengthen education management information system (EMIS).
- Conduct regular national assessments (NAs) of learning outcomes in primary (grade 4: English, mathematics and first language) and in secondary (grade 8: English, science and mathematics) and the results are used for development of the rolling strategic and annual sector plans.
- Develop productivity enhancement skills from the school level and materialise this through establishing linkages and partnerships with technical and vocational education, higher education and other relevant sectors.

## **Anticipatory outcomes**

The central outcomes of the ESDFP (2013-2017) are described below.

### **Theme 1: Increase equitable access to primary and secondary education**

- Survival rates of students up to grade 11 (age 16 years) are increased 84 per cent in grade 11 in 2011 to 100 per cent by 2017.
- Transition rates from grade 9 to grade 10 are increased.
- Net enrolment rates (NERs) and gross enrolment rates (GERs) in the government schools are increased.
- OOSC reduced according to targets set by the provinces.
- NFE and special education programmes are strengthened.
- Demand-side measures: textbooks, uniforms, mid-morning meals for needy children and scholarships are continued and delivered timely.
- Equal educational rights of students with SEN in primary and secondary education ensured.
- Basic facilities of Pirivenas improved.
- Health promoting programmes (inclusive of school health, adolescent health, reducing risk behaviours, preventing drug abuse, preventing suicide, psycho-social well-being) are expanded to cover all schools.
- Schools are certified as having a safe and protective learning environment.
- Corporal punishments and other degrading punishments are prohibited.
- Strengthen management of disaster risks.
- Transformed 1,000 secondary schools and 5,000 primary schools to ensure the achievement of the objectives of knowledge-based development of future Sri Lanka, as envisaged in the MCVF (2010).

### **Theme 2: Improve the quality of primary and secondary education**

- The competency-based national curriculum is upgraded with a high-quality link towards meeting the needs of the world of work.
- Schools with safe, protective and high-quality learning environment.
- The mathematics and science curricula are diversified to meet the abilities of students.
- Expand science and mathematics education to cover all educational divisions.
- Basic facilities and higher-order learning facilities are expanded in schools based on the national norms and criteria.
- Mother tongue education is strengthened.
- Content and language integrated learning framework (CLILF) for the bilingual education is established in schools.
- Opportunities are provided in schools to implement at least 3 sports in each secondary school.
- School-based (on-site) teacher development framework is established.
- GCE OL examination pass rates increased from 61.21 per cent in 2010 to 80 per cent by 2016.
- The percentage of students participating in GCE AL is increased in sciences from 22.5 per cent in 2010 to 40 per cent in 2016; in commerce from 25.2 per cent in 2010 to 35 per cent in 2016; and decreased in arts from 52.3 per cent in 2010 to 25 per cent in 2016.
- Student achievements at primary (first language, mathematics, English) and secondary (science, mathematics, English) levels as measured through NAs are gradually increased.
- Special teaching methodologies are adopted and facilities are provided to address learning needs of low performing students.
- Basic vocational and technical skills are improved in schoolchildren who are completing secondary education.

- Qualified teachers are available in schools for all subjects and with special reference to science, mathematics and English.
- Qualified teacher ratio by subjects is increased.
- Alternative teacher training programmes are strengthened.
- Social cohesion and value education programmes promoted in schools.
- Human rights education is promoted in schools.
- CG&C programmes are strengthened and expanded in schools.
- Item response analysis are published for mathematics, science, English and first language (Sinhala and Tamil) in the GCE OL examination, and chemistry, physics, mathematics, biology and selected arts and commerce subjects in the GCE AL examinations by 2017.
- Content quality of textbooks are improved and the review panels review and approve all relevant textbooks (languages, history, English, mathematics, science).
- The revised and updated quality assurance (QA) programme is introduced to all provinces.

### **Theme 3: Strengthen governance and service delivery of education**

- School development planning, implementation, reporting of results, and annual updating of the plan under the PSI are carried out in the schools which are identified for upgrading PSI in each year from 2013-2017.
- School Development Societies (SDSs), School Development Committees (SDCs) and School Management Committee (SMCs) are fully functional in the school system.
- CFSA is strengthened in all primary schools.
- Proportion of education professionals who have pursued postgraduate studies is increased by provinces in the system.
- Decision-making powers and authority are further devolved to the schools.
- Participation of principals and teacher educators in professional development programmes is increased.
- Professionally qualified personnel are employed as principals in the government schools and teacher educators in the teacher education institutions.
- Education zones and the education divisions are strengthened and function as management units and as education development units (academic supportive unit) respectively.

### **The foundation: Overarching education sector development rolling plan**

- Data, statistics and research evidence (including NA based information) are used in policymaking, planning and monitoring.
- Education sector rolling strategic and annual implementation plans (AIPs) are prepared and/updated.
- NAs of learning outcomes are conducted regularly in primary (grade 4: English, mathematics and first language) and in secondary (grade 8: English, science and mathematics) and the results are used for development of the rolling strategic and annual sector plans.
- The share from total recurrent education budget to support higher-order learning processes at schools is increased from 3.2 per cent in 2011 to 4.3 per cent in 2017.
- The share from total capital education budget to support development of higher-order learning spaces and higher-order capital assets at schools is increased from 42 per cent in 2011 to 42.9 per cent in 2017.
- The share from capital education budget to support maintenance of basic and higher-order learning spaces and capital assets at schools is increased from 15 per cent in 2011 to 17.5 per cent in 2017.
- Establish inter-sectoral linkages between general education with technical and vocational education and higher education.

### **Crosscutting activity: Results-based monitoring and evaluation**

- A holistic monitoring framework is developed in line with the sector strategic plan and a sound monitoring mechanism is in operation covering school, divisional, zonal, provincial and national levels.

### **Beneficiaries and benefits**

As an extension of the ESDFP (2012-2016), the ESDFP (2013-2017) also will directly benefit around four million schoolchildren, around 219,000 teachers, 15,000 school principals and deputy principals, and 3,500 educational administrators and managers. The four million schoolchildren comprise approximately 1.6 million primary and 2.4 million secondary students and they are the direct beneficiaries of this programme. It is expected that this programme will improve educational outcomes of the general education sector mainly in terms of the learning outcomes of the country's schoolchildren. Also, this programme will provide services for the school communities of more than 9,700 government schools, including parents and households of four million schoolchildren. Further, researchers, academics and free-lance consultants will be involved in this programme. Moreover, the large-scale and small-scale private sector organisations/personnel will be involved in supplying of services, materials, printing and publishing of textbooks and documents, furniture and office equipment, the constructions and maintenance of buildings.

It is expected that this programme will ultimately assure human development and will assure balanced regional development and the country's stability as a middle-income country. It will directly and indirectly contribute to reduce poverty levels and to improve the economic growth of the country. More specifically, as a long-term result of this plan, schoolchildren, as direct beneficiaries of the general education sector will contribute to the country's socio-economic development.



## List of Tables, Graphs, Figures, Diagrams, Boxes and Appendices

### Tables

Table 1.1:	Distribution of schools by province, national and provincial categories and by type ..	5
Table 2.1:	Number of schools and students benefited from the midday meal programmes .....	24
Table 2.2:	Selected secondary schools by provinces .....	28
Table 2.3:	Data related to primary education .....	32
Table 2.4:	Distribution of schools with BEP by province .....	52
Table 2.5:	BE student population by year .....	52
Table 2.6:	Analysis of GCE OL results of BE students .....	53
Table 2.7:	Performance/achievements in GCE OL subjects .....	56
Table 2.8:	Performance/achievements of the commerce stream in GCE AL subjects .....	56
Table 2.9:	Performance/achievements of the agriculture in GCE OL subjects .....	59
Table 2.10:	Performance/achievements of the agriculture in GCE AL subjects .....	59
Table 2.11:	Internal evaluation and external evaluation in schools .....	76
Table 2.12:	Details of secondary schools provided SBLIG .....	86
Table 3.1:	Medium-term budgetary requirements (2013-2017) .....	97

### Graphs

Graph 2.1	Distribution of students in GCE AL classes according to streams of study (2010) ....	43
Graph 2.2	Projected science intake for GCE AL by 2016 .....	44

### Figures

Figure 1.1:	Education administrative structure in Sri Lanka .....	2
Figure 1.2:	General organisation structure of the education system in Sri Lanka .....	3

### Diagrams

Diagram 2.1:	ESDFP (2013-2017) policy framework and strategic components .....	16
Diagram 2.2:	A framework for a curriculum reform .....	40
Diagram 2.3:	National vocational qualification (NVQ) levels .....	95

### Boxes

Box 2.1:	Proposed technology stream for GCE AL .....	41
----------	---	----

### Appendices

Appendix 2.1	Logical Framework Analysis (LFA) for key strategic components .....	134
--------------	---	-----

## Abbreviations and Acronyms

2NL	-	Second National Languages
ABOE	-	Activity-Based Oral English
ADB	-	Asian Development Bank
ADE	-	Assistant Director of Education
AIP	-	Annual Implementation Plan
AusAID	-	Australian Agency for International Development
BEd.	-	Bachelor of Education
BEP	-	Bilingual Education Programmes
CB	-	Capacity Building
CBE	-	Compulsory Basic Education
CCAs	-	Co-Curricular Activities
CD	-	Capacity Development
CEPS	-	Centre for Education Policy Studies
CFA	-	Child-Friendly Approach
CFF	-	Child-Friendly Framework
CFSA	-	Child-Friendly School Approach
CFSF	-	Child-Friendly School Framework
CG&C	-	Career Guidance and Counselling
CLC	-	Community Learning Centres
CLILF	-	Content and Language Integrated Learning Framework
CP	-	Central Province
CRC	-	Computer Resource Canters
DDE	-	Deputy Director of Education
DEP	-	Department of Education Publications
DLC	-	Desired Learning Competencies
DMT	-	Digital Monitoring Tool
DNP	-	Department of National Planning
DoE	-	Department of Examinations
DPA <sub>s</sub>	-	Development Partner Agencies
DRR	-	Disaster Risk Reduction
DRS	-	Digital Reporting System
DSD	-	Divisional Secretariat Division
ECCE	-	Early Childhood Care and Education
EFA	-	Education for All
EKSP	-	Education Knowledge Society Project
ELC	-	Essential Learning Competencies
ELT	-	English Language Teaching
EMIS	-	Education Management Information System
EP	-	Eastern Province
ERA	-	Environmental Related Activities
ESDFP	-	Education Sector Development Framework and Programme
ESDP	-	Education Sector Development Project
ESDRP	-	Education Sector Development Rolling Plan
ESRP	-	Education Sector Rolling Plan

FFS	-	Formula Funding of Schools
FLC	-	Functional Literacy Centres
GCEAL	-	General Certificate of Education (Advanced Level)
GCEOL	-	General Certificate of Education (Ordinary Level)
GER	-	Gross Enrolment Rate
GIT	-	General Information Technology
GIZ	-	German Technical Assistance Cooperation
GLOBE	-	Global Learning and Observation to Benefit the Environment
GoSL	-	Government of Sri Lanka
HRD	-	Human Resource Development
HRM	-	Human Resource Management
ICT	-	Information Communication Technology
ISA	-	In-Service Advisor
ISM/WB	-	Implementation Support Mission/World Bank
JDTRM	-	Joint Donor Technical Review Mission
LFA	-	Logical Framework Analysis
LLRC	-	Library and Learning Resource Centre
M&E	-	Monitoring and Evaluation
MCVF	-	Mahinda Chinthana Vision for the Future
MDGs	-	Millennium Development Goals
MED	-	Ministry of Economic Development
MFP	-	Ministry of Finance and Planning
MHE	-	Ministry of Higher Education
MLT	-	Mahindodaya Technological Laboratory
MoE	-	Ministry of Education
MoS	-	Ministry of Sports
MTBF	-	Medium-Term Budgetary Framework
MYASD	-	Ministry of Youth Affairs and Skills Development
NA	-	National Assessment
NAASs	-	National Assessment of Achievement of Students
NCoE	-	National Colleges of Education
NCP	-	North Central Province
NEAs	-	National Education Authorities
NEC	-	National Education Commission
NER	-	Net Enrolment Rate
NEREC	-	National Education Research and Evaluation Centre
NFE	-	Non-Formal Education
NIE	-	National Institute of Education
NLSC	-	National-Level Steering Committee
NP	-	Northern Province
NVQ	-	National Vocational Qualification
NWP	-	North Western Province
ODL	-	Open and Distance Learning
OLPC	-	One Lap-Top Per Child
OOSC	-	Out-Of-School Children

PC	-	Provincial Council
PCD	-	Partnership for Child Development
PDoE	-	Provincial Department of Education
PEAs	-	Provincial Education Authorities
PEFLSC	-	Provincial English and Foreign Language Support Centre
PESC	-	Provincial English Support Centre
PGDE	-	Postgraduate Diploma in Education
PISA	-	Programme for International Science Assessment
PME	-	Provincial Ministry of Education
PPB	-	Policy and Planning Branch
PSI	-	Programme for School Improvement
QA	-	Quality Assurance
RBB	-	Results-Based Budgeting
RBF	-	Results-Based Financing
RBMEF	-	Results-Based Monitoring and Evaluation Framework
RESCs	-	Regional English Support Centres
SaP	-	Sabaragamuwa Province
SBA	-	School-Based Assessment
SBLIG	-	School-Based Learning Improvement Grant
SBQM	-	School-Based Quality Management
SBTDP	-	School-Based Teacher Development Programme
SBTRP	-	School-Based Teacher Recruitment Policy
SDC	-	School Development Committee
SDL	-	Self Directed Learning
SDS	-	School Development Society
SEN	-	Special Educational Needs
SEQI	-	School Evaluation Quality Index
SH&NB	-	School Health and Nutrition Branch
SHPPIMS	-	School Health Promotion Programme information Management System
SLEAS	-	Sri Lanka Education Administrative Service
SLFI	-	Sri Lanka Foundation Institute
SLPS	-	Sri Lanka Principal Service
SLRs	-	Sri Lankan Rupees
SLTES	-	Sri Lanka Teacher Educators Service
SLTS	-	Sri Lanka Teacher Service
SMC	-	School Management Committee
SMI	-	School Medical Inspections
SP	-	Southern Province
SRC	-	School Report Card
SSA	-	School Self-Assessment
STI	-	Sexually Transmitted Infections
SWAp	-	Sector-Wide Approach
TC	-	Teacher Centres
TIM	-	Teacher Instructional Manual
TIMSS	-	Third International Mathematics and Science Survey

TLP	-	Teaching Learning Process
TPR	-	Teacher Pupil Ratio
TSEP	-	Transforming the School Education System as the Foundation of a Knowledge Hub Project
TTC	-	Teacher Training Colleges
UNESCO	-	United Nations Education, Science and Cultural Organisation
UNICEF	-	United Nations Children’s Fund
UP	-	Uva Province
WB	-	World Bank
WFP	-	World Food Programme
WP	-	Western Province
ZEO	-	Zonal Education Office





# Section One

## Introduction

### 1.1 Introduction

This document presents the ESDFP (2013-2017), which is the Education Sector Rolling Plan (ESRP) for 2013-2017 prepared as an extension of the ESDFP (2012-2016) (MoE, 2011a). The medium-term ESDFP (2012-2016) has commenced implementation since January, 2012. The implementation of this medium-term sector development plan is a collaborative responsibility of all national and provincial education organisations. All free-education policies were continued ensuring the provision of demand-side incentives as to achieve the education for all (EFA) goals and millennium development goals (MDGs). Also, a series of programmes are being implemented to ensure supply-side measures, such as the flagship national programme of developing secondary schools and primary feeder schools, which has been launched from the first quarter of 2012 to provide high-quality general education for children in their neighbourhoods. This national programme also has achieved significant progress by launching it in the schools selected for its first phase.

This section presents the vision, mission, purpose, policy framework and a brief overview of the education system.

### 1.2 Vision and Mission

#### ***Vision:***

Future generations of Sri Lankan citizens equipped with competencies to meet the challenges of a changing, globalised, knowledge-driven economy.

#### ***Mission:***

To develop an excellent education system which enables students to acquire knowledge, skills, attitudes and values to be future citizens who will perform their roles efficiently and effectively in a modern, globalised, knowledge-driven economy.

### 1.3 Purpose

The purpose of ESDFP (2013-2017) is to address prevailing issues relating to equity, equality, quality and efficiency considerations in the general education sector and to transform the Sri Lankan school system to lay the human capital foundation for the knowledge economy in accordance with the macro-policy framework suggested by the MCVF (2010), the national guidelines stated in the 'Emerging Wonder of Asia' (MFP, 2010), national educational policies, education for all (EFA) initiative and millennium development goals (MDG).

### 1.4 Policy framework

The ESDFP (2013-2017) continues to be in line with the policy framework of the ESDFP (2012-2016) (MoE, 2011a), which was designed on the basis of the policy suggestions of the MCVF (2010), the Wonders of Asia (DNP, 2010), international recommendations for EFA goals and MDGs and the prevailing specific policy guidelines of the general education sector. The policy framework of the ESDFP (2013-2017) thus comprises three policy themes and the foundation theme. The ESDFP provides the foundation for operationalising these policy themes. ESDFP (2013-2017) also has a crosscutting activity to ensure the achievement of policy themes related results and outcomes. They are as follows:

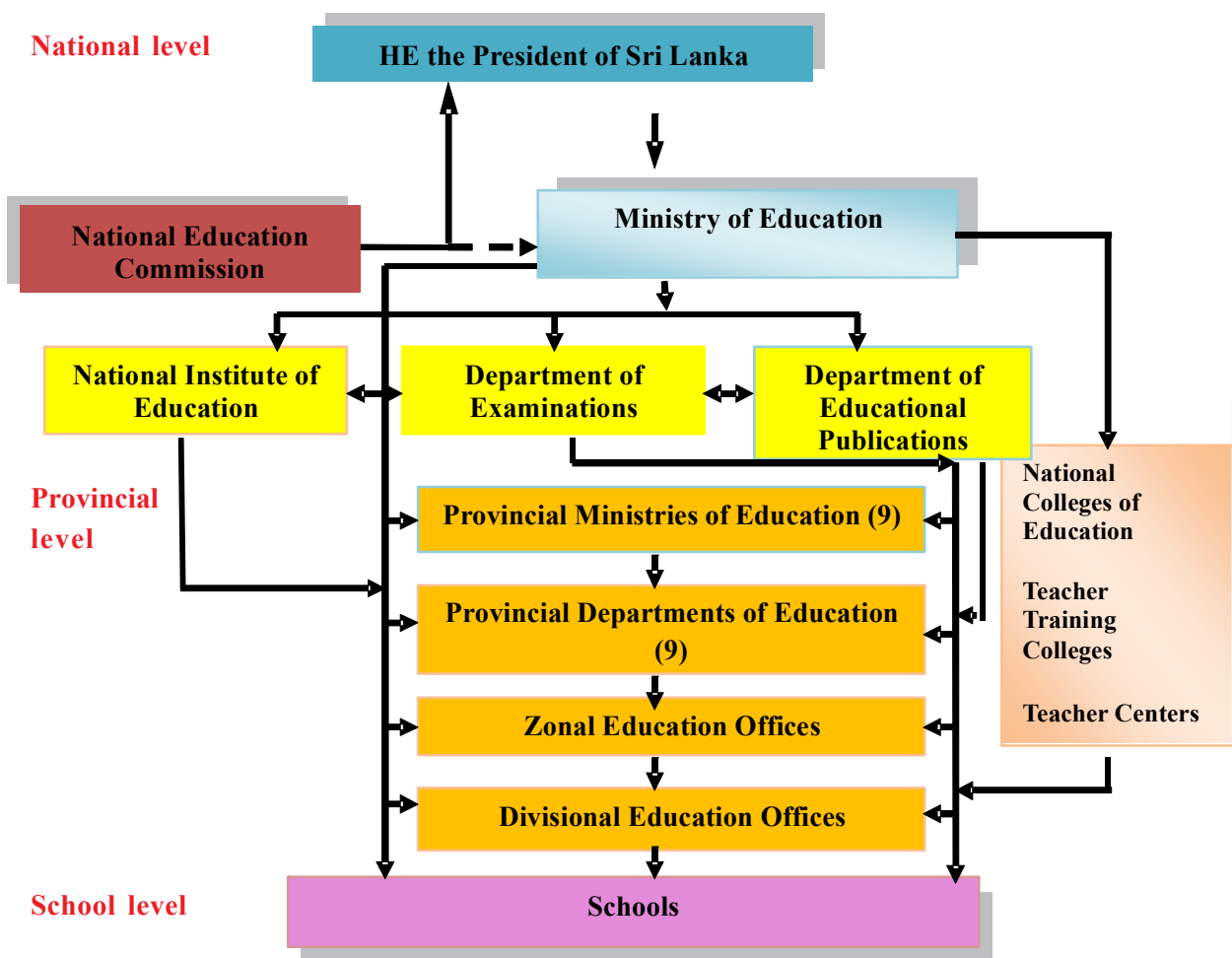
- Theme 1** : Increase equitable access to primary and secondary education;
- Theme 2** : Improve the quality of primary and secondary education;
- Theme 3** : Strengthen governance and service delivery of education;
- The foundation** : Overarching education sector development rolling plan; and
- Crosscutting activity:** Results-based monitoring and evaluation.

### 1.5 The background: education system in Sri Lanka

Education is a shared function between the central government and the provincial councils in terms of the Thirteenth Amendment to the Constitution of Sri Lanka. In Sri Lanka, the education system is decentralised forming the national structure with the line Ministry of Education (MoE), National Institute of Education (NIE), Department of Examinations (DoE) and the Department of

Education Publications (DEP) and nine provincial education authorities (PEAs) in nine provincial councils (PCs). The centre retains the authority to formulate national policy, the management of national schools, designing the national curriculum, supervision to maintain standards, teacher education, supply of textbooks and conduct of examinations. The provinces manage the provincial schools and pre-school education. The structure is shown in Figure 1.1.

**Figure 1.1: Education administrative structure in Sri Lanka**

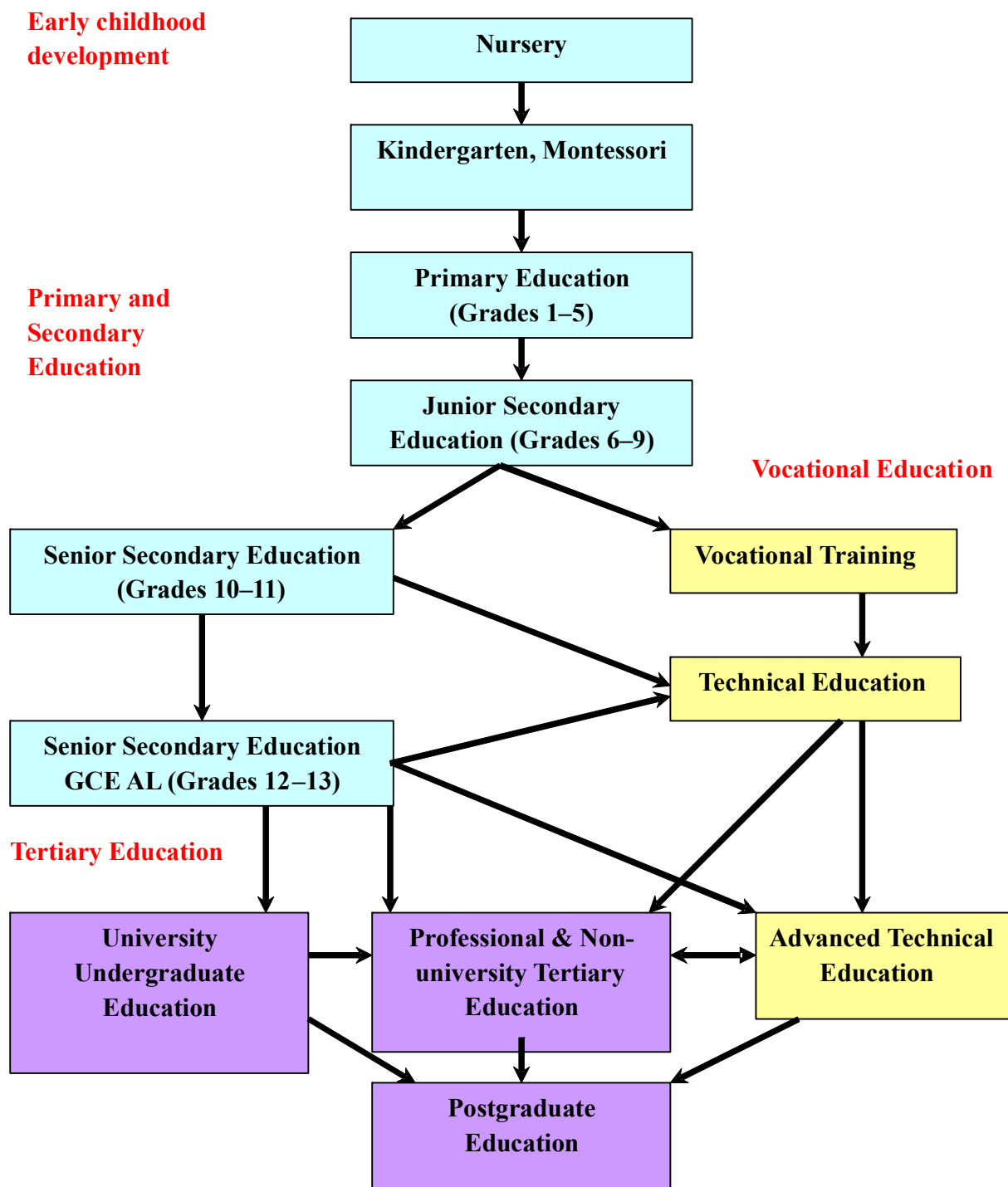


Source: Balasooriya, et al (2010).

Currently, the entire education system is managed by three national ministries: MoE, Ministry of Higher Education (MHE), and Ministry of Youth

Affairs and Skills Development (MYASD). The general organisation structure of the education system is depicted in the Figure 1.2.

Figure 1.2: General organisation structure of the education system in Sri Lanka



Source: Balasooriya, et al (2010).

In Sri Lanka, early childhood education is the responsibility of PCs and ECCD centres and pre-schools are mainly run by the private sector, community-based organisations and local

government agencies (i.e. *Pradeshiya Sabhas*, Urban Councils, and Municipal Councils). The general education system comprises two stages: primary stage with five years and secondary stage

with eight years. The secondary stage is further sub-divided into four years of junior secondary and four years of senior secondary. The senior secondary is further demarcated into two tiers General Certificate of Education (Ordinary Level) (GCE OL) and General Certificate of Education (Advanced Level) (GCE AL). Thus the total span of general education is 13 years. The students who are not continuing with GCE ALs join vocational training sector or the labour market. Those who are highly successful in the GCE ALs are selected for admission to the local universities, while a limited number seek places in overseas universities. Majority of GCE AL qualified young people continue with some form of tertiary education while others join vocational training sector or the labour market.

The schools are classified according to type of schools based on the terminal grade in the school and the courses offered. There are four types of schools classified as follows.

- 1AB** : Senior secondary schools with classes from grades 1 - 13 or 6 - 13 offering GCE OL and AL subjects in the Arts, Commerce and Science streams.
- 1C** : Senior secondary schools with grades 1 - 13 or 6 - 13 offering GCE OL and GCE AL subjects in the Arts and Commerce streams.
- Type 2** : Secondary schools with classes from grade 1- 11 or 6 - 11 offering GCE OL.
- Type 3** : Primary schools from grades 1 - 5; occasionally a grade span of 1 - 8.

According to the School Census - 2012 (MoE, 2012c), there are 735 schools (1AB) offering all three streams (i.e. Science, Arts, and Commerce) at GCE AL, 2,041 schools (1C) offering Commerce and Arts streams only, 4,030 Type 2 schools and 3,125 Type 3 schools in the system. Table 1.1 shows the number of schools by the aforementioned types and national and provincial categories along with the total number of students in national and provincial schools in each province. Besides there are a small number of private

schools of which some are given a grant from the government while a few charge fees from students. There are also traditional Buddhist Centres of learning known as 'Pirivenas' which provide education for Buddhist priests and lay students who wish to opt to study in a religious environment.

Teachers in all government schools are appointed by the government and they have to undergo a course of training at a National College of Education (NCoEs) or obtain a degree from a recognised university. There are also a few Teachers Training Colleges (TTCs) which offer training courses for untrained teachers in the system. There are four universities with Faculties/ Departments of Education which offer Postgraduate Diplomas in Education (PGDE) and Bachelor of Education (BEd.) courses. The NIE also conduct teacher training programmes and offer BEd degree and postgraduate degrees. At present the teacher-pupil ratio (TPR) is 1:18 which comparatively is very generous.

Table 1.1 shows the distribution of schools by provinces, control whether national or provincial and type with pupil enrolments and teachers. The total student enrolment is 3,996,531 while the number of teachers is 219,788. There are 342 national schools controlled by the central MoE while the balance is managed by the nine provinces.



**Table 1.1: Distribution of schools by province, national and provincial categories and by type**

Province	National / Provincial	No. of schools by type of schools					No. of students	No. of teachers
		1AB	1C	Type 2	Type 3	Total		
WP	National	69	01	-	01	71	222,583	9,011
	Provincial	91	271	573	337	1,272	717,810	33,002
<b>Subtotal: WP</b>		<b>160</b>	<b>272</b>	<b>573</b>	<b>338</b>	<b>1,343</b>	<b>940,393</b>	<b>42,013</b>
CP	National	41	13	-	-	54	90,291	4,434
	Provincial	60	322	524	542	1,448	435,303	26,526
<b>Subtotal: CP</b>		<b>101</b>	<b>335</b>	<b>524</b>	<b>542</b>	<b>1,502</b>	<b>52,5594</b>	<b>30,960</b>
SP	National	60	05	-	-	65	161,492	6,451
	Provincial	48	251	497	242	1,038	347,702	22,228
<b>Subtotal: SP</b>		<b>108</b>	<b>256</b>	<b>497</b>	<b>242</b>	<b>1,103</b>	<b>509,194</b>	<b>28,679</b>
NP	National	12	02	-	-	14	24,975	1,265
	Provincial	62	121	312	442	937	222,301	13,372
<b>Subtotal: NP</b>		<b>74</b>	<b>123</b>	<b>312</b>	<b>442</b>	<b>951</b>	<b>247,276</b>	<b>14,637</b>
EP	National	27	02	-	-	29	55,661	2,609
	Provincial	48	182	373	432	1,035	332,561	17,877
<b>Subtotal: EP</b>		<b>75</b>	<b>184</b>	<b>373</b>	<b>432</b>	<b>1,064</b>	<b>388,222</b>	<b>20,486</b>
NWP	National	29	06	-	-	35	81,083	3,754
	Provincial	44	285	598	252	1,179	392,559	23,640
<b>Subtotal: NWP</b>		<b>73</b>	<b>291</b>	<b>598</b>	<b>252</b>	<b>1,214</b>	<b>473,642</b>	<b>27,394</b>
NCP	National	10	-	-	-	10	28,507	1,174
	Provincial	24	160	329	254	767	236,983	13,704
<b>Subtotal: NCP</b>		<b>34</b>	<b>160</b>	<b>329</b>	<b>254</b>	<b>777</b>	<b>265,490</b>	<b>14,878</b>
UP	National	29	07	-	-	36	55,097	2,889
	Provincial	26	198	349	251	824	219,718	16,073
<b>Subtotal: UP</b>		<b>55</b>	<b>205</b>	<b>349</b>	<b>251</b>	<b>860</b>	<b>274,815</b>	<b>18,962</b>
SaP	National	27	01	-	-	28	72,936	3,373
	Provincial	28	214	475	372	1,089	298,969	18,406
<b>Subtotal: SaP</b>		<b>55</b>	<b>215</b>	<b>475</b>	<b>372</b>	<b>1,117</b>	<b>371,905</b>	<b>21,779</b>
Sri Lanka	<b>National</b>	<b>304</b>	<b>37</b>	<b>-</b>	<b>01</b>	<b>342</b>	<b>792,625</b>	<b>34,960</b>
	<b>Provincial</b>	<b>431</b>	<b>2,004</b>	<b>4,030</b>	<b>3,124</b>	<b>9,589</b>	<b>3,203,906</b>	<b>184,828</b>
<b>Grand total</b>		<b>735</b>	<b>2,041</b>	<b>4,030</b>	<b>3,125</b>	<b>9,931</b>	<b>3,996,531</b>	<b>219,788</b>

MoE (2012c).

Table 1.1 illustrates the inequity in the distribution of full-curriculum secondary schools. While the WP, SP, NP and CP have a large number of 1AB schools which are full curriculum schools, UP, NCP, SaP and EP have a limited number of such schools.

## 1.6 Current achievements

In Sri Lanka, all successive governments have continued to ensure free-education policies. The compulsory basic education (CBE) regulations for age 6-14 was operationalised since 1998 and in 2012, the MoE has commenced action to revise CBE regulations to increase the upper age limit

from age 14 to 16 years of age as it was advocated in the MCVF (2010). The government expects that students will stay longer in the school and will sit GCE OLs at grade 11 before leaving the school. School census data show that in the government school system, gross survival rate through grade 9 is 92.26 per cent in 2011 (male: 90.34 per cent and female: 94.26 per cent) while through grade 10, it has been 87.98 per cent (male: 85.61 per cent and female: 90.40 per cent) (MoE, 2011b). In addition, the MoE in collaboration with the PCs have taken steps to admit around 67,000 out-of-schoolchildren (OOSC) aged between 6-14 years during 2006-2011 (MoE, 2007; MoE, 2011a). Also, the re-settlements in the northern and eastern provinces have increased student participation at primary and secondary stages. Further, non-formal and special education programmes have been strengthened. Around 30 per cent of government education budget is dedicated over subsidies such as supply of free textbooks, school uniforms, school medical inspections, midday meals, subsidised transport, and scholarship (bursaries) for students from low-income families on merit. The free-education policies are ensured through these measures as well. Allocations for provision of sanitation facilities to schools and midday meal to primary schoolchildren increased substantially. While these measures help increase retention of students, yet, as the figures indicate, there is a considerable percentage of students who leave the government school system after grade 9. It is expected that the proposed revision of the CBE along with other demand-side and supply-side incentive measures will improve the situation.

In 2012, the government has commenced the national programme of 'transforming 1,000 secondary schools and 5,000 primary schools to ensure the achievement of the objectives of the knowledge-based development of future Sri Lanka', as envisaged in the MCVF (2010). There are 1,000 schools selected for the secondary schools development programme while development activities have commenced in 405 schools, identified on the basis of priority, in 2012. Each of these schools will be provided with SLRs

15.00 million (SLRs 8.00 million for constructions and SLRs 7.00 million for equipments) worth 'Mahindodaya Technological Laboratory (MTL) including facilities for a mathematics laboratory, ICT laboratory, language laboratory, and a distance learning centre. For those schools without science laboratories, the MTL will be merged with physics, chemistry and biology laboratory facilities. Further to this, a school-based learning improvement grant (SBLIG) of SLRs 400,000.00 has been provided to the 405 schools of the phase 1 through the World Bank-funded Transforming the School Education System as the Foundation of a Knowledge Hub Project (TSEP) (World Bank, 2011) for improving the learning environment of these schools through maintenance of basic physical facilities, conducting teacher and student development programmes and purchasing books and learning materials. A maintenance grant of SLRs 100,000.00 was also provided to all 834 schools identified for phase 1 and phase 2 of the programme, through the Asian Development Bank/ Education for Knowledge Society Project (ADB/EKSP). A professional development programme is also being planned for the principals of these schools. Moreover, graduate teachers of ICT, science, mathematics and English language have been recruited and deployed in these schools. Also, in 2012, the physical learning environment of around 1,680 primary schools identified for the feeder primary schools network was improved in collaboration with the Ministry of Economic Development (MED), by allocating SLRs 500,000.00 per school.

The NIE has commenced initial steps for revising the curriculum. Accordingly, subject-based curriculum committees of the NIE have held discussions with teachers, principals, ISAs and other stakeholders and identified the changes to be made to the curricular content. In the primary education the child-friendly approach (CFA) has been strengthened and standards for each key stage have been identified. The DEP has been continuing the processes of review panels to assure social cohesion in textbooks. The DoE has also commenced reviews of examination systems and

item-response analysis. During 2006-2011, many steps have been taken to upgrade quality of school system through strengthening teaching and learning processes, teacher training and upgrading physical capacities. By 2010, the percentage of trained teachers has been 92.62 per cent, percentage of both trained and graduate teachers has been 95.34 per cent and percentage of trained and professionally qualified graduates (with Postgraduate Diploma in Education) has been 81.24 per cent. Therefore, the MoE has taken steps to increase the capacity of PGDE programmes in collaboration with the NIE and respective universities and two-year in-service training programmes at Teacher Training Colleges (TTCs) as to ensure increase of qualified teachers' ratio. Further, special programme for strengthening school-based teacher development programmes (SBTDPs) has been commenced in 2012 and it was introduced to 20 per cent of the education zones.

In terms of physical development also, the system acquired better standards during the past few years. The percentage of schools with electricity has increased from 65 per cent in 2005 to 82 per cent in 2011. An increase can be seen in all sectors, urban, rural and plantation. The percentage of schools with drinking water facilities has increased from 72.5 per cent in 2005 to 83 per cent in 2011. Percentage of schools with adequate sanitation facilities has increased from 21 per cent in 2005 to 51.3 per cent in 2011. In 30.4 per cent of schools, sanitary facilities are inadequate while in 18.3 per cent of schools, sanitary facilities are seriously inadequate. Several measures were taken during 2011 and 2012 to address this issue. During 2006-2011, many attempts were taken to improve higher-order learning facilities as well. As a result, GCE OL science laboratories were increased from 54.5 per cent of schools in 2005 to 60.4 per cent by 2011. For most schools without GCE OL laboratories, the government has managed to provide science rooms or mini-laboratory facilities. By 2011, GCE AL laboratory facilities have been increased up to 85.34 per cent of schools. Permanent school libraries have been increased

from 37.66 in 2005 to 45 per cent by 2011. Computer facilities for ICT in learning have been increased from 21.33 per cent in 2005 to 57.8 per cent by 2010. Professional development programmes were also provided for SLEAS officers at national, provincial and zonal levels locally and overseas during 2006-2011. Professional development programmes were financially assisted by the World Bank/ESDP, ADB/EKSP, Unicef, UNESCO and GIZ.

Student performance also has improved as measured through national assessments (NAs) during past years. The proportion of students of grade 4 scoring over 50 per cent has been increased in first language from 68.9 per cent in 2003 to 81.1 per cent in 2007 and to 82.9 per cent in 2009; in mathematics, from 66.5 per cent in 2003 to 81.5 per cent in 2007 and to 81.8 per cent in 2009; and in English, from 31.9 per cent in 2003 to 48.5 per cent in 2007 and to 58.4 per cent in 2009. Percentage scoring more than 50 per cent in grade 8 has been increased in mathematics from 33.6 per cent in 2005 to 45.4 per cent in 2008 and in science from 53.2 per cent in 2005 to 59.3 per cent in 2008 while in first language it was constant at 70.7 per cent. NA of student achievement for grade 8 students will take place in 2012 and grade 4 in 2013. GCE OL pass rates has increased from 47.72 per cent in 2005 to 60.8 per cent in 2011 (school candidates) while the qualified percentage of students for university entrance has increased from 59.2 per cent in 2005 to 63.15 per cent (school candidates) in 2012. Therefore, the performance of the general education system as measured through NAs and public examinations has shown a considerable improvement during 2005-2011.

During year 2012, whilst attempting to implement the national programme of developing secondary and primary schools, the MoE and the PCs took steps to address issues of quality by strengthening school quality assurance (QA) programme and the policy, planning and monitoring interventions. One such measure is to upgrade all 97 zonal education offices by strengthening the internal processes and physical capacities to ensure timely

service delivery. They were provided with SLRs 500,000.00 grant through the TSEP/World Bank provincial component in 2012 to improve their status through an accelerated development programme. Further, a policy dialogue to share experiences and obtain analytical views from education and economic policymakers, educationists, economists, researchers and academics on contemporary general educational policies and gaps and transforming primary and secondary education towards excellence has been completed in 2012.

### **1.7 Key characteristics of ESDFP and methodology used to develop ESDFP (2013-2017)**

The key characteristics of the ESDFP (2013-2017) can briefly be stated as follows:

- a. it is a comprehensive education sector development framework;
- b. it is embedded with a multi-year education budgetary framework, medium-term, education planning approach and a results-based monitoring and evaluation system;
- c. it is focused on transforming schools so as to be the foundation of the future knowledge economy;
- d. it emphasises the devolution of decision-making powers and authorities to the school level; and
- e. it is a coordinated contribution of GoSL and development partners for the achievement of educational results and outcomes.

ESDFP (2013-2017) was developed following the same methodology that was employed in the development of the ESDFP (2012-2016) and also incorporating several current initiatives. The MoE worked in collaboration with the NIE, DoE, DEP and nine PEAs in the preparation of the medium-term sector development plan (2013-2017) and annual implementation plans (AIPs). A two-day technical working session was held in June 18-19, 2012 at the NIE with participation of MoE officials and the provincial officials to discuss the

first drafts of the AIP (2013) and the medium-term plans for 2013-2017. Technical and educational contents were shared in this workshop. Also, a technical working session to discuss final drafts of the provincial education plans were held during September 24-25, 2012 at the Sri Lanka Foundation Institute (SLFI) with the participation of all nine provinces and the MoE officials. Each province has identified a provincial coordinator for each of the policy themes and for the foundation theme. These theme coordinators joined in the technical sessions. Further, a series of discussions were held between the Policy and Planning Branch of the MoE and the respective subject heads of the MoE during May - October 2012 on the preparation of medium-term sector plans of each strategic component and the AIPs for 2013. In addition, the national-level steering committee (NLSC) of the ESDFP met on September 28, 2012 to discuss the priorities of the ESDFP - 2013 and the development partners' support provided the policy guidance to the process of planning. The ESDFP (2012-2016) implementation support mission of the World Bank (ISM/WB) which was in operation during August 7-24, 2012 and the joint donor technical review mission (JDTRM) participated by the World Bank, AusAID, UNESCO, Unicef, GIZ during October 15-19, 2012 also provided consultations and inputs for the ESDFP (2013-2017). The ADB mission on forthcoming education sector development programme also provided inputs to the medium-term ESDFP (2013-2017). This plan integrates the priorities of the provincial plans which are prepared in accordance with the national policy guidelines of school, divisional and zonal levels considering local priority requirements as well as the national programmes which cover the entire education system. Also the support extended by development partners are incorporated in the plan. Therefore, it endorses the sector-wide approach (SWAp) to development. More specifically, its planning process has followed a blend of bottom-up and top-down approaches to planning. The MoE organised a national symposium on general education which was held during December 17



& 18, 2012 at the SLFI, Colombo 7. Around 150 educationists, researchers, economists, free-lance consultants and stakeholders at national and provincial level participated at this national symposium. Some policy proposals came up from this symposium and some of these are incorporated in to this plan document.

### **1.8 Expected benefits**

As an extension of the ESDFP (2012-2016), the ESDFP (2013-2017) also will directly benefit around four million schoolchildren, around 219,000 teachers, 15,000 school principals and deputy principals, and 3,500 educational administrators and managers. The four million schoolchildren comprise approximately 1.6 million primary and 2.4 million secondary students and they are the direct beneficiaries of this programme. It is expected that this programme will improve educational outcomes of the general education sector mainly in terms of the learning outcomes of the country's schoolchildren. Also, this programme will provide services for the school communities of more than 9,700 government schools, including parents and households of four million schoolchildren. Further, researchers, academics and free-lance consultants will be involved in this programme. Moreover, the large-scale and small-scale private sector organisations/personnel will be involved in supplying of services, materials, printing and publishing of textbooks and documents, furniture and office equipment, the constructions and maintenance of buildings.

It is expected that this programme will ultimately assure human development and balanced regional development and the country's stability as a middle-income country. It will directly and indirectly contribute to reduce poverty levels and to improve the economic growth of the country. More specifically, as a long-term result of this plan, schoolchildren who are the direct beneficiaries of the general education sector which will contribute to the country's socio-economic development.

### **1.9 The structure of the document**

This document consists of four sections. Section one provides an introduction, vision, mission,

purposes, policy framework, the key characteristics and expected benefits and the structure of the document.

Section two describes the medium-term strategic plans for 2013-2017 with a brief analysis of the current status, issues and challenges; medium-term objectives, strategies, programmes and activities of all strategic components of the plan. The logical frameworks analysis (LFA) of each strategic component is attached in the Appendix 2.1

Section three presents the costing plan for the medium-term education sector plan.

Section four presents the results-based monitoring and evaluation framework (RBMEF) of the ESDFP (2013-2017).

The next section discusses the medium-term national strategic plan of the ESDFP (2013-2017).





## Section Two

# Medium-term national strategic rolling plan of the ESDFP (2013 - 2017)

---

### 2.1 Introduction

In this section, the strategic objectives and the anticipatory outcomes of the ESRP (2013-2017) are presented. Further, the strategic components are given under each policy theme of the ESDFP (2013-2017). The strategic components are presented under sub-headings such as: subject specific current status and achievements, related issues and challenges, objectives, strategies and programmes/projects/activities for the medium-term phase under each strategic component. Detailed plans of those have been developed using the logical framework analysis (LFA) and are attached in Appendix 2.1. Based on the medium-term plan, the AIP has been developed for the relevant year by the respective agencies and institutions.

### 2.2 Strategic objectives

#### **Theme 1: Increase equitable access to primary and secondary education.**

- Continuation and strengthening of free education: free education in all government and assisted schools will continue as a basic commitment [All students will be provided with free textbooks from grades 1 to 11 and a set of school uniforms annually. Student welfare measures such as the mid-morning meals for children in disadvantaged schools, subsidised transport and bursaries on a means test for high performing students will continue. Further, provide an additional set of school uniform material and a pair of shoes for children in disadvantaged areas and an additional egg to the school meal and a glass of milk to deserving secondary schoolchildren in selected schools].
- The upper-age limit for compulsory span of schooling will be increased to 16 years of age and the regulations amended accordingly. Schooling facilities will be made available to all children of this age-group to attend a

school or a vocational training centre. School attendance committees will be re-organised and strengthened effectively to implement compulsory school attendance regulations

- Establish an efficient and viable network of primary and secondary schools ensuring equitable access and full-participation in primary education and science and technology at the secondary level of education. This will enable students to receive good quality education within their own neighbourhood.
- NFE programme will be strengthened to ensure the enrolment of all out-of-schoolchildren (OOSC) either in a formal school after an orientation in a literacy centre or a vocational training centre.
- While continuing with the present policy of inclusive education for those children with special education needs (SEN), teachers will be trained to identify children with SEN. The number of schools with special education units will be increased to meet the demand.
- Support the development of Pirivena education.
- Strengthen health and nutritional status of schoolchildren.
- Improve awareness on adolescent health and empower teenagers to reduce risk behaviours and teenage pregnancies.
- Improve the psycho-social wellbeing of adolescents with special emphasis on children in schools.
- Create greater parent, teacher, principal and community support to prevent adolescent suicides.
- Ensure provision of safe and protective learning environment in line with emergencies and disasters and ensure functioning of quality counselling services at schools and child rights vigilance committees at provincial/zonal levels.

- Elimination of corporal and other degrading forms of punishments which violate child rights in the schools through regulations and create awareness among school communities in this connection.
- Strengthen disaster risk responses, hazard mapping for identification of vulnerabilities, emergency communication mechanisms, rescue operations, catch-up education programmes/gap filling education interventions for children of school going age.

**Theme 2: Improve the quality of primary and secondary education.**

- Upgrade curriculum to meet this objective taking into account the cultural identities of Sri Lanka and the current educational policy concerns.
- Ensure that the primary curriculum is child centred, activity-based and lead to the mastery of key competencies, while the secondary curriculum inculcates essential competencies and higher-order skills and generic skills required for success in life.
- Provide a high quality, inclusive and educationally balanced learning environment that promotes students learning and acquisition of cognitive and generic skills essential for facing problems in life through teaching and learning of a full-curriculum comprising science, mathematics, national and foreign languages, ICT, commerce and aesthetics and specialisation at collegiate level.
- An accelerated development programme to improve education in the areas that were affected by the conflict in the NP and EP and adjacent villages.
- Provide basic facilities and higher-order learning facilities at all schools based on the national norms specified by the MoE on the physical facilities and the required teaching cadres.
- Promote the learning of languages, first language, English, bilingual education by

improving facilities for learning languages and training of teachers.

- Promote every child to participate in co-curricular activities (CCAs) and extra-curricular activities in order to develop their talents and acquisition of soft skills.
- Take measures to improve student performance at public examinations and at national assessments.
- Take special measures to develop and introduce special teaching and supervision methodologies to assist students who fail all subjects, as a result of shortcomings in the education environment and the environment at home.
- Streamline deployment of teachers of English, mathematics and science (all subjects) to schools and all such teachers are trained and equipped with modern methodologies in teaching.
- Improve the professionalism and dignity of teaching profession and enable them to deliver the curriculum through transforming the school system with a view to linking the human capital foundation to Sri Lanka as the future knowledge economy.
- Identify alternative forms of teacher training (e.g. SBTD, e-learning, distance-mode teacher education etc.) and develop teacher education curricula to facilitate such modes.
- Promote civic consciousness, national cohesion, social and religious harmony through the curriculum as well as CCAs in schools.
- Strengthen career guidance and counselling (CG&C) to mentor students with problems and orient general education towards the world of work and create awareness of the opportunities available in keeping with ones' aptitudes.
- Strengthen awareness programmes among adolescent girl children through career guidance, NFE and technical education programmes especially in the schools located in rural-disadvantaged areas and the

plantation sector and mothers/women through NFE on improving earning capacity.

- Modernise the examination systems to improve its validity and reliability.
- Improve quality and ensure timely delivery of textbooks.

### **Theme 3: Strengthen governance and service delivery of education.**

- Strengthen programme for school improvement (PSI) and accountability of schools to the parents and the community.
- Strengthen child-friendly school approach (CFSA) in all primary schools.
- Delegate managerial and financial decision-making powers to schools and thereby ensure high accountability and timely service delivery to the beneficiaries.
- Improve the professionalism of the principals and education administrators and provide them with opportunities to pursue postgraduate studies. Thus, recruitment, deployment, promotions and professional development of the personnel belonging to SLPS, SLTES and SLEAS will be streamlined.
- Establish a South Asian centre for teacher educators' professional development.
- Establish an Academy for Principals' professional development.
- Strengthen education zones as management units and the education divisions as education development units (academic supportive unit).

### **The Foundation: Overarching education sector development rolling plan.**

- Strengthen education planning, budgeting, research, monitoring and evaluation cultures in the general education sector.
- Strengthen education management information system (EMIS).
- Conduct regular national assessments (NAs) of learning outcomes in primary (grade 4: English, mathematics and first language) and

in secondary (grade 8: English, science and mathematics) and the results are used for development of the rolling strategic and annual sector plans.

- Develop productivity enhancement skills from the school level and materialise this through establishing linkages and partnerships with technical and vocational education, higher education and other relevant sectors.

### **2.3 Anticipatory outcomes**

The central outcomes of the ESDFP (2013-2017) are described below.

#### **Theme 1: Increase equitable access to primary and secondary education**

- Survival rates of students up to grade 11 (age 16 years) are increased 84 per cent in grade 11 in 2011 to 100 per cent by 2017.
- Net enrolment rates (NER) and gross enrolment rates (GER) in the government schools are increased.
- OOSC reduced according to targets set by the provinces.
- NFE and special education programmes are strengthened.
- Demand-side measures: textbooks, uniforms, mid-morning meals for needy children and scholarships are continued and delivered timely.
- Equal educational rights of students with SEN in primary and secondary education ensured.
- Basic facilities of Pirivenas improved.
- Health promoting programmes (inclusive of school health, adolescent health, reducing risk behaviours, preventing drug abuse, preventing suicide, psycho-social well-being) are expanded to cover all schools.
- Schools are certified as having a safe and protective learning environment.
- Corporal punishments and other degrading punishments are prohibited
- Strengthen management of disaster risks.
- Transformed thousand secondary schools and five thousand primary schools to ensure the

achievement of the objectives of knowledge-based development of future Sri Lanka, as envisaged in the MCVF (2010).

### **Theme 2: Improve the quality of primary and secondary education**

- The competency-based national curriculum all subjects is upgraded with a high-quality link towards meeting the needs of the world of work.
- Expand science and mathematics education to cover all educational divisions.
- Basic facilities and higher-order learning facilities are expanded in schools based on the national norms and criteria.
- Mother tongue education is strengthened.
- Content and language integrated learning framework (CLILF) for the bilingual education is established in BE schools.
- Opportunities are provided in schools to implement at least 3 sports in each secondary school.
- School-based (on-site) teacher development framework is established.
- GCE OL examination pass rates increased from 60.8 per cent in 2011 to 80 per cent by 2016.
- The percentage of students participating in GCE AL is increased in sciences from 22.5 per cent in 2010 to 40 per cent and in commerce from 25.2 per cent in 2011 to 35 per cent by 2016 and will be maintained in 2013.
- Student achievements at primary (first language, mathematics, English) and secondary (science, mathematics, English) levels as measured through NAs are gradually increased.
- Special teaching methodologies are adopted and facilities are provided to address learning needs of low performing students.
- Basic vocational and technical skills are improved in schoolchildren who are completing secondary education.

- Qualified teachers are available in schools for all subjects and with special reference to science, mathematics, English and ICT.
- Alternative teacher training programmes are strengthened.
- Social cohesion and value education programmes promoted in schools.
- Human rights education is promoted in schools.
- CG&C programmes are strengthened and expanded in schools.
- Item response analysis are published for mathematics, science, English and first language (Sinhala and Tamil) in the GCE OL examination, and chemistry, physics, mathematics, biology and selected arts and commerce subjects in the GCE AL examinations by 2017.
- Content quality of textbooks are improved and the review panels review and approve all relevant textbooks (languages, history, English, mathematics, science).
- The revised and updated quality assurance (QA) programme is introduced to all provinces.

### **Theme 3: Strengthen governance and service delivery of education**

- School development planning, implementation, reporting of results, and annual updating of the plan under the PSI are carried out in the schools which are identified for upgrading PSI in each year from 2013-2017.
- School Development Societies (SDSs), School Development Committees (SDCs) and School Management Committee (SMCs) are fully functional in the school system.
- CFSA is strengthened in all primary schools.
- Proportion of education professionals who have pursued postgraduate studies is increased by provinces in the system.
- Decision-making powers and authority are further devolved to the schools.



- Participation of principals and teacher educators in professional development programmes is increased.
- Professionally qualified personnel are employed as principals in the government schools and teacher educators in the teacher education institutions.
- Education zones and the education divisions are strengthened and function as management units and as education development units (academic supportive unit) respectively.

#### **The foundation: Overarching education sector development rolling plan**

- Data, statistics and research evidence (including NA based information) are used in policymaking, planning and monitoring.
- Education sector rolling strategic plan and annual implementation plans (AIPs) are prepared and/updated.
- NAs of learning outcomes are conducted regularly in primary (grade 4: English, mathematics and first language) and in secondary (grade 8: English, science and mathematics) and the results are used for development of the rolling strategic and annual sector plans.
- The share from total recurrent education budget to support higher-order learning processes at schools is increased from 3.2 per cent in 2011 to 4.3 per cent in 2017.
- The share from total capital education budget to support development of higher-order learning spaces and higher-order capital assets at schools is increased from 42 per cent in 2011 to 44 per cent in 2017.
- The share from capital education budget to support maintenance of basic and higher-order learning spaces and capital assets at schools is increased from 15 per cent in 2011 to 17.5 per cent in 2017.
- Establish inter-sectoral linkages between general education and technical and vocational education and higher education.

#### **Crosscutting activity: Results-based monitoring and evaluation (RBME)**

- A holistic monitoring framework is developed in line with the sector strategic plan and a sound monitoring mechanism is in operation covering school, divisional, zonal, provincial and national levels.

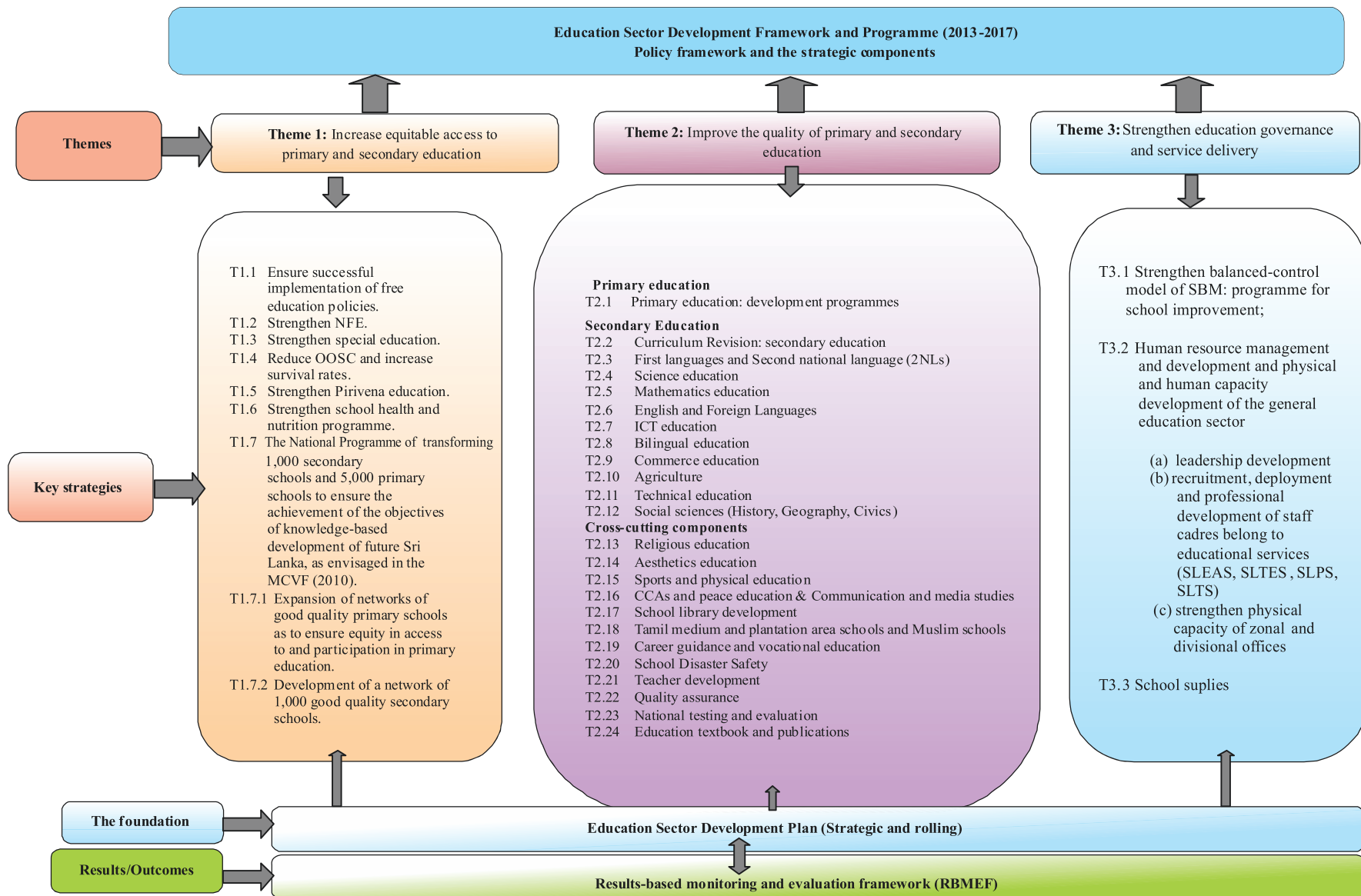
#### **2.4 ESDFP (2013 - 2017): the strategic framework**

The strategic framework of the ESDFP (2013-2017) is based on the medium-term plan of the ESDFP (2012-2016) and hence, this plan has been developed as an ESRP for the period 2013-2017.

The main objective of the ESDFP (2013-2017) is human capital foundation for a knowledge economy: transforming the school education system to further enhance the achievements of the general education system through addressing equity, quality and efficiency considerations. This is a sector strategy for 2013-2017 which focus on ensuring human capital accumulation through general education with a view to increasing young school leavers' contribution to the future local and global knowledge-based economy.

The strategic framework of the ESDFP (2013-2017) designed under the aforementioned three policy themes and the foundation strategy is illustrated briefly in Diagram 2.1 and each strategic component is elaborated in the subsequent sections. The RBMEF of the ESDFP (2013-2017) is presented in section three.

**Diagram 2.1: ESDFP (2013-2017) policy framework and strategic components**



## 2.4.1 Theme 1: Increase equitable access to primary and secondary education

The central objective of theme one is to increase the equitable access to primary (grades 1-5) and secondary (grades 6-13) education and increase participation. As MCVF (2010:72) has proposed, the span of the compulsory education will be extended from 5 to 14 years to 5 to 16 years. Therefore, action is needed to reduce the OOSC within this age-group giving special attention to 14-16 age-group since there is a tendency of high dropouts in this particular student cohort. Hence, the system requires special demand- and supply-side measures to address this objective. This will greatly contribute to a greater percentage of young people who are continuing with higher education and technical and vocational education and those who enter the labour market after completion of secondary education. Thus, theme one will consist of the following demand- and supply-side strategies:

- T1.1 Ensure successful implementation of free-education policies.
- T1.2 Strengthen non-formal education (NFE).
- T1.3 Strengthen special education.
- T1.4 Reduce OOSC and increase survival rates.
- T1.5 Strengthen Pirivena education.
- T1.6 Strengthen school health and nutrition programme.
- T1.7 Flagship programme: transformed 1,000 secondary schools and 5,000 primary schools to ensure the achievement of the objectives of knowledge-based development of future Sri Lanka, as envisaged in the MCVF (2010).
  - T1.7.1 Expansion of networks of good quality primary schools as to ensure equity in access to and participation in primary education.
  - T1.7.2 Development of a network of 1,000 good quality secondary schools (the flagship programme).

### T1.1 Ensure successful implementation of free-education policies

#### Current status and achievements

The GoSL is committed to continue with the implementation of free-education policy through providing education subsidy budget for education welfare programmes. According to the budget estimates of the MoE, in 2012, the government allocated SLRs 7,094.31 million for education subsidy programmes and it was 28.06 per cent of the education recurrent budget of the MoE. This is an increase from the 27 per cent allocated last year and can be considered as a positive commitment of the government to ensure the free-education policy in Sri Lanka.

HE the President of Sri Lanka has declared in the 2013 budget speech, that the GoSL plans to develop rural schools and to provide a meal consisting of a cereal, milk and eggs free of charge for each child attending such schools. Further, it has been proposed to provide a pair of shoes and an additional set of uniform free to those children who are living in difficult areas [MFP (2012) Budget Speech for 2013].

#### Issues and challenges

In terms of the implementation of education subsidy programmes, several issues and challenges still exist in the system. One such issue is the grant of subsidies to all irrespective of parental income. There are a considerable number of students at the lower rungs of income levels who deserve more subsidies and if the level of subsidies provided to the disadvantaged can be increased the impact would be better. It is necessary to study the impact of the education subsidy programmes and implement these programmes in a more rational way.

#### Objectives

The objectives of the implementation of free-education policies are to:

- i. increase access and participation of children through implementation of free education policies; and

- ii. ensure horizontal and vertical equity in resource allocation and distribution in the education system.

schools in disadvantaged areas and provide additional meal for students in isolated schools.

### **Strategies, programmes, projects and key activities (2013-2017)**

**Strategy 1: Ensure implementation of free-education policies and provision of demand-side incentives with a view to increasing enrolment and participation in primary and secondary stages in government schools.**

#### **Programmes/projects/key activities (2013-2017)**

1. Implementation of education subsidy programmes:
  - a. provide schooling facilities for primary and secondary education;
  - b. reorganise and activate school-level attendance committees with the involvement of school management committees (SMCs) to promote school enrolment and attendance.
  - c. provide free textbooks to all students in grades 1-11 in government schools, Pirivenas and government assisted schools;
  - d. provide school uniform materials for all children from grades 1-13 in government schools and Pirivenas;
  - e. provide scholarships and bursaries for children belonging to low-income households (15,000 students in each year);
  - f. provide midday meals for students in disadvantaged schools;
  - g. provide special grants and learning resources to students with SEN;
  - h. provide public transport subsidies for all students; and
  - i. provide an additional set of school uniform material and a pair of shoes for children in disadvantaged areas and provide additional egg to the school meal and a glass of milk to deserving secondary school children in selected

The LFA for implementation of free education policies is given in Appendix 2.1: T1.1.

### **T1.2 Strengthen non-formal education (NFE)**

#### **Current status and achievements**

Another supply-side measure is to strengthening the NFE programmes as an alternative mode of education. These educational programmes will cater to children living in vulnerable circumstances. These programmes will be implemented ensuring vertical equity principles. NFE programmes will be available for adolescents who never attended school or dropped out of school at a younger age and require skills to enter the labour market. NFE is offered through functional learning centres (FLCs) for children who lack basic literacy skills, a network of 178 community learning centres (CLCs) at zonal level for children over 16 years of age, literacy classes and centres for street children. The experience and outcomes of the upgraded NFE programmes for relevance and effectiveness need to be reviewed. Thus, the NFE programmes focussed on providing an alternative opportunity for children in the compulsory education age range who have missed education in formal schools due to various reasons; to improve vocational and technical skills of young people who left school; and providing education for communities with a view to enhancing their socio-economic and cultural well-being. The NFE programmes serve children of 5-14 (in the future, 5-16) age group, school dropouts, school leavers, children and adults living in disadvantaged circumstances, children, adolescents and adults with low literacy levels, children who are affected by natural disasters, children whose parents are employed overseas, street children, children who are in rehabilitation camps and those from extremely poor families. NFE programmes are implemented through the CLCs, FLCs and vocational training centres.

During year 2012, a plan for reorganising school attendance committees has been finalised, 45 functional literacy programmes were conducted while literacy programmes have been conducted for 250 street children. Capacity building programmes were conducted for 150 literacy instructors and the international literacy day programmes were conducted at provincial level. The GoSL is committed to implement the compulsory education regulations and currently actions are being taken to amend the compulsory education regulations in line with the policy directions of the MCVF (2010). Currently, it has taken actions to review and update NFE programmes in order to meet the current requirements. Further, national and provincial education authorities have taken action to provide modern educational equipment to NFE centres.

### **Issues and challenges**

One constraint in planning NFE programmes is lack of reliable data. A complete national census of population has not been held after 1981 due to the ethnic conflict and it was only this year that a complete census has been carried out covering the whole country. The results of this census are not available as yet and once the results are published planning based on accurate data can be accomplished. The census will identify the non-school-going children by their addresses and then it is possible for NFE personnel to track them.

Another problem with regard to literacy programmes is the fact that non-school-going children are not concentrated in one geographical location so that it is difficult to organise day classes for them. They are found in scarce numbers spread over a large geographical area. An alternative structure other than the literacy centre has to be developed to cater to the needs of these children. Further, children who do not have a caregiver and street children need residential accommodation as they have no home of their own.

Lack of trained human resources in NFE is another constraint. The NFE Project Assistants, instructors of literacy programmes, vocational instructors and NFE administrators need professional training.

**Mission of the NFE:** Implementing education programmes to raise the level of skills of children and adults who have left the formal education stream with a view to moulding dignified citizens who satisfy national and global requirements.

### **Objectives**

Objectives of the strengthening NFE are to:

- i. extend the upper age-limit of compulsory education from 14 to 16 years (revising compulsory education regulations) and accordingly increase participation of students up to grade 11;
- ii. promote educational opportunities for children who are vulnerable and have missed the opportunities for education;
- iii. reduce number of OOSC aged 6-16 years and help increase the survival rate of students up to grade 11 (age 16 years) in the education system;
- iv. increase the literacy rate; and
- v. strengthen NFE programmes through CLCs and vocational training centres.

### **Strategies, programmes, projects and key activities (2013-2017)**

**Strategy 1: Revision of compulsory education regulations, increase participation and strengthen non-formal educational opportunities.**

#### **Programmes/projects/key activities (2013-2017)**

1. Implementation of compulsory education regulations and strengthening non-formal educational opportunities:
  - a. amend compulsory education regulations to increase upper-age limit to 16 years and implementation of compulsory basic education opportunities.
  - b. re-organise and strengthen school-level attendance committees (8,000 school attendance committees to be re-activated).
  - c. sensitise communities on compulsory education regulations with special



reference to the communities in disadvantaged areas.

- d. expand and strengthen NFE programmes/centres to increase access of OOSC and children with SEN for NFE and strengthen links between formal schools and NFE (enter or re-enter the formal system).
- e. provide adequate educational facilities for NFE programmes by expanding basic learning programmes, functional literacy programmes, community learning programmes, psycho-social educational programmes and income-generating programmes at 400 centres.
- f. provide vocational and technical training for school leavers and adults support to the NVQ level.
- g. provision of alternative literacy programmes for adolescents, school leavers and adults.
- m. develop a monitoring and evaluation (M&E) framework for NFE.

## **Strategy 2: Strengthen capacity of NFE staff at zonal, provincial and national levels.**

### **Programmes/projects/key activities (2013-2017)**

1. Implementation of capacity development (CD) programmes for NFE staff (professionals) at national, provincial and zonal levels.
2. Implementation of programmes for literacy centre instructors, vocational instructors and field level officials.

The LFA for NFE is given in Appendix 2.1: T1.2.

### **T1.3 Special education**

#### **Current status and achievements**

Special education programmes are implemented through government schools and assisted special schools. Special education opportunities are provided for differently able children with physical,

intellectual, hearing and visual impairments and those with behavioural problems such as autism. At present 9,172 intellectually impaired, 3,074 hearing-impaired, 10,447 visually impaired (including low-vision), 2,610 with physical disabilities, 3,912 with multiple disabilities, 3,216 with behavioural difficulties, 17,253 with learning difficulties and 1,981 with other disabilities are studying in regular classrooms and special education units in schools. The inclusion of disabled children in regular classes is the current internationally accepted principle to enable the social development of these children.

The government assists a small number of schools run for children with severe disabilities. Other children, wherever possible, are mainstreamed in regular schools. Most of these children are not completing their compulsory education because of poverty and lack of knowledge of teachers on the appropriate methodologies required for teaching such children. In addition, there are only 632 special education teachers in the system which is not sufficient. Moreover, Sri Lanka has not kept up with necessary advancements in knowledge and skills in the management of children with SEN. Therefore, it is vital to build the capacity of teacher educators and teachers involved in special education in advanced methodologies of teaching. The lack of well-equipped classrooms and resource centres are some of the issues that hinder the progress of education of these children.

It is vital to provide opportunities for students with SEN to continue their education. Further, it is important to build the capacity of teachers and teacher educators involved in special education through the use of appropriate modes of teaching.

Currently, actions are being taken to review the syllabi and update special education programmes in order to meet the current requirements. Further, national and provincial education authorities have taken action to provide modern educational resources to special education units and special education assisted schools.

During year 2012, the SEN programme has provided special assistance to children with SEN by supplying spectacles, consumable materials for conducting lessons, learning aids to special education classes, autism centre and the Braille press. Special schools were provided with grants and management training was given to principals of these schools.

### **Issues and challenges**

In terms of special education, still special education units lack resources, especially modern technical instruments which are essential for learning in classrooms. Further, many schools have not been provided access facilities for students having physical disabilities. Creating awareness on inclusive education and training all primary teachers on identification of children with SEN is another requirement. Advocacy programmes for the general public is also necessary.

### **Objectives**

The overall objective is to ensure educational opportunities for children with SEN and those who are vulnerable and miss opportunities for education. Further, following specific objectives are to:

- i. ensure compulsory basic education opportunities for children of age 5-16 with SEN;
- ii. provide appropriate resources for children with SEN at schools;
- iii. emphasise inclusive education concept and approach in the education sector;
- iv. build capacity of professionals in special education;
- v. ensure equal educational rights of children with SEN to quality education through formal education (at the primary and secondary levels) and through non-formal educational opportunities and strengthen inclusive education; and
- vi. improve and provide education facilities and modern equipment for children with SEN.

### **Strategies, programmes/projects/key activities (2013-2017)**

#### **Strategy 1: Strengthen special education programmes and ensure basic education for children with SEN.**

#### **Programmes/projects/key activities (2013-2017)**

1. Identify OOSC with SEN in each education division and ensure their access and participation in education.
2. Provide appropriate learning spaces, assets/equipment and materials for children with SEN ensuring sound learning environment at special schools, special education units, regular classrooms and schools in general.
3. Strengthen methodologies for identification and assessment of children with SEN.
4. Reviewing the teacher education syllabi of pre-service, in-service and continuing education in special education.
5. Raise awareness among relevant stakeholders on special education.
6. Raise awareness on inclusive education among school principals, teachers, professionals and parents.
7. Expansion of inclusive education.
8. Develop capacity of teachers and professionals of special education.
9. Develop inclusive education, community education.
10. Develop physical resources and provide physical resources for special education units.
11. Provide accessibility facilities for education premises for physically disabled students.
12. Develop an M&E framework for special education.

LFA for special education is given in Appendix 2.1: T1.3.

## T1.4 Reduce OOSC and increase survival rates

### Current status and achievements

Aforementioned demand- and supply-side measures directly or indirectly are carried out to promote enrolment, participation, survival, retention and reduction of dropouts in primary and secondary education. For this purpose, activation of school attendance committees and school-level programmes will be strengthened. During 2012, OOSC survey was conducted in 12 selected divisions.

### Issues and challenges

- Compulsory education regulations were enforced from 1998. However, there is still a small percentage of children who do not enrol in the school at all and a percentage of children who dropout during the course of schooling from grades 1 to 11.
- There is considerably a higher rate of OOSC and school dropouts in urban slums, remote rural villages, coastal belt, estates etc., when compared to other areas.

### Objectives

The objectives of the reduction of OOSC and increasing survival rates are to:

- i. ensure all children complete their education successfully without being vulnerable as a result of their socioeconomic background, gender or ethnicity;
- ii. extend the age limit of compulsory education from 5 to 14 years to 5 to 16 and accordingly increase participation of all students up to grade 11; and
- iii. increase survival rates of students up to grade 11 (age 16 years) in the education system.

### Strategies, programmes/projects/key activities (2013-2017)

#### Strategy 1: Reduction of OOSC and increase survival rates

### Programmes/projects/key activities (2013-2017)

1. Demand-side measures: textbooks, uniforms, mid-morning meals for needy children and scholarships are provided timely.
2. Provide adequate facilities for children with SEN.
3. Strengthen NFE programmes and open-schooling.
4. Provide alternative educational opportunities for children who are out-of-school or dropped-out at some point and who need to catch up education before re-entering formal schools.
5. Strengthen school attendance committees (8,000 school attendance committees need to be reactivated).

In the context of increasing compulsory education age up to 16 years (grade 11), the system needs to consider the issue of the OOSC of age 5-16 and how could they be identified and get them back to schools. The number of OOSC by provinces is varied. The numbers of OOSC should be estimated based on the age 6-16 population data, the enrolment data in government schools and the enrolment data in the international (private) schools. The population census of 2011 (completed by end of 2012) and the enrolment data of international schools should be made available for the MoE to identify reliable targets of OOSC by provinces. However, based on the available data, each province will identify their own targets while each province will establish a strong mechanism to identify OOSC and to enrol them in the formal (government) schools, schools for children with SEN or in the NFE centres.

## T1.5 Pirivena education

### Current status and achievements

In the education system in Sri Lanka, Pirivena education has played a key role to improve the access and participation in primary and secondary education. Further, the Pirivena education has also contributed to improve the quality of education in

the country as well as to enhance educational attainments.

### **Issues and challenges**

Although Pirivenas cater mainly to the needs of Bhikku students a considerable number of lay male students (currently about 31,000) have enrolled in Pirivenas. Some of these students are those who have dropped-out of schools and they are provided with a second chance to receive an education. They need a type of education similar to that given in formal schools including subjects like science and mathematics, practical skills and aesthetics. Therefore, it is necessary to provide facilities for the study of these subjects. Laboratories and workshops and equipment for teaching these subjects are necessary. Some Pirivenas also need basic facilities such as: classroom spaces, sanitary facilities etc. The Bhikku students have to be trained to master knowledge on Tripitaka and devotion to Dhamma. They also need a practical knowledge on propagation of Dhamma locally and abroad. In addition, a good knowledge of foreign languages will facilitate Dhammadutha activities.

### **Objectives**

The objectives of development of Pirivena education are to:

- i. provide educational facilities to Bhikku students ; and
- ii. provide opportunities for lay male students over 12 years of age who are desirous of following a course of studies in a Pirivena in a Buddhist environment.

### **Strategies, programmes/projects/key activities (2013-2017)**

#### **Strategy 1: Ensure basic and higher-order learning spaces and capital assets to Pirivenas.**

#### **Programmes/projects/key activities (2013-2017)**

1. Increase grants to Pirivenas for subsidising building construction for classrooms, science laboratories and ICT laboratories.

2. Increase the grant for procurement of higher-order capital assets (i.e. equipment for science, aesthetics and computers etc.).

#### **Strategy 2: Improve capacity and skills of Bhikkus**

#### **Programmes/projects/key activities (2013-2017)**

1. Improve capacity and skills of Bhikkus on Dhamma and Dhammadutha activities.
2. Improve international language skills (i.e. Hindi, Chinese, Japanese and Korean) and classical languages (i.e. Pali and Sanskrit).
3. Conduct training programmes for Bhikku students on Dhamma and Dhammadutha activities.
4. Introduction of teaching of foreign languages such as Hindi, Chinese, Japanese and Korean.
5. Strengthen the teaching of classical languages such as Pali and Sanskrit.

### **T1.6 Strengthen school health and nutrition programme**

#### **Current status and achievements**

Another key strategy of theme one is to strengthen school health and nutrition programmes in schools. Ill-health and malnutrition have a major impact on cognitive development, learning and educational achievement. Thus school health and nutrition programmes are recognised as critical policy component which directly impact on student learning. Health and nutrition programmes contribute to improve access and participation and educational outcomes. Studies have shown that regular school attendance is a determinant of the quality of education. One of the main reasons for poor attendance is ill-health. Pupils, who are poor in school attendance perform poorly at school assessments, often repeat classes and finally dropout of the school. Nutritional intervention programmes also act as incentives for better attendance. The midday meal programme implemented in Sri Lankan schools show that the attendance has improved as a result of this



intervention. These programmes have greatly impacted on improving access of children from low-income households.

The concerns described above have stimulated the partnership between health and education sectors to share resources, technical capacity and infrastructure of both sectors. Their participation

has supported implementation of school medical inspection (SMI) programmes and streamlining school sanitary services.

Number of schools and students benefited from the midday meal programmes in 2011 and 2012 are given in Table 2.1.

**Table 2.1: Number of schools and students benefited from the midday meal programmes**

Year	Midday meal programme (GoSL-funded)		Midday meal programme (WFP-funded)		Glass of milk programme	
	No. of schools benefited	No. of students benefited	No. of schools benefited	No. of students benefited	No. of schools benefited	No. of students benefited
2011	7,600	776,159	838	170,197	-	-
2012	6,775	839,643	850	175,258	1,511	326,907
<b>Total</b>	<b>14,375</b>	<b>1,615,802</b>	<b>1,688</b>	<b>345,455</b>	<b>1,511</b>	<b>326,907</b>

Source: SH&NB, MoE (2012).

According to the evidence, the annual student attendance has increased from 80 per cent in 2009 to 83.43 per cent in 2011. Further, the malnutrition has decreased from 29 per cent in 2007 to 20 per cent in 2011. Studies show that there are nutritional deficiencies among a fair number of schoolchildren. Stunting and wasting resulting from low intake of food is 21 per cent at national level. At the same time about 10 per cent of children in popular schools in Colombo are overweight. Vitamin A deficiency is found among 15 per cent of school population and iron deficiency among 14 per cent. .

Moreover, in terms of national-level policy directions provided by the MoE, the provinces have stepped up implementation arrangements. Accordingly, circulars on midday meal, health promotion programme, dengue control programme, glass of milk programme, and school canteen are issued to schools and the respective agencies in order to improve the student health promotion. The rate paid to the suppliers of school meals has been increased from SLRs. 20.00 to SLRs 21.50 this year. An additional egg a week and a glass of milk too have been added since October, 2012.

Provision of water and sanitation facilities to schools has been enhanced. The Ministry of

Economic Development (MED) has provided a sum of SLRs. 1,442.00 million with which 7,886 toilets have been constructed. Unicef with AusAID has provided water to 53 schools and 859 toilets to 267 schools at a cost of SLRs. 186.00 million.

Under the school health promotion programmes, in the ESDFP (2012-2016) medium-term strategic plan an activity is incorporated to propagate school health promoting concept and accreditation of schools on its implementation. Accordingly, action is taken to accredit schools in 20 per cent of education zones in 2012. Further, a school health promotion programme information management system (SHPPIMS) is developed electronically to facilitate the monitoring of the programme. Data is being collected from schools in these zones and entered into the database and uploaded into the website established for the purpose. The assistance of Partnership for Child Development (PCD) at Imperial College, London has been obtained through the World Bank to carry out this activity.

### Issues and challenges

- Lack of basic facilities at schools such as adequate classroom spaces, adequate ventilation and lighting, appropriate furniture for the physical size of children for different



grades, water and sanitation in accordance with the national norms and health standards.

- Lack of favourable psychosocial environment, exploitation and lack of promotion of child-friendly environment.
- Increasing rates of communicable and non-communicable diseases.
- Nutritional deficiencies such as stunting, wasting and overweight.
- Lack of awareness of the negative effects on health due to use of tobacco, alcohol and drugs.
- Lack of knowledge on reproductive health, sexually transmitted infections (STI) and HIV/AIDS. Studies have revealed that adolescents have shown that the knowledge of the physiological changes taking place during adolescence, and general knowledge of conception, pregnancy and family planning, HIV/AIDS and other STI is not adequate.
- Psychosocial problems: the incidence of mental illness and emotional problems are also on the increase.
- Regularising physical exercise activities in schools as a part of the co-curriculum.
- Resourcing the school meal programme to provide an adequate meal for all deserving children.
- Policy on training all teachers on basic health needs of children.

### **Objectives**

**The Vision:** A healthy and active generation of children.

**The Mission:** Empower schoolchildren to develop the competencies required for promoting one's health as well as that of the family and the community in order to obtain optimum results from educational opportunities.

The main objective is to ensure that schoolchildren are healthy and empowered to be persons having self-ability for the promotion of their health as well as that of the family and the community and provide for gaining maximum benefits from the

available educational opportunities. Further, specific objectives are to:

- i. improve the nutritional status of schoolchildren;
- ii. increase the attendance rate of schoolchildren especially in difficult areas;
- iii. provide appropriate health promotional activities to enable children to have control over and promote their own health;
- iv. promote healthy and safe school environment that would facilitate learning;
- v. improve health and nutrition knowledge and skills to prevent communicable and non-communicable diseases;
- vi. enhance community participation for the promotion of school health activities; and
- vii. promote health policies at school level.

### **Strategies, programmes/projects/key activities (2013-2017)**

#### **Strategy 1: School midday meal programme**

#### **Programmes/projects/key activities (2013-2017)**

1. Provide mid-morning meal for schoolchildren and children in NFE programmes of primary age span.
2. Conduct nutrition awareness programme for food suppliers.
3. Conduct teacher training programme in health and nutrition.
4. Conduct monitoring programmes.
5. Provide meals from WFP.
6. Provide a glass of milk for students.
7. Curricular reforms to impart skills-based health education and teacher development to implement the revised curriculum.
8. Resourcing the school meal programme to provide an adequate meal for all deserving children.

## **Strategy 2: School health promotion programme**

### **Programmes/projects/key activities (2013-2017)**

1. Preparation of the school health promotion database and its maintenance.
2. CD programmes (teacher training for primary and secondary teachers, student camps for primary and secondary students).
3. Providing equipment for schools to prepare meals at school.
4. Accreditation of health promoting schools: propagate school health promoting concept and accreditation of schools on its implementation. Accordingly, 40 per cent of education zones in 2013, 60 per cent of education zones in 2014, 80 per cent of education zones in 2015, and 100 per cent of education zones in 2016 will be ensured with the accreditation of the policy implementation.
5. Develop a school health and nutrition database in 40 per cent of education zones in 2013, 60 per cent of education zones in 2014, 80 per cent of education zones in 2015, and 100 per cent of education zones in 2016. The data of SMI programme in collaboration with the Ministry of Health (Family Health Bureau) will be connected to the database. In addition, data on schools health promoting programmes and school dental services will be incorporated.
6. Strengthen school health services such as the SMI, supply of nutrients and parental education programmes.
7. Promote healthy eating habits among schoolchildren and to support this, to certify implementation of the school canteen policy.
8. Strengthen school health promotion programmes.
9. Regularise physical exercise activities in schools as a part of the co-curriculum.
10. Training of all teachers on basic health needs of children in all teacher education

programmes including mental health and counselling.

11. Strengthen monitoring and evaluation (M&E).
12. Promote school community relations: All provinces and zones ensure school health advisory committee and school health clubs are functioning, strengthening community relations for mutual promotion of health through the PSI.
13. Improve awareness on adolescent health and empower teenagers to reduce risk behaviours and teenage pregnancies; upgrade curriculum to meet this objective taking into account the cultural identities of Sri Lanka and the current educational policy concerns; improve the psychological wellbeing of adolescents with special emphasis on children in schools.
14. Create greater parental, teacher, principal and community support to prevent adolescent suicide.

## **Strategy 3: School WASH programme**

### **Programmes/projects/key activities (2013-2017)**

1. Providing drinking water facilities, water for washing and adequate sanitary facilities for national and provincial schools.

## **Strategy 4: School dental clinics**

### **Programmes/projects/key activities (2013-2017)**

1. Renovation of school dental clinics

LFA for school health and nutrition programmes given in Appendix 2.1:T1.6.

**T1.7 The national programme of transforming 1,000 secondary schools and 5,000 primary schools to ensure the achievement of the objectives of the knowledge-based development of future Sri Lanka, as envisaged in the MCVF (2010)**

The national programme will be implemented under the two main components:

T1.7.1 Development of 5,000 feeder primary schools; and

T1.7.2 Development of 1,000 secondary schools.

**T1.7.1 Expansion of networks of good quality primary schools as to ensure equity in access to and participation in primary education (development of 5,000 feeder primary schools)**

**Current status and achievements**

The focus of improvement of primary education under ESDFP (2013-2017) will be two-fold:

- i. improvement of physical infrastructure of feeder primary schools and other primary schools; and
- ii. improvement of quality of teaching and learning, CD of teachers and principals, and monitoring and evaluation.

These schools will provide a rich, inclusive and child-friendly learning environment which would improve student learning outcomes. At least three primary schools will be linked to each secondary school. However, these networks will not deny access of students of other primary schools (not identified for direct networks and located in isolated places) to these secondary schools. Development of model primary schools has been one of the key development programmes in the education sector for the past several years. Objectives of this programme are to upgrade primary schools up to the standard levels in terms of infrastructure facilities and human resources. GoSL will continue to implement the model primary school development programme with the aim of developing of schools which are not identified under this feeder primary schools programme and also to support selected feeder primary schools through the GoSL-CF. Selected sub-strategies are:

- a. develop basic and higher-order learning infrastructure in primary schools and improve primary school learning environment;
- b. provide learning resources to schools; and

- c. provide school-based and out-bound teacher development programmes and CD programmes for the principals of these primary schools.

The ESDFP (2013-2017) will focus on improving the quality and standards of teaching and learning of subjects of the curriculum, expanding opportunities for learning those subjects and improving the students' performance in those subjects. The network of high quality primary feeder schools will greatly facilitate the achievement of these targets. The rest of the schools will also be supported to deliver a high quality education as provided in the schools in the flagship programme.

As planned for 2012, action has been taken to provide guidelines for improving learning environment of the primary schools which are linked to the selected secondary schools. Therefore, improvement programme was commenced in more than 10 per cent of schools in 2012. This leads to ensure an inclusive, enabling learning environment promoting child-friendly approach (CFA) to learning and teaching.

Accordingly, the MoE in collaboration with the MED has taken actions to provide basic facilities in 1,680 primary schools, by divisional secretariat division (DCD) levels. The development programmes of the rest of the feeder primary schools linked to the secondary schools will commence in 2013.

**Issues and challenges**

- social demand for inclusion to the national programme;
- high demand for resources from the school levels; and
- lack of awareness of the programme.

**Objectives**

Objectives of the expansion of networks of good quality primary schools to ensure equity in access to and participation in primary education are to:

- i. ensure that an efficient good quality primary schools network is established throughout the country assuring students' access to high

- quality secondary education in the neighbourhood;
  - ii. ensure quality and accessible education for all as to reduce disparities in the quality and access to primary education;
  - iii. ensure that schools provide a high-quality, inclusive and educationally balanced learning environment that promotes students' learning and acquisition of cognitive and generic skills;
  - iv. enable students to acquire learning outcomes through a comprehensive learning and teaching programme offered at these schools; and
  - v. primary school learning environment improvement programme will commence at least in 25 per cent of schools in 2013, 40 per cent in 2014, 60 per cent in 2015 and 80 per cent in 2016.
4. Renovation of school gate and boundary walls/ fence.
  5. Renovation of existing buildings and colour washing.
  6. Ensure green concepts in the school yards, land and premises by planting trees, agricultural crops, foliage, flowering plants.
  7. Preparation of school name board.
  8. Establishment/renovation/ensure an orderly environment at the grade 1 students' activity room.
  9. Establishment/renovation/upgrading of the play area.
  10. Essential renovations of teachers' quarters (if available).

The LFA for developing around 5,000 selected primary schools/primary sections linking to secondary schools is given in Appendix 2.1: T1.7.1

### Strategies, programmes/projects/key activities (2013-2017)

#### Strategy 1: Provision of basic facilities to the identified schools.

#### Programmes/projects/key activities (2013-2017)

1. Provision of electricity.
2. Provision of water facility.
3. Upgrading the sanitary facilities and toilets.

#### T1.7.2 Development of a network of 1,000 good quality secondary schools (the flagship programme)

#### Current status and achievements

Under this national programme, 1,000 schools inclusive of all provinces have been identified and the details are given in Table 2.2.

**Table 2.2: Selected secondary schools by provinces**

Province	Quota per province	Total No. of secondary schools selected for 1 <sup>st</sup> Phase (2012/13)			Total No. of secondary schools selected for 2 <sup>nd</sup> Phase (2013/14)			Total No. of secondary schools selected for 3 <sup>rd</sup> Phase (2014/15)			Grand Total
		National	Provincial	Total	National	Provincial	Total	National	Provincial	Total	
WP	134	05	30	35	23	49	72	-	27	27	134
CP	153	07	15	22	27	66	93	02	36	38	153
SP	110	05	37	42	27	37	64	01	03	04	110
NP	90	01	33	34	05	37	42	01	13	14	90
EP	103	09	63	72	02	11	13	-	18	18	103
NWP	127	04	60	64	18	45	63	-	-	-	127
NCP	82	02	39	41	02	07	09	02	30	32	82
UP	88	10	26	36	13	17	30	01	21	22	88
SaP	113	07	52	59	09	28	37	01	16	17	113
<b>Total</b>	<b>1,000</b>	<b>50</b>	<b>355</b>	<b>405</b>	<b>126</b>	<b>303</b>	<b>423</b>	<b>06</b>	<b>128</b>	<b>172</b>	<b>1,000</b>

Source: PPB, MoE (2012b).





**Mahindodaya Technological Laboratories,  
Homagama, Pitipana Mahinda Rajapaksha Vidyalaya  
and  
Ratmalana Kotalawalapura Maha Vidyalaya**

In 2012, 405 secondary schools commenced construction of Mahindodaya Technological

Laboratories (MTL). The MTL will be constructed in two models:

<p><b>MTL model 1:</b></p> <ul style="list-style-type: none"> <li>• ICT laboratory</li> <li>• Language laboratory</li> <li>• NANASA distance learning centre</li> <li>• Mathematics laboratory.</li> </ul>	<p><b>MLT model 2:</b></p> <ul style="list-style-type: none"> <li>• ICT laboratory</li> <li>• Language laboratory + NANASA distance learning centre</li> <li>• Physics + Mathematics laboratory</li> <li>• Biology + Chemistry laboratory.</li> </ul>
--	---

Further, 1,000 ICT teachers, 1,000 science and mathematics teachers and 1,000 English teachers were recruited and appointed to the selected 1,000 secondary schools both national and provincial. Under the secondary school development programme, several initiatives took place in order to improve the learning environment of secondary schools to improve the learning outcomes of students and learning and teaching at classroom. The target was 10 per cent in 2012 to improve secondary school learning environment improvement programme and the target was achieved.

Balance number of schools out-of 1,000 secondary schools will commence the development of higher-order learning spaces, especially constructions of MTLs in 2013.

**Issues and challenges**

Unequal distribution of high-quality schools between urban and rural sectors, polarisation of the school system due to high demand for popular

urban schools, congested classrooms in urban popular schools, competition in seeking admissions for grade 1 and grade 6 in such popular schools, difficulty in maintaining standard school sizes, varied levels of resources among schools and lack of resources in many schools have challenged the policy intention of providing equitable access to quality education for all.

**Objectives**

Objectives of the development of 1,000 secondary schools are to:

- i. ensure that an efficient good quality secondary schools network is established throughout the country with at least one such school at each DSD assuring students' access to meaningful secondary education in the neighbourhood;
- ii. ensure quality and accessible education for all to reduce disparities in the quality and access to primary and secondary education;



- iii. an accelerated development programme to improve education in the areas that were affected by the conflict in the NP and EP;
  - iv. ensure that schools provide a high-quality, inclusive and educationally balanced learning environment that promotes students' learning and acquisition of cognitive and generic skills essential for facing problems in life through teaching and learning of full curriculum (science, mathematics, English and foreign languages, ICT education, commerce, technical education, aesthetics);
  - v. enable students to acquire learning outcomes through a comprehensive learning and teaching programme offered at these schools;
  - vi. develop special measures to ensure equitable access to science education at the secondary level, equip schools and provide teachers;
  - vii. ensure basic facilities and higher-order learning facilities at all schools based on the norms specified by the MoE on the physical facilities and the teaching cadres; and
  - viii. secondary school learning environment improvement programme will commence at least in 25 per cent of schools in 2013, 40 per cent in 2014, 60 per cent in 2015 and 80 per cent in 2016.
- b. Adopt a holistic quality development approach in the selected schools by assuring adequate human and physical resources based on a medium-term, school-specific planning approach.
  - c. Increase access to meaningful, high-quality secondary education with an inbuilt inclusive, socially and educationally balanced, trilingual, values-based and rich learning environment which promotes students' acquisition of cognitive and non-cognitive skills.
  - d. Improve learning environment of secondary schools.
  - e. Strengthen CG&C programme at schools and establish links with the technical and vocational education sectors.

The LFA for developing 1,000 selected secondary schools is given in Appendix 2.1: T1.7.2. The LFA presents the major and common strategies of physical infrastructure development, human resource development (HRD) and SBLIG for processes development of the proposed secondary schools leading to achieve educational outcomes. These schools are expected to deliver an educational programme with enhanced quality through all subjects of secondary education: first language (Sinhala/Tamil), second national language (2NL), science, mathematics, English, commerce subjects, ICT, aesthetics, technical subjects, sports through mother language and bilingual education.

### **Strategies, programmes/projects/key activities (2013-2017)**

#### **Strategy 1: Development of network of 1,000 high-quality secondary schools by DSDs**

Irrespective of the current categorisations of schools (national, provincial, Isuru, Navodya etc.) identify about 1,000 schools feasible for development through a school mapping exercise by DSDs and develop them as high-quality secondary schools and link each of them with networks of 3-5 primary schools.

- a. Offer full-curriculum in five main areas: (i) language education: first language, English and foreign languages; (ii) sciences, mathematics, commerce subjects at GCE AL; (iii) arts and humanities, aesthetics; (iv) ICT; and (v) sports and physical education.

## 2.4.2 Theme 2: Improve the quality of primary and secondary education

Improving the quality of primary and secondary education is the central objective of the general education system. It should be noted that this national strategic plan recognises primary education as a distinct stage in the education system. The existing primary curriculum is being further developed to make it more activity-based, child-friendly and inclusive. The secondary stage of education will be aimed at providing a competency-based general education contributing to overall personality development of the child and also catering to the development of special aptitudes of children. The following programmes/components and strategies are incorporated in the ESDFP (2013-2017) in order to achieve the aforementioned objectives.

### Primary education

- T2.1 Primary education related development programmes
  - T2.1.1 Curriculum revisions and upgrading (primary education)
  - T2.1.2 Improve the quality of primary education

### Secondary education

- T2.2 Curriculum revision (secondary education)
- T2.3 First languages and second national languages (2NLs)
- T2.4 Science
- T2.5 Mathematics
- T2.6 English
- T2.7 ICT
- T2.8 Bilingual education
- T2.9 Commerce education
- T2.10 Agriculture
- T2.11 Technical education
- T2.12 Social science (History, Geography, Civics)

### Crosscutting components

- T2.13 Religious education
- T2.14 Aesthetics education

- T2.15 Sports and physical education
- T2.16 CCAs and peace education, and communication and media studies
- T2.17 School library development
- T2.18 Tamil medium and plantation area schools and Muslim school development
- T2.19 CG&C to orient general education towards the world of work
- T2.20 School disaster safety
- T2.21 Teacher development
- T2.22 Quality assurance
- T2.23 National testing and evaluation
- T2.24 Education textbook and publications

### Primary education

#### T2.1 Primary education: development programmes

### Current status and achievements

This national strategic plan recognises primary education as the foundation stage of the general education system because it is designed to facilitate the process of acquisition of competencies essential for life and to lay a firm foundation for a sound secondary education, being the 'readiness' stage of education. The primary curriculum was revised in 1997 and a minor revision was carried out in 2007 from key stage 1 and continued in the following years.

The primary curriculum has been organised under three key stages. The three modes of instructions, guided play activities and deskwork can be identified in the teaching and learning process in the primary classrooms. At key stage 1 (grades 1 and 2), most of the time is spent on guided play activities with a lesser amount on deskwork. At key stage 2 (grades 3 and 4) all three modes of instruction are given equal emphasis. Activities and deskwork are used more than guided play in key stage 3 (grade 5). Essential learning competencies (ELCs) and desirable learning competencies (DLCs) were identified as primary objectives of

the curriculum to be achieved. These competencies provide the basis for assessing children in primary classes as well. ELCs are considered as fundamental for further development of learning. Therefore it is expected that all the children will reach all ELCs at the end of each key stage. 80 per cent of students are expected to attain mastery in DLCs. The curriculum includes a language area and three other subjects namely, mathematics, environmental related activities and religion. In the language area key stage 1 only the first language (mother-tongue) is taught. At key stages 2 and 3, first language (mother-tongue), English language and 2NLs are taught. The special feature is the provision of opportunities for all children to use English for conversation. This is referred to as ‘activity-based oral English (ABOE)’. A set of guided play items and activities have been introduced to use when children are admitted to grade 1. The teacher will be able to identify the areas in which the child needs help when the child engages in these activities. This will enable the teacher to get to know each child and to plan the learning and teaching process to suit individual needs.

Assessment is essentially diagnostic. The process of assessment may be either informal (observation, questioning, listening to children etc.) or formal (written tests). Based on the information collected,

decisions are made on the children’s learning progress and are recorded systematically. It is expected to take remedial action on learning difficulties that are revealed, to help the child to reach the expected levels. NA of student achievement has been conducted periodically by the National Education Research and Evaluation Centre (NEREC) and the performance shows a considerable progress.

A positive trend was observed in the achievement of learning outcomes, in all four subjects over the period 2003-2009. Question papers for this assessment have been developed based on the ELCs of key stage 2 and same test papers (with slight modifications) were used on all 3 occasions. Against the expected target that all students will reach 100 per cent of the ELCs, these assessments have revealed that some students have not attained the ELC. At the end of the primary cycle, in grade 5 (in August) a selection examination (grade 5 scholarship examination) is held to select better performing children from low-income families to award scholarships in support of their secondary education and to provide an opportunity for clever students to enter a good quality secondary school based on the scores.

The basic data related to primary education is given in Table 2.3.

**Table 2.3: Data related to primary education**

Number of primary schools or schools with primary sections	9,061
Total number of primary classes ( grades 1-5)	63,156
Number of teachers serving in primary grades	70,278
Number of qualified teachers (trained or NCoE Diploma holders) in primary grades	45,434

Source: MoE (2011b).

Primary education activities are designed to ensure an inclusive, enabling learning environment promoting CFA to learning and teaching. Under the primary school learning environment improvement programme infrastructure facilities have been provided to 1,680 schools. Each school was given a sum of SLRs. 500,000.00 to develop infrastructure facilities and funds were provided by the MED. The principals and teachers of these schools are being trained to implement the CFA

by provincial resource groups. The resource groups were trained by the officers of MoE. The monitoring tools for use by principals, ISAs and teachers have been developed by the Primary Education Branch and the resource groups were trained to use these tools. A guidance manual was prepared for implementing the CFA in primary education in Sinhala and Tamil and distributed to all the schools and supervisory staff. In addition, a circular was issued to strengthen the

implementation of class-based diagnostic assessment at primary education.

In relation to the primary teacher recruitments, the gazette notification was revised to include credit passes for mathematics and English language as basic qualifications for the recruitment of students for primary education to NCoEs. This will enable future recruits to primary education to be competent in these core subjects.

### Issues and challenges

- Qualified primary education teachers in the system are not sufficient.  
Untrained as well as non-primary teachers are attached to the primary education sections to cover the deficit of qualified teachers. Some primary qualified teachers are attached to the secondary stage after they complete a degree.
- Lack of qualified principals with necessary leadership capacity in the primary schools. Most schools are managed by acting principals.
- Lack of a mechanism for coordination between pre-schools and primary schools.
- Poor conditions in classrooms due to overcrowded classrooms, non-diagnostic methods of assessments, inadequate attention on child-centred learning, more attention on deskwork at classrooms.
- Lack of individual attention paid to students.
- CCAs are not sufficiently and systematically implemented.
- Lack of use of individual assessment information to support student learning.
- Competitiveness of grade 5 scholarship examination which burdens children since its fundamental objective of providing scholarships for better performing children from low-income families has been deviated by the objective of serving as a selection test to admit students for popular schools.
- Restriction of free and open access due to the competition for admissions especially for the grade 1 in popular secondary schools.

- There are around 1,500 schools with less than 50 students in each and in these smaller schools the PTR works out to 5-6:1, leading to under utilisation of teacher resources.
- Lack of qualified primary education teachers in the system (primary trained, NCoE diploma holders or BEd degree holders with primary education as a subject).
- Teachers who are trained for primary education are attached to the secondary level.
- Un-trained as well as non-primary teachers are attached to the primary classes.

### Objectives

Objectives of the development of primary education are to:

- i. improve the quality of primary education through establishing an inclusive, enabling learning environment within a child-friendly framework (CFF);
- ii. ensure quality and accessible education for all as to reduce disparities in the quality and access to primary education;
- iii. ensure meaningful participation of age 5 - 9 children in primary education;
- iv. ensure that 100 per cent of the children complete primary education achieving ELCs;
- v. ensure that 80 per cent of the children complete primary education attaining mastery level in DLCs;
- vi. elimination of corporal and other forms of punishments which violate child rights in the schools through regulations and creating awareness among school communities in this connection within the child through the CFF;
- vii. ensure provision of safe and protective learning environment in line with emergencies and disasters and ensure functioning of quality counselling services at schools within the CFF;
- viii. ensure provision of infrastructure facilities for all primary schools according to the national norms and criteria;



- ix. ensure an inclusive, enabling learning environment promoting CFA to learning and teaching. Primary school learning environment improvement programme which has commenced in 1,680 feeder schools in 2012 will be extended to cover 25 per cent of schools in 2013, 40 per cent in 2014, 60 per cent in 2015 and 80 per cent in 2016.
  - x. ensure all primary schools implement CFS framework;
  - xi. ensure that 100 per cent of the children completing primary education achieving in ELCs;
  - xii. ensure that 70 per cent of the children completing primary education attain mastery level in DLCs;
  - xiii. ensure that 80 per cent of teachers in primary classes are qualified for primary education;
  - xiv. ensure that all the principals in primary schools acquire a knowledge of the special features in primary education;
  - xv. ensure that all the divisional directors of education are competent to monitor primary education;
  - xvi. ensure that all primary education officers and ISAs obtain required skills and new trends;
  - xvii. ensure that parents of all primary students are aware of the special features in primary education; and
  - xviii. inculcate a research culture among the practitioners of primary education.
- iv. Set up coordination and a feedback mechanism.
  - v. Establish, maintain and use an effective primary education EMIS in support of M&E of the primary education.
  - vi. Provide physical infrastructure facilities to all primary schools/sections.
  - vii. Develop around 5,000 selected primary schools/primary sections by DSDs to ensure that networks of attractive, efficient and well-performing primary schools are in place linking with the proposed 1,000 secondary schools. At least:
    - a. 25 per cent of the target for the primary school learning environment improvement programme achieved by 2013;
    - b. 40 per cent of the target for the primary school learning environment improvement programme achieved by 2014;
    - c. 60 per cent of the target for the primary school learning environment improvement programme achieved by 2015;
    - d. 80 per cent of the target for the primary school learning environment improvement programme achieved by 2016.

The strategies are elaborated below.

### **Strategy 1: Curriculum revisions and upgrading (primary education)**

The national strategic plan for general education will include a revision and upgrading of primary education curriculum to better reflect modern national and international trends in curriculum practice, effectively disseminate curriculum goals, values and aims to the stakeholders and orient the education system strongly to life. In primary grades curriculum upgrading will include the identification of the curricular areas that need improvement, appropriate revision of the curricula, and the provision of training for school teachers on the new primary education curriculum.

### **Strategies, programmes/projects/key activities (2013-2017)**

- i. Review existing curriculum and revise and upgrade as a standards-based curriculum.
- ii. Improve the quality of primary education through establishing an inclusive, enabling learning environment within a CFF to learning and teaching.
- iii. Develop capacity of professionals of schools and managerial levels.



## **Programmes/projects and activities (2013-2017)**

### **(a) Develop standards for each key stage**

Standards are essential for designing a curriculum for students. Many countries have identified standards of student's development. Since there are no identified standards for Sri Lankan students the standards will be identified and introduced for the three key stages through a national study.

### **(b) Develop syllabi and teacher instructional manuals (TIMs)**

The scope and primary curriculum framework will be prepared considering the identified standards of the study. Accordingly syllabi, TIMs and e-teaching and learning materials will be developed for each grade.

### **(c) Upgrade ELC**

According to the new curriculum ELCs will be upgraded and introduced for each key stage.

### **(d) Pilot the new curriculum**

Curriculum for each grade will be piloted in a sample of schools before implementing. Accordingly ISAs will be trained to train the primary teachers in other schools to implement the revised curriculum.

## **Strategy 2: Improve the quality of implementation of primary education**

### **Programmes/projects and activities (2013-2017)**

#### **(1) A child-friendly framework (CFF)**

Under this strategy, several sub-strategies will be implemented through the ESDFP (2013-2017) and the same are discussed below.

#### **(a) Expand and strengthen child-friendly school framework (CFSF) for primary education**

The plan aims to develop a child-friendly learning environment in schools in primary education. CFF consists of six dimensions. Each dimension contains a number of criteria. These criteria have been developed to achieve the expected results in the following dimensions:

- i. rights-based and proactively inclusive;
- ii. gender- responsiveness;
- iii. improving children's learning outcomes;
- iv. healthy, safe and protective environment for children;
- v. actively engaged with students, families and communities; and
- vi. supported by child-friendly systems, policies, practices and regulations.

#### **(b) Strengthen school self-assessment (SSA) and the preparation, implementation and monitoring of school development plan with effective participation of school community**

SSA is one of the activities that school has to complete with the participation of representatives of the total school community (students, teachers, parents, past pupils and other community members). In this process the team assesses the school and identify the existing situation of the school according to the CFSF. Then they prepare the priority list to reach each dimension. School-level medium-term and AIPs will be prepared based on the priority list. The significant feature is participation of the whole team in preparation, implementation and M&E of school development plan. This process has to be done annually although the team may change.

#### **(c) Expand and strengthen multilevel teaching methodology in primary education**

In multilevel teaching, milestones of the syllabus are identified. A set of activities are prepared to reach each milestone and grouped as introduction, practice, evaluation remedial and enrichment. Then the teacher has to provide opportunities to all the children to engage in a prepared set of activities to reach each milestone consequently. Each child works from his/her level to reach each milestone. Therefore every child gets an opportunity to work with each child's level and successfully complete every milestone. Thereby stressful conditions can be eliminated. Teachers encourage assessing every child and taking remedial actions on the learning difficulties that are revealed. This methodology will

be implemented on a pilot basis in selected schools. In the light of the experience gained, it is expected to introduce this to all primary schools/primary sections which will contribute to the requirements of the 3<sup>rd</sup> dimension of CFSF.

**(d) Strengthen CCAs in primary education**

Encourage schools to implement CCAs such as subject based student camps, indoor games, sports meets, little friends, clubs etc, in collaboration with the provincial and zonal education authorities.

**(e) Strengthen M&E framework based on CFSF**

M&E framework has been prepared in identifying standards and performance indicators for the evaluation of implementation of the CFSF.

**(f) Develop capacity of professionals of schools and managerial levels**

Capacity building (CB) programmes are being planned and implemented to fulfil the identified requirements. Technical support is spread out to the school level using the cascade model. It is important to gain experience for relevant resource groups on multilevel teaching methodology and programme on CFSF in primary education. Under the capacity development, it has been planned to implement short-term study visits and long-term HRD programmes on multilevel teaching methodology and CFSF.

**(2) Coordination and setting-up feedback mechanism**

- a. Establishing an effective coordination with teacher education authorities.
- b. Coordination with Chief Commissioner of teacher education, to plan the annual intake of trainees to NCoE to fulfil the demand of primary teachers. Strengthen the coordination of teacher education programmes and update the curricula for pre-service primary education.
- c. Implement, coordinate and evaluate programmes to promote the use of education technology.

d. Organising small-scale studies related to primary education and disseminates the findings and recommendations of national level studies in collaboration with the relevant authorities.

e. Establish mechanisms to facilitate effective feedback from school-level curriculum implementation process to NIE.

**(3) Establishing mechanism to fulfil the national norms of infrastructure facilities in primary schools/sections.**

National norms of infrastructure facilities for a primary school/section are identified. It is expected to fulfil at least minimum requirements in collaboration with the PEAs.

**(4) Establish, maintain and use an effective primary education EMIS in support of M&E of the primary education.**

School census brings only the basic data related to primary education. But qualitative data is very much essential to evaluate and ensure the quality of primary education. It is expected to establish and maintain a database based on the data from M&E framework. Primary education EMIS is established and maintained in all the primary schools/sections in collaboration with provinces and zones.

**Strategy 3: Creating child-friendly environment in primary schools/sections**

**Programmes/projects/key activities (2013-2017)**

1. Introducing CFS framework for primary education in all primary schools.
2. Introducing multilevel teaching methodology for grades 1, 2 and 3.
3. Introducing monitoring tools for all levels to monitor the CFS activities.
4. Identification of good practices and dissemination.
5. Preparation resource materials and distribution.
6. Establish updated database and use at all levels.
7. CD programmes.
8. Exposure visits (local and foreign).

#### **Strategy 4: Introducing CCAs in primary education**

##### **Programmes/projects/key activities (2013-2017)**

1. Introducing subject based student activity camps at school level.
2. Introducing indoor games for primary students.
3. Implementing physical education activities at all primary schools.

#### **Strategy 5: Capacity development (CD) programmes**

##### **Programmes/projects/key activities (2013-2017)**

1. CD of non-primary teachers serving in primary grades.
2. CD of principals in primary schools.
3. CD of divisional directors to monitor the primary education system.
4. CD of primary education officers and ISAs.

#### **Strategy 6: Conducting small-scale studies related to primary education**

##### **Programmes/projects/key activities (2013-2017)**

1. Study on the impact of OLPC programme.
2. Study on the existing situation of ABOE programme.
3. Achievement test at the end of first key stage.
4. Study on practicing formulated policies related to primary education.
5. Dissemination of findings of NAs on the achievement of grade 4 students.

#### **Strategy 7: School-based higher-order processes**

##### **Programmes/projects/key activities (2013-2017)**

1. Providing quality inputs for primary education (national schools).
2. Providing funds for purchasing science and mathematics equipment (national schools).

#### **Strategy 8: Providing infrastructure facilities and learning resources**

##### **Programmes/projects/key activities (2013-2017)**

1. Maintenance and rehabilitation of buildings of national schools.
2. Construction of new buildings for primary sections of national schools.
3. Providing Type B medium-level desks and chairs for upper grades of primary level in national schools.
4. Providing computers for primary sections of national schools.
5. Providing laptop computers for provincial primary coordinators.

LFA for improving the quality of primary education is given in Appendix 2.1: T2.1.

### **Secondary education**

#### **T2.2 Revision of national curriculum: secondary stage**

##### **Current status and achievements**

Sri Lanka implements a national curriculum within the decentralised education system. The current competency-based curriculum was introduced to the system in 2007 commencing in grades 6 and 10. According to the national curriculum policy a reappraisal of the curriculum will take place every 8 years. Accordingly the next curriculum revision is due in 2015.

The NIE has taken action to review the existing curriculum in the light of experience of teachers, assessment outcomes and views of other stakeholders. In the primary stage changes will mainly be to improve learning achievement and develop social skills of pupils. Regarding learning achievement many more children should achieve mastery level in ELCs. At the same time a greater number of children should be encouraged to achieve higher levels in desirable competencies.

At secondary level the curriculum committees in charge of subjects are preparing syllabi based on

the data collected from visits to schools and discussions held with teachers, principals and ISAs. In case of some subjects the outlines have been submitted to the Academic Affairs Board of the NIE.

### **Issues and challenges**

The issues and problems identified by the subject curriculum committees are:

- content overload;
- over-weight of textbooks;
- lack of discovery learning through practical, projects and assignments, particularly in sciences and commerce subjects at senior secondary level;
- lack of horizontal and vertical integration;
- lack of promotion of innovative, creative, self-learning culture;
- extensive private tuition to prepare students for competitive examinations; and
- lack of promotion of generic skills.

### **Objectives**

Objectives of the revision of national curriculum are to:

- i. enhance the quality, economic impact and social relevance of general education through informed curriculum decisions and modernised curricula; and
- ii. accelerate acquisition of cognitive and generic competencies by students, especially, paying serious consideration on those which are required for the labour markets both locally and internationally.

### **Strategies, programmes/projects/key activities (2013-2017)**

#### **Curricular reforms/revision**

Curricular reforms will be carried out by the NIE in keeping with national policy on curriculum. Initially the curriculum grids will be prepared by the subject committees which comprise NIE curriculum developers, university academics and practising teachers. Once these are approved by the Academic Affairs Board of the NIE the syllabi will be prepared ensuring horizontal and vertical

integration. After approval the teacher instructional manuals (TIMs) will be drafted and given to the Department of Education Publications (DEP) for publication and distribution to schools.

**Areas for consideration of curriculum reforms:** when the curriculum revision/reform takes place the following areas will be considered.

- Implications of changing legal framework for education to ensure compulsory education up to age 16 (grade 11).
- Education policy framework -provided through ESDFP (2013-2017)-.
- Filling the gaps in the transition from a general curriculum at GCE OL to a specialised curriculum at GCE AL.

**Theoretical focus of national curriculum:** at the curriculum reform following theoretical focus need to be paid.

- Define/revise competencies, contents and methodologies as to suit to emerging global needs.
- Student-centeredness, with the focus on all-rounded personal development (intellectual, spiritual, moral, value, physical, aesthetic etc.).
- Student's adaptive ability to face rapid social changes.
- Developing higher-order skills such as: critical thinking, problem solving, inter personal relations, initiative and other generic/ soft skills.
- Value and citizenship education.
- Foreign languages.
- New technologies in education.

**Diversification** of the curriculum:

- Define the core subjects, the optional subjects and additional subjects at the secondary level.
- Providing a fast track opportunities for gifted children.
- Introducing modular approach in selected subjects at GCE AL.
- Introduction of the Technology stream at GCE AL.

**Methodologies:** different methodologies need to be considered for development of competencies of students.

- Incorporate project-based learning methodologies.
- Encourage self-learning through inculcation of learning to learn skills leading to lifelong learning.
- Promote inclusive principle so that no child is discriminated or left behind.

**Assessment and evaluation:** assessment in the classroom is a tool for learning and achievement is decided at formative examinations. Curriculum should contain tools for diagnosis of weaknesses of students for teacher to take remedial action. Evaluation is a value judgement reached through a combination of assessment techniques. Some of the actions that can be taken to strengthen assessment and evaluation are suggested below:

- School/classroom/teacher-based assessments.
- National assessments.
- Transforming grade 5 scholarship examination into a national assessment mechanism.
- Public examinations: use of item bank, standardised tests, assurance of validity and reliability.
- Offering alternative papers at public examinations for example, a lower-order and higher-order papers (two) for mathematics to meet the abilities of students at GCE OL.
- Analysis, publishing and wide dissemination of examination (performance) data.
- Amalgamation of NVQ standards in vocational subjects with GCE OL and AL examination grades. This is a kind of credit transfer.
- Award of student profile certifying special aptitudes of students who fail to qualify at public examinations.

**Textbooks and materials:**

- Ensure that text books are based on the syllabi and the TIMs. These documents are supplied to textbook committees well in advance.

**A comprehensive teacher development:**

- Revise teacher education curriculum (NCoEs, TTCs) in line with the proposed revision of school curriculum.
- Revise curriculum on BEd and PGDE to accommodate new changes.
- Upgrading NCoEs up to degree awarding institutions for teachers.
- Professional development of teacher educators.
- Carry out research especially action research on relevant pedagogical issues and disseminate findings.
- Provincial training teams comprising ISAs and subject directors are trained in the areas where curriculum changes have been carried out.

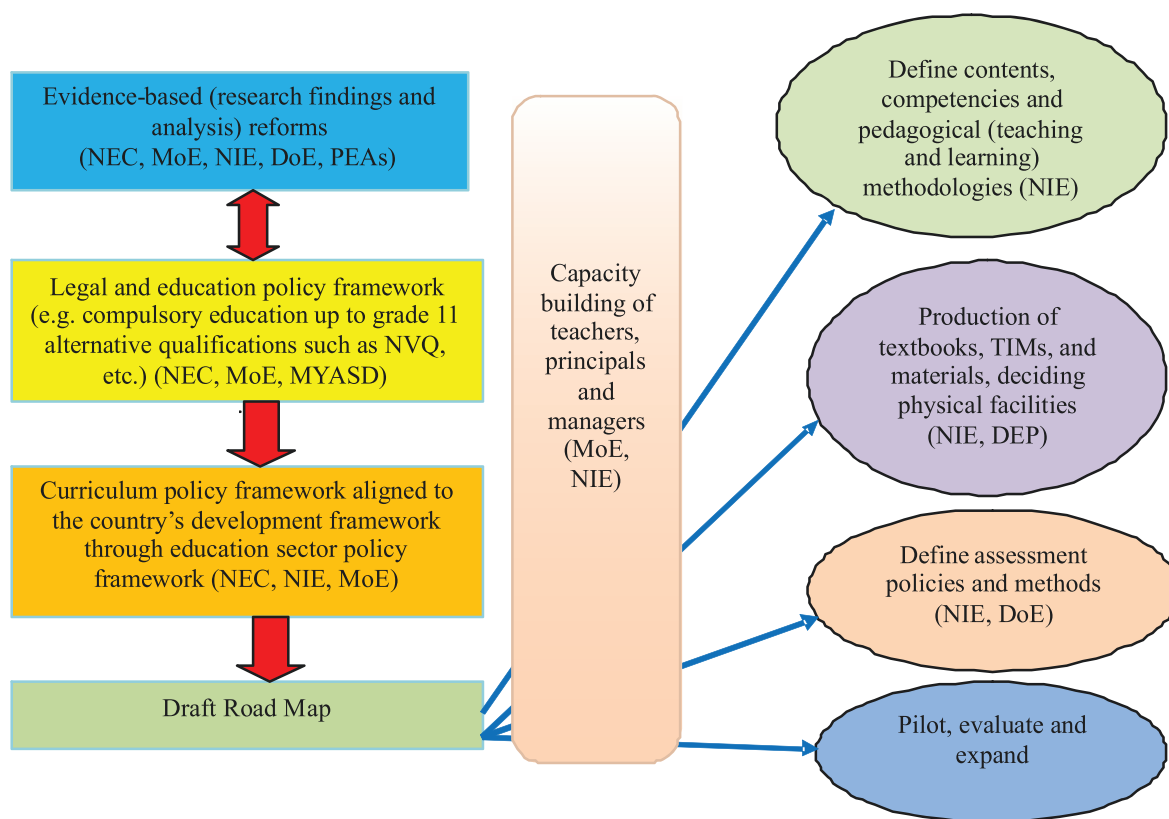
**Professional development of education managers:**

- Ensure professional development of principals and senior management of schools and officials of PEAs and MoE in line with new curriculum and assessment policies.
- Revise curriculum (content and methodologies) on leadership and management courses and PGDEM.

A framework for a curriculum reform is given in Diagram 2.2.



**Diagram 2.2: A framework for a curriculum reform**



**Strategy 1: Diversification of secondary education curriculum**

Primary strategies of diversification of curriculum are:

- (a) revisit and upgrade/revise curriculum taking into account the future needs of Sri Lanka as a country moving forward to a middle-income status;
- (b) diversify the curricula to meet different learning needs of young learners;
- (c) combine the performance information revealed by the national assessments, public examinations and school-based assessment (SBA) in the process of curriculum upgrading and revision; and
- (d) develop a standards-based curriculum and disseminate the same to the schools and training of teachers to implement the new curriculum.

ESDFP (2013-2017) will include a revision and upgrading of secondary education curriculum to better reflect modern national and international trends in curriculum practice, effectively disseminate curriculum goals, values and aims to the stakeholders and orient the education system strongly to the world of work. In secondary grades, ESDFP (2013-2017) will pay special attention to reduce the content overload, ensure vertical and horizontal integration between grades and subjects.

The aim is to increase the achievement levels of the young people completing secondary school cycle in various subject disciplines which are required in the development of the country as a knowledge-hub and for its knowledge-based economy. Therefore, a greater emphasis will be given to the subjects such as mathematics, general science, physics, chemistry, biology, pure and applied mathematics, accountancy and business

studies, economics, business statistics, ICT, agriculture and technical subjects.

To improve health status, generic skills, to build personalities, and inculcate human values, the subjects such as sports and physical education, CCAs, aesthetics, literature, humanities and values education will also be given a strong emphasis. Facilities and teachers will be provided to strengthen implementation of full-curricula (standards-based) and high-quality teaching and learning process. Generic skills required by the increasingly changing world of work will include

skills of analysis, synthesis, problem solving, teamwork, effective communication, leadership and entrepreneurial skills. Thus school-based co-curricular programmes and student-based learning campaigns will be promoted.

### Strategy 2: Introduction of technology stream for GCE AL

In addition to the existing GCE AL streams [science (bioscience and mathematics), commerce, arts] a technology stream will be introduced. Subjects of proposed technology stream for GCE AL are given in Box 2.1.

**Box 2.1: Proposed technology stream for GCE AL**

Group A	Group B	Group C
i. Mechanical Technology ii. Electrical, Electronics and Information Technology iii. Civil Technology	i. Food Technology ii. Agro-Technology iii. Bio-Resource Technology	i. Combined Mathematics ii. Physics iii. Chemistry iv. Biology v. Information Technology vi. Accounting vii. Agriculture viii. Geography

#### Options:

**Option 1:** A student should select THREE (03) subjects from Groups A and C of which ONE (01) from Group A and TWO (02) from Group C.

#### Note:

Students selecting Electrical, Electronic and Information Technology from Group A should select any TWO subjects from Group C other than Information Technology.

**Option 2:** THREE (03) subjects from Groups B and C of which at least ONE (01) from each Group.

LFA for curriculum revision (secondary stage) is attached in Appendix 2.1: T2.2.

## T2.3 First language and second national languages (2NLs)

### Current status and achievements

First language is the crucial learning instrument through which learning outcomes of students in all subjects are achieved. Therefore, special attention

has to be paid to improve the quality of first language of students. The first language programmes are conducted for Sinhala and Tamil medium students. Under the 2NL programme Sinhala is taught to Tamil medium students and Tamil to Sinhala medium student. It is taught from grades 3 to 11 and is compulsory for grades 6 to 9. In grades 10 and 11 it is an optional subject for GCE OL examination.

The main activity to promote the learning of these subjects is the conduct of competitions at school, divisional, zonal, provincial and national levels. These competitions are designed to improve all four language skills listening, speaking, reading and writing. In 2012 already the competitions are held at provincial-level and the national-level. The national-level competition for 2011 was also completed in 2012.

Under the ‘*Deyata Kirula*’ programme 2012 of the government teacher training programmes and language camps were conducted for teachers and students in all languages. Provincial resource persons in the 2NL were trained to improve their

speaking and listening skills. The 2NL circular was revised to include folk song events in the national competition to increase participation of students.

### Issues and challenges

Having two languages as the mother tongue of the two principal communities living in the country it is essential to improve the 2NLs to establish social cohesion and harmony, but the existing programmes are inadequate. Lack of teachers is the main constraint to improve the programme. Even the teachers who are teaching the subject at present are not those who have training in teaching languages. It is necessary to develop a specific cadre for these subjects.

### Objectives

Objectives of the development of first language and 2NLs are to:

- i. improve the quality of teaching of first languages, 2NLs and in humanities streams; and
- ii. improve learning outcomes of students in these subject areas.

### Strategies, programmes/projects/key activities (2013-2017)

ESDFP (2013-2017) will give special emphasis to improve language proficiency of students through national and provincial level programmes. Accordingly, Sinhala and Tamil as first languages and 2NLs will be taught at schools. Proficiency in first languages will improve literacy levels and help learning and communication while proficiency in the 2NLs (Sinhala for Tamil students and Tamil for Sinhalese students) will enhance social integration and cohesion between main ethnic groups. Therefore, appropriate programmes will be implemented to improve language abilities of school students and the following are the identified as proposed programmes.

- (i) Conduct all-island competitions on Sinhala and Tamil languages as a measure to improve student performance in first language.

- (ii) Conduct special literacy programmes (Sinhala and Tamil) and assessment programmes for grades 6-11 students.
- (iii) Publish additional reading materials: Nuwana and Kurumathi magazines, annually.
- (iv) Conduct student assessments, teacher training, student language camps, Pirivena teacher training programmes to improve proficiency levels of students in 2NLs.
- (v) Implement learning achievement improving programmes in social sciences and humanities and targeted programmes for improving the quality of teaching in social sciences and humanities.

The LFA for first languages, 2NLs and humanities is given in Appendix 2.1: T2.3.

## T2.4 Science education

### Current status and achievements

The present education system is divided into two major levels: primary (grades 1-5) and secondary education (grade 6-13). At primary-level science is presented to students as an integrated subject under environment related activities (ERA). Students learn basic concepts of Science from the sixth grade. At the secondary level more emphasis is given to learn science with “science for All” so that everyone will be benefited in using the applications in day-to-day life. This needs to be strengthened to develop skills of attaining scientific literacy. The country needs man power of scientists to be in line with the advances of science and technology. Hence, at GCE AL (grades 12 and 13) students learn science under the special subjects; such as chemistry, physics and biology. It is necessary that the learners make links among the areas in a subject and external to the subject. Connecting subject matter knowledge to multiple contexts helps learners give flexibility in performing many intellectual tasks. This helps learners to perceive meaning of science that they learn as content and to interpret the world around them.

This could be attained only by making changes in the science curriculum, teaching and assessment

in all the schools in Sri Lanka which requires an identification of needs at different levels of the system.

At present there are 9,410 schools in the system and around 6,689 have secondary education up to grade 8 or up to GCE OL and 735 schools have science GCE AL. Nearly 30,000 science teachers in the system and 3,069 are science graduate teachers who were appointed to teach science subjects in GCE AL classes.

In the year 2012 initial work for the ESDFP (2013-2017) has been laid down. The flagship programme of the MoE is the development of 1,000 schools and the 5,000 feeder primary schools. Models for science laboratories for GCE OL and AL classes have been developed and the prototypes for two schools were constructed. 480 science graduates were appointed to these schools. Plans are ready to construct 460 laboratories. GCE OL results have increased by one percentage point. Students offering science at GCE AL has increased from 22 to 24 per cent. At the science Olympiad held in Thailand two gold medals, three silver and 2 bronze medals were won.

A content manual for GCE OL was developed which contains all the concepts in the syllabus and distributed to schools. Science equipment worth SLRs. 20.00 million have been distributed to schools. Under the science field centre programme 450 teachers were trained and 6,000 students participated in camps. In collaboration with the sustainable energy authority 60 energy clubs have been formed in schools. A portable science kit with science equipment has been developed. Science equipment list was revised to be in line with the syllabus.

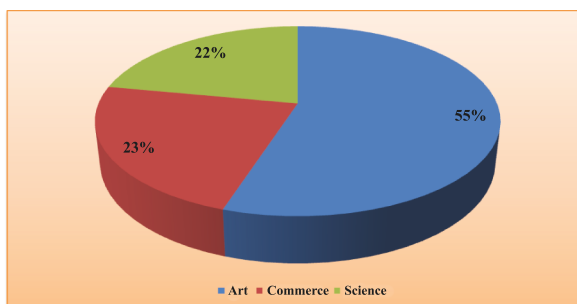
### Issues and challenges

Science education in Sri Lanka is limited to a small number of popular schools in urban areas. At present there are 715 IAB schools which conduct GCE AL classes but more than half of these do not have adequate number of students to make full use of the facilities. Even in the popular schools science education is agreed to prepare students

to succeed at the GCE AL examination and follow medicine or engineering at the university. Educational reforms in 1972 provided opportunities for all students to study general science from grade 6. Currently, general science is taught for all students from grades 6 to 11 (up to GCE OL). Science stream at GCE AL (grades 12 and 13) is taught only in 715 schools in the country while the number of students studying science GCE AL has been limited to around 98,000, both in grades 12 and 13 (MoE, 2010). The facilities for GCE AL science are mainly available in and around the provincial capitals. Inadequacies of well-equipped laboratory facilities of secondary schools and professional development of teachers have affected students' acquisition of learning outcomes.

At GCE AL only around one fifth of the students follow science courses while more than half study arts and humanities. In the technological environment that the world is moving towards this trend should be reversed. The country needs more and more science qualified manpower to meet the growing demand for scientific personnel. Details of distribution of students in GCE AL classes according to streams of study are given in Graph 2.1.

**Graph 2.1 Distribution of students in GCE AL classes according to streams of study (2010)**

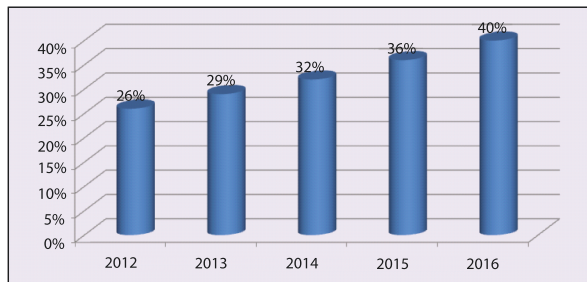


Source: primary data: MoE (2010).



Currently, the MoE is planning to increase the science and mathematics intake to GCE AL classes to 40 per cent by 2016. Based on this policy decision, details of projected science intake for GCE AL by 2016 are given in Graph 2.2.

**Graph 2.2 Projected science intake for GCE AL by 2016**



Source: primary data: MoE (2011a).

### Objectives

Objectives of the development of science education are to:

- i. expand opportunities for meaningful learning of science and ensure equitable access to science education, equip schools and provide teachers;
- ii. improve the quality of teaching and learning science subjects and improve student learning outcomes;
- iii. increase GCE OL qualified ratio in science and increase participation in science GCE AL from 22.5 per cent in 2010 to 40 per cent by 2016;
- iv. develop science education facility through developing physical infrastructure and human resources;
- v. introduce new syllabi, teaching methodology and proper school-based assessment system;
- vi. increase results of GCE OL up to 80 per cent by 2016; and
- vii. increases the number of schools which commence science GCE AL up to 1,500.

### Strategies, programmes/projects/key activities (2013-2017)

#### Strategy 1: Expanding opportunities for meaningful learning of science

##### Programmes/projects/key activities (2013-2017)

There is a necessity for expanding opportunities for meaningful learning of science since currently the focus of science education is on assuring scientific literacy for all. Thus, it is timely to rethink about the goals of science education, revise the policy and theoretical and practical frameworks of science education, especially incorporating the concepts such as indigenous technologies, bio-diversity, social-diversity, sustainable development and environmental management.

#### Strategy 2: Improving quality of teaching and learning science subjects and improve learning outcomes of students

##### Programmes/projects/key activities (2013-2017)

The quality of teaching and learning of sciences (general science, biology, chemistry, physics along with mathematics) should be improved enabling students to acquire knowledge which leads to higher education in sciences and skills and attitudes towards sustainable development as that will promote their contribution to future knowledge-based economy. Therefore the MoE envisions the following priority programmes within the ESDFP (2013-2017) to be implemented at national, provincial and school levels.

1. Improve the quality of classroom teaching and learning improvement and in support of this, develop capacity of teachers, ISAs and officers on teaching methodologies, student assessments, feedback mechanisms, monitoring and evaluation.
2. Environmental education for all students through the field centres.
3. Special learning opportunities for gifted students.
4. Special programmes for low-performing students since science is a core subject from grades 6-11.



5. Provide adequate resources for practical sessions of sciences (physical infrastructure, texts, equipment, materials).
6. Expand access to study sciences in GCEAL cycle.
7. Increase number of students who leave general education system and will participate in science-based vocational, tertiary and higher education programmes/courses.
8. Increase the number/percentage of Sri Lankan professionals contributing to the science-based local and international professional labour market.
9. Produce Sri Lankan citizens with changed attitudes from 'development' towards 'sustainable development'.
11. Facilitate teaching and learning process of science, based on environment.
12. Integrate international science education trends in to Sri Lankan school system.
13. Provide qualified supporting staff for all schools specially providing qualified laboratory staff.
14. Develop a stream for gifted children.
15. Improve the skills of teachers necessary for quality science education.
16. Ensure opportunities for students to acquire learning competencies in science in order to improved learning outcomes.
17. Identify, understand and integrate indigenous knowledge to the school curriculum.
18. Establish proper school-based evaluation system for students to improve learning achievements.

**Strategy 3: Increase GCE OL qualified ratio for science and participation in GCE AL science**

**Programmes/projects/key activities (2013-2017)**

1. Increase GCE OL pass rate up to 80 per cent and GCE AL science pass rate up to 60 per cent by year 2016.
2. Develop physical infrastructure for science education in the 1,000 secondary schools under the flagship programme.
3. Popularise science learning through various school-based programmes.
4. Strengthen school-based teacher support and assure high-quality science teaching.
5. Promote use of laboratories and practical science teaching and learning.
6. Provide physical facilities for the secondary schools selected for the flagship programme in order to expand participation in GCE ALs.
7. Strengthen M&E.
8. Increase science GCE AL intake up to 40 per cent by 2016.
9. Ensure 1,000 schools which have adequate, fully equipped grades 6 -11 and GCE AL laboratories, human and physical resources.
10. Build capacity of science teachers to practise based effective methods in teaching science.

**Strategy 4: Improve the science education in the 1,000 secondary schools**

**Programmes/projects/key activities (2013-2017)**

1. Need analysis to identify the present situation of the 1,000 secondary schools.
2. Fill the science teacher vacancies of schools in grades 6 -11.
3. Need analysis to identify the flow of GCE AL students to science classes.
4. Identify the teacher shortages for GCE AL science classes and fill the vacancies.
5. Develop programmes for the enhancement of capacity of GCE OL and GCE AL science teachers.

**Strategy 5: Implement programmes for capacity building**

**Programmes/projects/key activities (2013-2017)**

1. Standard training programme for teachers.
2. Training of resource persons.
3. Foreign exposure and opportunities for higher education programme for officers.

## **Strategy 6: Develop infrastructure facilities**

### **Programmes/projects/key activities (2013-2017)**

1. Supply science equipments and chemicals for all schools (identify equipment and chemical needs of each school, Identify the school list which needs the chemicals and equipments for GCE AL).
2. Supply portable science kits for Type 2 schools.

## **Strategy 7: Expand field study centre programme**

### **Programmes/projects/key activities (2013-2017)**

1. Develop programme for capacity building of centre managers.
2. Infrastructure development of the field study centres.

## **Strategy 8: Conduct programmes for gifted children**

### **Programmes/projects/key activities (2013-2017)**

1. Develop a programme for the gifted students.
2. Develop private-public partnership for gifted education.
3. Implement continuous gifted education activities in the country.

The LFA for science education is given in Appendix 2.1: T2.4.

## **T2.5 Mathematics education**

### **Current status and achievements**

Mathematics is a universal language that can be used in all forms of education. Students can build their critical thinking, decision-making, problem solving abilities and creativity through learning of mathematics. Mathematics is a key subject in primary cycle, junior secondary cycle and tertiary education in Sri Lanka. The GoSL takes a keen interest in paying greater attention to increase the achievement level in the mathematics in all grades.

The system needs to improve and diversify further, the mathematics curriculum policy, concepts and

teaching methodologies in order to meet the needs of the students who are (i) highly performing (ii) average performing and (iii) low performing. Especially, the gifted students who demonstrate outstanding performance should receive an advanced curriculum which enables them to acquire higher-order mathematical thinking skills. Also, it is necessary to ensure better learning opportunities for the students with average performance to achieve the optimum levels of performance. Moreover, the system should ensure that remedial measures are in place to provide additional support for the low-performing students. The system has yet to achieve such diversification of the mathematics curriculum.

Mathematics exists as a major component in the all three level (primary, secondary and collegiate) of the general education curriculum in Sri Lanka. Child starts to understand the basic mathematical concepts while improving numeracy level at the primary stage (grades 1-5) under the supervision of primary teacher who taught other primary subjects except general English and second language. At the secondary level (grades 6-11) mathematics becomes one of the core subjects out of six and expected to be taught by a teacher appointed as a mathematics teacher or science and mathematics teachers. It is compulsory to pass mathematics at the GCE OL examination to enter the collegiate level (grades 12-13).

At the collegiate level (grades 12-13) the subject mathematics exists as combine mathematics in the science stream and expected to be taught by a science graduate. In 2012 activities were implemented to improve the examination results in mathematics. The mathematics remedial teaching programme for GCE OL was continued and 28,000 students books were printed and distributed to students. As the knowledge of geometry was weak 15,000 copies of a content manual was printed and distributed among teachers. 409 mathematics laboratories were constructed and provided with equipment. For the first time a national mathematics competition through drama was conducted and this has been telecasted by the Sri Lanka Rupavahini Corporation. The students who participated in the

International Mathematics Olympiad won several medals.

### Issues and challenges

Further, in the field of mathematics education the following issues have been observed:

- lack of qualified teachers, ISAs and subject directors;
- insufficient subject knowledge of teachers (especially in the area of geometry);
- poor acquisition of basic mathematics concepts and competencies at the primary stage;
- use of common teaching methodologies to teach students who are in different performance levels in the same classroom;
- insufficient time allocated for mathematics, for example, only five periods per week has been allocated and each period is for 40 minutes;
- less emphasis on interactive and enjoyable teaching and learning;
- low-level of learning achievement in numeracy and low-level of mastery in basic mathematics concepts after 5 year primary cycle;
- higher level of dropouts at grade 11 due to the poor results of mathematics in GCE OL;
- running considerable number of mathematical classes without a teacher of relevant appointment;
- large number of teacher with poor mathematical skills and knowledge;
- supply of mathematics teachers by NCoEs is not sufficient enough to fill the attrition;
- unavailability of trusted and updated data of physical and human resource relating to mathematics;
- lack of full-time ISAs and subject directors and poor contribution of some of them due to lack of subject knowledge and skills;
- unavailability of proper established monitoring system;
- neglecting of student-based assessments by teachers and delivering lessons without keeping proper attention towards the students;
- lack of consistency among curriculum, textbooks, lesson delivering and student assessment tools;

- improving the achievement levels of mathematics to meet the national targets of 1,000 secondary schools development programme;
- providing mathematical instruments for proposed mathematical laboratories and allocating time for students for their activities within the limited timeframe of the curriculum;
- avoiding overlapping and filling the gaps in the implementation process of national and provincial levels programmes; and
- fulfil the teacher requirements of each and every class of mathematics by qualified mathematics teachers.

### Objectives

Objectives of the developments of mathematics education are to:

- i. produce young generations with higher-order thinking, and analytical skills which are suitable for future world;
- ii. lay foundation for knowledge hub through producing qualified young people for higher education, tertiary education and vocational education;
- iii. develop higher-order thinking skills in the younger generation with analytical skills which are demanded for the local and international labour market;
- iv. achieve minimum standards in mathematics and develop practical life skills through mathematics;
- v. provide opportunities for all the students who gain language literacy to understand mathematical concepts;
- vi. transform school leavers to human resource who acquire mathematical skills and analytical skills for their lifetime activities; and
- vii. provide access for mathematics education in the general education system without discrimination.

## **Strategies, programme/projects and key activities**

### **Strategy 1: Optimum utilisation of resources**

#### **Programmes/projects/key activities (2013-2017)**

1. Develop school mathematics laboratories for the proposed 1,000 secondary schools under the flagship programme.
2. CD programmes for teachers, ISAs, teacher educators, and officers.
3. Provide facilities to Nilwala, Siyane, Sripada, Vavuniya and Jaffna NCoEs to improve mathematics education in the pre-service teacher development programmes.
4. Ensure optimum utilisation of mathematics teachers through streamlining teacher recruitment and deployment.
5. Expand the opportunities for continuing learning of mathematics required as a life skill and as a foundation for various vocational and academic programmes through strengthening links between school education, higher education, tertiary education and vocational education.
6. Improve performance of mathematics.
7. Establish monitoring and evaluation.

### **Strategy 2: Policy initiatives and quality assurance to improve the students learning achievement in mathematics**

#### **Programmes/projects/key activities (2013-2017)**

1. Remedial education programmes (grades 11 and 6), supervision, guiding and consulting.
2. Gifted students programme.
3. Competitions, exhibition, working camps and media component.
4. Promote an action research.

### **Strategy 3: Coordination of teachers and managerial staff empowerment programme**

#### **Programmes/projects/key activities (2013-2017)**

1. Coordinate teacher up-lifting programme for non-mathematics teachers and preparing models.

2. Coordinate continuous subject-oriented teacher development programme.
3. Empowering ISAs and subject directors.
4. Foreign exposure for resource teams and short-term local training programme.
5. Creating MSc (local) for 20 officers and MPhil (local) for 20 officers in mathematics.

### **Strategy 4: Supply higher-order learning facilities for mathematics education**

#### **Programmes/projects/key activities (2013-2017)**

1. Established mathematical laboratories in 1,000 secondary schools.
2. Promote NCoE or TC as national-level mathematical resource centre.

### **Strategy 5: System analysing, planning, monitoring and evaluation in mathematics education**

#### **Programmes/projects/key activities (2013-2017)**

1. Conducting steering committee meetings and “navigation network” meetings and preparing guidelines.
2. Establish national, provincial and zonal level M&E framework and tools.
3. Analysis of textbooks, curriculum national and internal level examinations.
4. Conduct planning and review sessions quarterly.
5. International ranking (TIMSS).

The LFA for mathematics education is given in Appendix 2.1: T2.5.

## **T2.6 English and foreign languages (EFLs)**

### **Current status and achievements**

English language is internationally considered as a vitally important link language nowadays. In Sri Lanka, English is taught as one of the core subjects. However, in our school system, the quality in terms of students’ performance as measured through the public examinations is not satisfactory. Even though we are implementing English language



teaching and learning for decades, it has to be accepted that the facilities and resources both human and physical, especially in remote areas, are inadequate. As Sri Lanka is now moving towards a knowledge-based economy, the students are required to acquire fluency in all aspects in English. In the present social context, English is considered as a link language which promotes social integration and cohesion among diverse ethnic and cultural groups in the country. It is also crucial to provide students with opportunities to acquire language proficiency other than the first language, 2NL, English language and other foreign language in this era of globalisation.

A major activity carried out in 2012 is the conduct of English language and drama competitions. These were held at school, zonal, provincial and national levels. It enabled a large number of students to participate in language improvement activities.

There are 32 Regional English Resource Centres (RESCs) and some of them needed infrastructure improvements. Funds were disbursed to carry out repairs to these. Vacancies that existed in the RESCs were filled by appointing new officers.

Under 1,000 secondary school development programme, 201 English teachers were recruited. A self-learning kit for students was developed and distributed to schools. Under the online English programme DVDs have been developed and these will be supplied to schools. It is planned to provide language laboratories to the 1,000 secondary schools and in the first stage 450 will be constructed. Already the construction of two model laboratories has been completed.

### Objectives

Objectives of the improving student learning outcomes in EFLs at school level are to:

- i. ensure the quality of teaching and learning process (TLP) of EFLs at school level;
- ii. ensure the process of English language teaching (ELT) streamlined to improve standards of English at primary, junior and senior levels in school system; and

- iii. provide access to and increase participation of teachers, school leavers and general public to acquire English language proficiency through open and distance learning (ODL) modes.

### Strategies, programmes/projects/key activities (2013-2017)

Improving learning opportunities of English education throughout the system is an urgent requirement. In line with this broader framework following strategies are to be implemented during the period from 2013 to 2017.

- (i) **Providing opportunities for all students to learn English through activity-based learning:** programmes will be implemented in relation to promote teachers to design interactive activities in order to achieve expected and desired competencies (based on the textbooks/TIMs, etc.) as well as to promote children to engage in projects/ assignments using available resources/ facilities E.g. ICT, English language and drama competitions.
- (ii) **Professional development programme for officers and teachers of English:** opportunities will be provided for SLEAS officers to obtain postgraduate qualifications (local/foreign). Further, programmes will be conducted for professional development of the RESC/ Provincial English Support Centres (PESC) staff and ISAs. In addition, professional development and advanced pedagogical courses will be continued for English and non-English teachers, SLEAS, SLPS, SLTES cadres at the Centres for Excellence in Language Education (CELE), Yakarawatte, Bibile, Mannar; at the Centre for Excellence in English Education, Peradeniya; and in 30 RESCs country-wide. This will improve the achievement gaps of learners.
- (iii) **Strengthen teaching and learning of English as a link language at school level.**
- (iv) **Integrating ICT and media in ELT:** Under this strategy, an on-line general



English courses for GCE AL students, an on-line English courses (English for All) for school leavers and general public, an on-line postgraduate diploma for teachers of English and an on-line ELT network for ELT practitioners will be implemented.

- (v) **Strengthening the ELT training infrastructure and providing facilities for English language learning and teaching:** It has been planned to construct 6 Provincial English and Foreign Language Support Centres (PEFLSCs) and improving existing 3 centres (Yakarawatte, Bibile, Mannar). Further, equipment will be provided for already constructed 3 PESCs in NWP, NP and UP and existing 30 RESCs.
- (vi) **M&E of EFLs:** a consistent EFLs M&E mechanism at national and provincial levels will be established.

The LFA for EFLs is given in Appendix 2.1: T2.6.

## T2.7 ICT education

### Current status and achievements

ICT is a rapidly developing discipline in comparison to other subject areas in the education system. Furthermore, ICT greatly contributes to the development of teaching of other subject areas. ICT plays a major role in national development and in creation of knowledge societies. The MoE, being the education policymaking arm of the government undertakes the responsibility in developing skills of young people to meet the requirements of the future information technology industry as well as improving the IT literacy in the society as a whole. The overall literacy rate of Sri Lanka is 93 per cent. However, the ICT literacy rate is found to be low.

The major initiatives undertaken by the MoE for ICT education during last 5 years were:

1. provision of ICT centres for schools, computer resource centres (CRCs) at zone level, provincial ICT centres and an establishment of an ICT dedicated Ruwanpua NCoE at Ratnapura;
2. training of teachers and officers;

3. introducing ICT as a main subject for GCE AL and introducing ICT as a technical subject for GCE OL, introducing ICT as an additional subject for grade 12 (GIT);
4. implementing one laptop per child (OLPC) project;
5. forming hardware and network solution teams;
6. national level school ICT championship competition; and
7. ICT content development projects.

### Issues and challenges

However, following major issues and challenges prevail in the system:

- lack of a proper mechanism and a centralised authority to implement ICT applications within the school system;
- use of irrelevant software and hardware in ICT;
- insufficient funding for ICT Education; and
- inadequate human resources for implementation of ICT education programmes at offices schools and in ICT laboratories.

### Objectives

Objectives of the development of the ICT education are to:

- i. ensure that all schools are able to adopt ICT for academic and administrative purposes;
- ii. provide equitable access and opportunities for learning ICT education in primary and secondary stages;
- iii. establish ICT based education in the system of education in Sri Lanka;
- iv. ensure that ICT is used in teaching and learning process in all grades;
- v. ensure that ICT is taught as a core subject in all grades in secondary schools;
- vi. ensure that administrative processes are automated (adopted ICT); and
- vii. ensure that ICT literate and skilled persons are contributing to economic and social development of Sri Lanka.

## **Strategies, programmes/projects/key activities (2013-2017)**

### **Strategy 1: Improvement and expansion of ICT education in the system**

#### **Programmes/projects/key activities (2013-2017)**

1. Establish ICT units (with 40 computers in each, networked) in 1,000 secondary schools under the flagship programme) with a Wi-Fi zone in each laboratory.
2. Increase computer: student ratio in schools.
3. Increase computer literacy among students, teachers and officers.
4. Improve ICT skills of students.
5. Provide ICT facilities to other secondary schools.
6. Provide ICT facilities for primary schools.
7. Provide ICT facilities to teacher education institutes.

### **Strategy 2: Development of ICT as a tool in education**

#### **Programmes/projects/key activities (2013-2017)**

1. Promote effective use of ICT by teachers and students in teaching and learning.
2. Promote use of ICT to teach other subjects.
3. Develop software contents for other subjects using ICT.

### **Strategy 3: Capacity development and institutional based development**

#### **Programmes/projects/key activities (2013-2017)**

1. Establish content development centre.
2. ISSP on ICT.
3. CB programmes for ICT and ICT related activities.
4. Conduct monitoring and supervision.

### **Strategy 4: Introduce cost effective models for providing computers and components**

## **Programmes/projects/key activities (2013-2017)**

1. Introduce low-cost hardware and software.
- The LFA for ICT education is given in Appendix 2.1: T2.7.

## **T2.8 Bilingual education (BE)**

### **Current status and achievements**

BE can be defined in the Sri Lankan context using English as the medium of instruction in a few selected subjects in the secondary level through a content and language integrated learning framework (CLILF) approach without jeopardising the position of the first language as some subjects in the curriculum will continue to be taught in Sinhala and Tamil accepting the principle of balanced bilingualism. History and religion are taught in the first language considering the cultural value and the national identity embedded to those subjects. The medium of instruction in primary grades (grades 1 - 5) is Sinhala or Tamil.

Bilingual education programme (BEP) was started in 2001 as teaching selected subjects in the science stream at GCE AL. Then, BEP was also extended to grade 6 in 2002 as national amity schools project to teach selected subjects in English from grade six onwards. The first batch of students who followed the programme from grade six sat for GCE OL examination in 2007. Considering the needs of the students, commerce and arts stream subjects were also started in 2008.

At the beginning of the programme, there were about 100 schools and at present the number of schools has risen to 1,000 including national schools, provincial schools and government-assisted private schools. According to the school census in 2010, there are 57,340 students studying under the BEP. The main focus was given to increasing the number of schools to maintain the equity of education providing opportunities to students to follow the programme depending on their willingness. While working through this target, another prime target has been identified for the period from 2013-2017 as developing the CLILF and introducing it to the system.

BEP is still at its infant stage struggling with different kinds of challenges. Though the ultimate target of this programme is to ensure that no one is left behind in the secondary level, at the moment, due to the scarcity of resources, BEP has been implementing as an option which basically depend on the availability of competent subject teachers in a school to teach the relevant subjects in English. The existing policy should also be strengthened and a Sri Lankan model of BE should be developed which will be compatible with the socio-cultural aspects and economic needs of the country. At the same time, the programme has the challenge of developing a CLILF and implementation of it in the system.

In the long-run teacher development activities should be strengthened and promoted to increase

the quality of bilingual teachers. Student-based activities should be intensified to develop a self-directed learning (SDL) culture among bilingual learners. One of the weaknesses identified in the existing programme is lack of a proper monitoring system. It affects the expected targets by reducing the quality of the whole programme. Therefore, capacity building of different levels of officers and ISAs is a timely need.

The number of students who have studied these key subjects at secondary level in the English medium has to be increased. The network of high-quality schools will be the foundation of this development initiative. Currently, there are 937 schools all over the country and the distribution of those schools are given in Table 2.4.

**Table 2.4: Distribution of schools with BEP by province**

Province	No. of schools
Western	233
Central	144
Southern	86
Northern	85
Eastern	67
North Western	137
North Central	26
Uva	50
Sabaragamuwa	109
<b>Total</b>	<b>937</b>

Source: Bilingual Education Branch, MoE (2011).

According to the School Census 2011, the BE student population is 61,770 and it is showing an of the target population (Table 2.5).

**Table 2.5: BE student population by year**

Year	No. of students
2009	54,185
2010	57,340
2011	61,770

Source: MoE (2009; 2010; 2011b).

According to the MoE (2011), there are 2,839 teachers who received appointments as English medium teachers. Out of them, 2,093 are teaching in grades 6 - 11 and 796 are at the GCE AL. It can be observed as remarkable, the perform-

ance of BE students at national-level examinations as GCE OL. Table 2.6 shows the performance of BE students in last four years for science and mathematics.

**Table 2.6: Analysis of GCE OL results of BE students**

Year	Science		Mathematics	
	No. sat	Pass %	No. sat	Pass %
2008	8,704	90.95	8,693	94.82
2009	9,484	90.49	9,725	93.73
2010	9,500	92.83	9,777	95.67
2011	9,807	91.78	9,810	94.15

Source: National symposium report, Department of Examination (2012).

In 2012, draft of the CILIF has been prepared and is being finalised and it will be introduced in 2013.

### Issues and challenges

**Absence of well developed policy document on Sri Lankan BE:** The existing policy on BE in the education system of Sri Lanka reflects only by certain cabinet decisions and circulars as from 2002/12 to the circulars 2008/12, 2008/12 (1) and 2008/43 issued recently. As there is no explicit policy some concerns and misinterpretations are common in the system as well as among the public. In addition, the country should have a bilingual model which is compatible with the socio-cultural and economic purposes of the country. In the aspect of learning-teaching process, CLILF should be developed to support the BE model of the country.

**No separate cadre for BE at provincial and zonal level:** At present, DDEs or ADEs of other subjects like science, mathematics and English are covering the duties of provincial and zonal BE coordinators and no separate cadre for BE in the staff rank. As these officers have duties of their respective subjects it badly affects the BEP in developing network of monitoring and policy implementation.

**Mismatch of the content between BEP and the English medium courses being conducted in NCoEs:** There are also prevailing issues related to the pre-service and in-service teacher training programmes. Bilingual teachers differ from monolingual teachers in several aspects. One of them is that bilingual teachers should be mastered on CLIL-based learning and teaching process considering how to focus on both the content and the language. Still the NCoEs are not considering

this matter and therefore there is a mismatch of the content between BEP and the English medium courses being conducted in NCoEs.

Other issues and challenges are:

- no proper recruitment, placement and transfer mechanism for BE teachers;
- insufficient supportive programmes at the primary level as laying foundation to the BEP in the secondary level;
- expanding BEP to Pirivena and private schools too;
- insufficiency of teacher development programmes for bilingual teachers;
- shortage of bilingual teachers especially in GCE AL classes;
- insufficient availability of supplementary learning materials;
- lack of well established monitoring mechanism for BEP;
- lack of awareness of the relevant stakeholders and the general public on the concept, principles and the national objectives and policies of the programme;
- lack of CCAs related to BE;
- different perspectives of the higher level; and
- lack of professional gatherings like dialogues, forums and symposiums on BE.

### Objectives

Objectives of the BE are to:

- i. produce Sri Lankan CLIL graduates who have developed their overall personality and successful professionalism fitting into their local, national, international and global community;

- ii. develop social harmony and social cohesion in a pluralistic society maintaining their cultural identity using English as a link language both locally and globally;
- iii. provide opportunities with all students at the secondary level, irrespective of socio-economic and regional disparities, to access proficiency in their national languages and English without undermining the national languages;
- iv. enable students to use local languages and English as a source and a mean to reach knowledge society through information literacy coping with the challenges of intercultural dealings in globalisation;
- v. link academic aspects with socio-economic, political and cultural dimension of the world of work through national languages and the link language at local, international and global arena;
- vi. expand BE opportunities for students across the system;
- vii. provide BE through professionally qualified teachers; and
- viii. develop CLILF for BE.

### **Strategies, programmes, projects and key activities (2013-2017)**

#### **Strategy 1: Expansion of BEPs**

##### **Programmes/projects/key activities (2013-2017)**

1. Ensure that no one is left behind in the secondary level and increase the number of students who have studied the key subjects at secondary stage in the English medium.
2. Expand the BE opportunities at 1,000 secondary schools under the flagship programme.
3. Develop a Sri Lankan model of BE.
4. Develop a CLILF and implementation of it in the system.
5. Develop quality of bilingual teachers and build capacity of officers at different levels and ISAs.
6. Develop a SDL culture among bilingual learners.

7. Strengthen systems established for smooth functioning of BE and relevant institutions (i.e. provide materials, school linking programmes, CCAs, ALCs etc.)

#### **Strategy 2: Strengthening the existing policy and developing a Sri Lankan BE model and CLILF based on the BE policy**

##### **Programmes/projects/key activities (2013-2017)**

1. Developing a strategic paper through studies and policy dialogues/forums to strengthen the existing policy addressing the present issues.
2. Developing a BE model and national CLILF.
3. Expansion of BE programme in secondary network.

#### **Strategy 3: Supporting all the relevant stakeholders by providing necessary resources**

##### **Programmes/projects/key activities (2013-2017)**

1. Developing supplementary materials for bilingual teachers as well as learners in collaboration with the NIE.
2. Implementing a package of activities related to BE in 1,000 schools under the secondary school development programme. The package will include the following activities under the theme 'a school where no one is left behind':
  - conducting a survey to find suitability and capability of bilingual teachers;
  - school-based multipurpose bilingual resource locations which can be used by teachers as well as students;
  - developing bilingual section in GCE AL for BE students coming from surrounding schools;
  - school-based item bank;
  - wall paper project where the final output would be bilingual/trilingual school magazines;
  - school linking programme (with other schools in the project and overseas schools as well);



- strengthening learning and teaching methodology of bilingual learners using CLILF through SBTDPs;
  - buddy support programme;
  - implementing lesson study circles in the CLILF;
  - school-based mentoring programme;
  - providing supplementary learning materials promoting SDL (e.g. software – using ICT as a tool, printed materials etc.);
  - subject-based CCA package including student camps, project study presentations based on project work and debate competitions; and
  - guided reading programme.
3. Upgrading the web page on BE which can be used in sharing knowledge, information and best practices of BE.
  4. School linking programme (local as well as global).
  5. CCAs to enhance the mutual understanding and corporation between monolingual and bilingual learners as subject integrated student activity camps (school/ zonal level), mini-project study competitions (school/zonal/provincial/national levels), and debate competitions (school/zonal/provincial/national levels).
  6. Accelerated learning programmes.
  7. Buddy support programme (at two levels as students and teachers. Monolingual teacher, bilingual teacher and the English teacher could form a team in teacher buddy support programme while monolingual and bilingual students are provided opportunities to link through student programme).

**Strategy 4: Improving qualities of BLEP through a comprehensive CD framework in cooperating all levels (managers, operational level as ISAs and teachers)**

**Programmes/projects/key activities (2013-2017)**

1. Professional development programmes for teachers and the relevant officers in local and overseas.

2. Development of monolingual non-language subject teachers as bilingual teachers.
3. Strengthening provincial-level resource pools.
4. Language improvement programmes for the relevant officers and ISAs.
5. Publishing a newsletter at national level to share information and best practices.
6. Teacher exchanging programmes.
7. Promoting an action research culture (final output: periodic journal on selected action researches).

**Strategy 5: Strengthening process, output, outcome oriented M&E database and mechanisms at all levels**

**Programmes/projects/key activities (2013-2017)**

1. Setting up provincial-level targets with the consultation of the provinces to increase the number of schools based on the baseline of 2011.
2. Preparing national-level monitoring framework and tools.
3. Establishing and strengthen monitoring structures at different levels including a separate cadre as provincial and zonal level bilingual coordinators.
4. Promoting BE research and development activities.
5. Executing relevant research on BE.

**Strategy 6: Strengthening systems established for smooth functioning of BE and relevant institutions**

**Programmes/projects/key activities (2013-2017)**

1. Establishing steering committees in BE at all levels.
2. Printed and electronic media programmes on bilingual education.

The LFA for BE is given in Appendix 2.1: T2.8.

## T2.9 Commerce, accountancy, business studies, business statistics and economics

### Current status and achievements

The outbreak of industrial revolution brought about a massive change in the world economy. At the same time, the need for a field of commerce was strongly felt. Sometime later the learners were eager to study about this field. Accordingly, the study of commerce was introduced to the school education system as a new subject a few decades back. The commerce subject stream has become a major subject stream for the GCE AL students in Sri Lanka. Accounting, business studies, economics and business statistics are the subjects included in this subject stream. The commerce subject stream which has a long history has become a major subject stream for the GCE AL and GCE OL students in Sri Lanka. The two subjects, business and accounting studies and entrepreneurship at the GCE OL and the four subjects: accountancy, economics, business

studies and business statistics at the GCE AL, are taught as commerce subjects. The study of these subject fields imparts knowledge to the students of the entire commercial world and it generates human capital fully-equipped with talent and strength to suit the future job market.

As such, the main objective of commerce education is to guide the students who pursue studies in this subject stream to prepare them with knowledge, relevant skills and attitudes required for them to continue with higher education and professional education in the field of commerce and to enable them to fit into the world of work or to succeed in entrepreneurship.

Therefore, the GoSL wishes to expand the opportunities and quality of teaching and learning of commerce subjects. Currently there are 1,560 schools conducted GCE AL classes and 104,952 students are follow the commerce stems and 6,002 teachers are teaching commerce subjects. Data on performance of GCE OL and AL of commerce education are given in Tables 2.7 and 2.8.

**Table 2.7: Performance/achievements in GCE OL subjects**

Subject	2010		2011	
	Number sat	Percentage passed	Number sat	Percentage passed
Business and Accountancy studies	95,069	85.18	87,460	81.33
Entrepreneurship education.	15,459	72.77	9,535	74.71

Source: Commerce Branch, MoE (2012).

**Table 2.8: Performance/achievements of the commerce steam in GCE AL subjects**

Subject	2010		2011	
	Number sat	Percentage passed	Number sat	Percentage passed
Accountancy	50,513	70.07%	37,668	52.34%
Business studies	50,513	85.95%	37,668	77.34%
Economics	67,237	72.11%	49,330	77%
Business statistics	857	79.93%	746	71.45%

Source: Commerce Branch, MoE (2012).

Several other activities were organised to make commerce subjects interesting to students. Schools were instructed to establish commerce societies to provide opportunities for students to engage in practical work. The commerce day which falls on 5<sup>th</sup> July was celebrated in all schools with GCE AL commerce classes. Model

examination papers for GCE AL students were prepared and distributed to schools. Instructions were issued to schools to re-organise or establish school cooperative societies where commerce students can play an important role. With the increase of the number of students in commerce subjects at GCE AL more teachers are required

and action is being taken to obtain approval to increase the cadre of commerce teachers. Under the development of 1,000 secondary school programme it is proposed to establish commerce laboratories in these schools and type plans for a commerce laboratory has been developed. Teachers of GCE AL commerce classes were given an orientation on the revised GCE AL curriculum in collaboration with NIE.

### Issues and challenges

The following have been identified as challenges in the current general education system:

- lack of attention given at schools to popularise/promote studying commerce at GCE AL;
- lack of basic competencies among school leavers to follow professional, vocational and technical studies or entrepreneurial programmes required for the labour market;
- lack of career guidance programmes to disseminate demand/opportunities of the labour market in the commerce-oriented fields;
- shortages of professionally qualified teachers for commerce stream (Sinhala, Tamil and English medium);
- lack of promotion programme among students to select commerce stream at school levels;
- commerce education system does not include practical knowledge;
- develop user-friendly syllabus and teacher guide;
- inadequate subject directors of the zones, ISAs and resource persons; and
- supply of textbooks, commerce equipments, learning materials and other infrastructure facilities to conduct proper practical session.

### Objectives

Objectives of the development of commerce education are to:

- i. increase the number of students offering entrepreneurship and accountancy and business studies among optional subjects at GCE OL;

- ii. increase the number of students who offer commerce stream at GCE ALs from current 25 per cent to 35 per cent by 2016;
- iii. expand facilities for commerce education at secondary schools;
- iv. improve the quality of teachers of commerce subjects;
- v. implement career guidance programmes on demand/opportunities of labour market of commerce-oriented field;
- vi. revise/update curriculum (commerce stream) to meet the demand of world of work in order to minimise the mismatch between education and the world of work; and
- vii. establish M&E mechanism.

### Strategies, programmes/projects/key activities (2013-2017)

In order to cater the demands of the labour market it is required to strengthen subjects such as accountancy, economics, business studies and business statistics. Having these objectives, it has been planned to improve the quality of implementation of business studies, accountancy, economics and business statistics at GCE ALs. Likewise business and accountancy studies and entrepreneurship studies at GCE OL examinations.

#### Strategy 1: Student development programmes

#### Programmes/projects/key activities (2013-2017)

1. Conduct awareness programmes to increase participation in GCE AL commerce stream from 25.2 per cent in 2010 to 35 per cent by 2016.
2. Conduct school-based programmes aiming to improve learning outcomes of commerce students.
3. Implement career guidance programmes on demand/opportunities for labour market of commerce-oriented field.
4. Conduct programmes to promote interest of the commerce students such as competitions, commerce days, quiz programmes, commerce societies etc.

5. Conduct students' camps at zonal level
6. Conduct national-level competitions and commerce days.
7. Established commerce societies.
8. Establish school co-operative societies.
9. Increase the results in commerce subjects.
10. Preparing model papers of GCE OL (for business and accounting studies, and entrepreneurship).
11. Preparing model papers of GCE AL (for accountancy, business studies and economics) in Sinhala, Tamil and English medium.

### **Strategy 2: Capacity building (CB) programmes**

#### **Programmes/projects/key activities (2013-2017)**

1. Conduct CB programmes on new syllabus in commerce subjects.
2. Conduct CB programmes on new syllabuses in commerce subjects for provincial and zonal level subject directors, ISA's and teachers.
3. Professional development programmes for subject directors and ISAs (e.g. communication skills, new teaching methodologies and planning skills) including exposure visits (local/foreign).
4. Special programmes for 1,000 secondary schools (i.e. recruitment and deployment of teachers, capacity development of newly recruited teachers, introduce commerce stream for new 426 secondary schools) which is selected for 1,000 secondary school projects.

### **Strategy 3: Development of infrastructure facilities**

#### **Programmes/projects/key activities (2013-2017)**

1. Expand GCE AL commerce stream in approximately 500 more schools from among the schools selected for the flagship programme.

2. Establish 1,000 commerce laboratory in the secondary schools under the flagship programme.
3. Develop infrastructure facilities.
4. Strengthen capacity of the provincial officials to manage school commerce laboratories.
5. Provisions of learning resources, equipment etc.

### **Strategy 4: Establish M&E mechanism**

#### **Programmes/projects/key activities (2013-2017)**

1. Conduct M&E programmes for GCE OL and AL commerce subjects.
2. Conduct progress review meetings with provincial, zonal subject directors and ISAs.

The LFA for commerce education is given in Appendix 2.1: T2.9.

## **T2.10 Agriculture**

### **Current status and achievements**

Agriculture and food technology, and fisheries and food technology are the two main subjects at GCE OL. Agricultural science is a subject in the GCE AL science stream and agro-technology, food technology and bio-resource technology are technology subjects in the GCE AL arts stream.

Performance in agricultural subjects at public examinations (2008-2011) is given in Tables 2.9 and 2.10.

**Table 2.9: Performance/achievements of the agriculture in GCE OL subjects**

Subject	2008		2009		2010		2011	
	No. of students	Passed percentage	No. of students	Passed percentage	No. of students	Passed percentage	No. of students	Passed percentage
Agriculture and food technology	84,187	62.2	76,385	59.41	70794	83.7	59,724	81
Fisheries and food technology	744	75	855	74.7	756	88.4	842	83.14

Source: Agriculture Branch, MoE (2012).

**Table 2.10: Performance/achievements of the agriculture in GCE AL subjects**

Subject	2008		2009		2010	
	No. of students	Passed percentage	No. of students	Passed percentage	No. of students	Passed percentage
Agriculture science	6,399	91	7009	89	8166	87
Agro-technology	41	76	85	80.1	210	75.2
Agriculture and food technology	53	72	57	91.2	123	77.2
Bio-resource technology	129	80	137	86.8	174	76.4

Source: Agriculture Branch, MoE (2012).

Syllabi in agricultural subjects were revised in collaboration with the agriculture unit of the NIE. Three workshops were held for this work. Model question papers were developed for GCE AL agricultural subjects and distributed to schools. In order to build capacity of teachers engaged in teaching agriculture and supervisory staff a number of training programmes were conducted.

Under the GLOBE programme three workshops were conducted on air, soil and land and 120 teachers participated. A website was created on the GLOBE programme. Weather stations were established in three schools. Under the green school programme a handbook was prepared and two workshops conducted where 110 teachers were trained. The programme is conducted in 100 schools on a pilot basis. The school farms competition is ongoing and competitions at provincial and national levels have been completed.

Besides, assistance has been provided to other national programmes such as 'Sisu Saviyen – Ran Aswenu', 'Ada Vavamu Palayak - Heta Nelamu Palayak', 'Kap Rukai- Sip Nenai', 'Divi – Neguma' by participation of students. Agricultural equipment has been provided to 20 schools.

### Issues and challenges

- Poor attitudes on agriculture subject at school level.
- Lack of practical sessions on agriculture at school levels.
- Lack of usage of modern technologies on teaching agriculture at school levels.
- Lack of infrastructure facilities and laboratory equipment.
- Lack of coordinators with relevant qualifications.

### Objectives

Objectives of the development of agriculture are to:

- introduce to schools edible landscaping and school farms;
- continue maintenance of school farms;
- develop practical skills in students and teachers;
- disseminate agricultural technology to the community;
- carry out student projects, research activities on environment develop;



- vi. provide agriculture related infrastructure facilities to schools. develop a planning culture, communication skills and practical skills in SLEAS (agriculture) cadres;
- vii. increase GCE OL and AL agriculture results by 5 per cent by annum;
- viii. create practical learning environment to students via upgrading the knowledge of teachers;
- ix. build capacity of officers;
- x. create awareness among students to protect environment; and
- xi. create clean and green environment in schools.

### **Strategies, programmes/projects/key activities (2013-2017)**

In relation to the economic development it is essential to provide priorities for agriculture and environmental studies. Sri Lanka has identified a number of programmes to be included in the ESDFP (2013-2017) strategic plan.

#### **Strategy 1: Expansion of agriculture education**

##### **Programmes/projects/key activities (2013-2017)**

1. Establishment of school farms (200 farms per year, including urban farming where necessary) and especially covering 1,000 secondary schools under the flagship programme.
2. Provision of agriculture equipments for schools.

#### **Strategy 2: Capacity development programmes**

##### **Programmes/projects/key activities (2013-2017)**

1. Organise CD programmes for teachers, officers, ISAs on new agricultural technologies.
2. Conduct awareness programmes for students on sustainable agriculture and environment protection.
3. Conduct practical agriculture programmes for teachers.

The LFA for agriculture education is given in Appendix 2.1: T2.10.

### **T2.11 Technical subjects (design technology, practical and technical skills, home economics)**

#### **Current status and achievements**

At present practical and technical skills is taught in grades 6 to 9 and it is compulsory for all students. At GCE OL, design technology, arts and crafts and home economics are available as technical subjects. At GCE AL in grade 12, there are two subjects: hard technology and soft technology. In grade 13, those who have done hard technology can do construction technology or mechanical technology or electronics while those who have done soft technology can select bio-resource technology, food technology or textile technology. These subjects are taught in about 200 schools. Home economics is also available at GCE AL.

In 2012, an orientation programme was conducted for 44 teacher trainees who passed out of the NCoE and all ISAs and assistant directors in-charge of technical education. MoE has realised the importance of technical education in the general education system and under the proposed reforms syllabuses were revised to make them more relevant and practical.

#### **Issues and challenges**

- Lack of participation for technical subjects at school levels.
- Lack of modern technologies for teaching and learning technical subjects at school levels.
- Shortage of professionally qualified teachers of technical subjects.
- Lack of knowledge of teachers on future demands in technical fields.

#### **Objectives**

Objectives of the development of technical education are to:

- i. produce school leavers with higher-order skills such as technical skills, creativity and inventors who will contribute to the knowledge-based economies;

- ii. promote students to involve in invention programmes;
- iii. promote teachers and officers to involve in invention programmes;
- iv. provide advocacy to improve students' creativity and technical skills demanded by the world of work;
- v. promote students participation in learning home economics; and
- vi. provide advocacy to students, teachers and officers on future demand in the labour market on the home economics field.

### **Strategies, programmes/projects/key activities (2013-2017)**

In order to cater to the demands of the labour market it is required to strengthen technical subjects such as design technology, practical and technical skills, home economics etc. This is one of the major requirements of the system. Development of such subjects may lead to meet the requirements of the world of work.

#### **Strategy 1: Establishment of school technical units**

##### **Programmes/projects/key activities (2013-2017)**

1. Ensure facilities at 1,000 secondary schools under the flagship programme as the primary strategy.
2. Provide resources.
3. Conduct awareness programmes for students on new inventions.

#### **Strategy 2: Conduct CB programmes for teachers and officials**

##### **Programmes/projects/key activities (2013-2017)**

1. Conduct practical programmes (awareness for teachers on new inventions and technologies).

#### **Strategy 3: Establishment of home economic units**

### **Programmes/projects/key activities (2013-2017)**

1. Provide resources.
2. Conduct awareness programmes for students.

The LFA for technical education is given in Appendix 2.1: T2.11

## **T2.12 Social sciences (History, Geography, Civic Studies)**

### **Current status and achievements**

In 1972 social studies was introduced as an integrated subject in place of history, geography and civics. However, as there were criticisms that due to lack of an adequate knowledge of history students were unaware of the national heritage of the country an attempt was made to strengthen the history component of the social studies syllabus but that was not acceptable. So in 2007 history was made a core compulsory subject for the GCE OL course and geography and civics studies were included in the baskets of optional subjects. The present position is that at GCE OL history is a compulsory subject and geography and civics studies are optional subjects which a student can choose if they wish. At junior secondary level history and geography are available as separate subjects and civics is combined with life competencies. At GCE AL these are optional subjects in the arts stream.

### **Issues and challenges**

- As these subjects were not taught in schools for a considerable period of time there is a problem of finding competent teachers to teach these subjects. The diplomates who have passed out of the NCoEs and TTCs have studied social studies and do not have an in depth knowledge of these subjects.
- In a multi-ethnic and multi-religious country teaching of history is a sensitive matter. Although social cohesion is an essential goal in such a society teachers are influenced by their personal attitudes and may lead to different interpretations of history depending on their perceptions.

## Objectives

Objectives of the development of social sciences are to:

- i. produce competent teachers who are capable of teaching history, geography and civics studies;
- ii. upgrade curricula in teacher education institutes to meet the training needs of teachers in these subjects; and
- iii. continue learning opportunities are made available for teachers.

## Strategies, programmes/projects/key activities (2013-2017)

**Strategy 1: Strengthen teacher education programmes in NCoEs and TTCs in social science subjects**

**Strategy 2: Strengthen in-service training programmes for teachers in social science subjects**

**Strategy 3: Produce resource materials for teachers and students on these subjects**

### Crosscutting components

Crosscutting subjects are catering for primary and secondary education.

## T2.13 Religious education

### Current status and achievements

Religion is a compulsory subject in the curriculum and is taught to all students from grades 1 to 11. At GCE AL it is an optional subject in the arts stream. Five major religions, namely Buddhism, Hinduism, Islam, and Christianity both Roman Catholicism as well as Protestant churches are practised in the country. In schools the religion of the parents is considered to be the religion of the child.

### Issues and challenges

Students fare very well in religious subjects at public examinations. But what is more important is to inculcate values and high ideals professed by the various religions among students. For this purpose

religious observances are practised according to the tenets of the particular religion by the students adhering to different religions. Sri Lanka being a multi-religious country the children should be trained to respect the other religions for social amity.

## Objectives

Objectives of the development of religious education are to:

- i. ensure that students who pass out from the school system are aware of their religious obligations and live up to the expectations of the great religious teachers; and
- ii. respect the other religions and do not harm the sensibilities of adherents of other religions.

## Strategies, programmes/projects/key activities (2013-2017)

**Strategy 1: Provide in-service training for teachers to update their knowledge about one's religion and its practices**

**Strategy 2: Promote students to practice the religion one professes by observing significant religious in schools**

**Strategy 3: Encourage schools to obtain the support of the clergy of various religions to support schools to conduct religious programmes**

**Strategy 4: Promote inter-religious understanding of students of different religious faiths through interaction through seminars, discussions and religious functions**

## T2.14 Aesthetics education

### Current status and achievements

Aesthetic education is a common subject at both primary and secondary grades. At primary stage aesthetics is integrated with other subjects. At the junior secondary level, one of the aesthetic subjects art, music, dancing or drama and theatre is compulsory. At GCE OL too, students are expected to study one of the aesthetics subjects.

At GCE AL only those who are competent and have the aptitude for aesthetics follow the stream. However ability to appreciate a work of art, literature or music is essential for personality development. Therefore every child should be provided with the skills to indulge in aesthetics for leisure and enjoyment while those who are gifted in the field should be able to develop their talents to the fullest.

### Issues and challenges

- Shortage of qualified aesthetics teachers.
- Lack of resources of teaching and learning aesthetics subjects at schools level.

### Objectives

Objectives of the development and expansion of aesthetics education are to:

- improve skills and talents of students in different aesthetic areas such as dancing, arts, music etc.;
- expand learning opportunities to students for aesthetics subjects across system;
- promote students to participate in aesthetics at schools; and
- employ professionally qualified teachers for teaching aesthetic subjects at schools.

### Strategies, programmes/projects/key activities (2013-2017)

#### Strategy 1: Organise practical activities to develop aesthetic skills of students

#### Programmes/projects/key activities (2013-2017)

- Provide learning opportunities to students (primary and secondary) for aesthetic education (i.e. implement *Ves Dance*, *Sisu Pabasara*, classical music programmes, national festival programmes, all-island competitions, Saturday schools, *Soduru pubuduwa*, practical sessions, music festivals).

#### Strategy 2: Improve infrastructure facilities for aesthetic education

### Programmes/projects/key activities (2013-2017)

- Provide physical and infrastructure facilities to schools.
- Ensure that all aesthetic subjects are taught in the 1,000 secondary schools under the flagship programme.

### Strategy 3: Develop capacity and skills of aesthetic teachers

#### Programmes/projects/key activities (2013-2017)

- Conduct capacity development programmes for teachers, ISAs and officers in arts, dancing, music, drama and theatre (i.e. conduct teacher training programmes, conduct research, awareness programmes) for both primary and secondary stages.

The LFA for aesthetic education is given in Appendix 2.1: T2.14.

## T2.15 Sports and physical education

### Current status and achievements

Participation in sports and physical education directly impact on improving physical and mental health and acquisition of learning skills. Therefore, physical fitness development programmes need to be introduced and implemented for school students. Further, sports and physical education programmes will help to improve the higher-order skills of students.

### Issues and challenges

- Physical and mental health problems in young Sri Lankan citizens.
- Inadequate representation of Sri Lanka in provincial, national and international sport games.
- Poor participation in sport activities at school level.

### Objectives

Objectives of the development of sports and physical education are to:

- improve physical and mental health among young citizens;

- ii. lay a foundation for improving physical and mental well-being in schoolchildren;
- iii. increase participation of students in provincial, national and international sport games; and
- iv. promote students' involvements in sport activities at school level.

**Strategies, programmes/projects/key activities (2013-2017)**

**Strategy 1: Implementation of physical fitness programmes**

**Programmes/projects/key activities (2013-2017)**

1. Prepare a scientific teachers' guide for six sports (students in secondary grades).
2. Organise national-level sports training programme for sports coordinators.
3. Organise zonal-level sports training programme for school s teachers.
4. Conduct of tests for grading of students for six games (students in secondary grades).
5. Conduct of pool training for talented students.
6. Publication of the teacher's guide 60,000 teachers guides for six sports.
7. Preparation of copies of video cassettes.
8. Conduct training camps for coaches, of pool training.
9. Organise all-island school sports competition.
10. Provide sports and physical education equipment for every game.
11. Provide sports and physical education equipment for primary education sector.
12. Provide essential sports equipment for sport schools.
13. Provide sports equipment for six sports proposed to develop physical fitness programme.

**Strategy 2: Provide opportunities for talented students**

**Programmes/projects/key activities (2013-2017)**

1. Maintain morning physical fitness programme (all schools per year).
2. Introduce physical activities programme for grade 5 (all schools per year).
3. Organise all island school sports competition (all schools per year).
4. Maintenance of sports school project.
5. Organise kid's sports competition.
6. Organise national-level sports training programme for non-physical training instructors.
7. Organise teacher's sports meets.
8. Provide grants for Sri Lanka school teams representing in international events.
9. Provide grants for schools sports association.

**Strategy 3: Special project for 1,000 secondary school development programme**

**Programmes/projects/key activities (2013-2017)**

1. Ensure implementation of sports and games in the 1,000 secondary schools and in the primary schools networks.

The LFA for sports and physical education is given in Appendix 2.1: T2.15.

**T2.16 Co-curricular activities (CCAs) and peace education**

**Current status and achievements**

CCAs help to develop soft skills in children such as communication, social relations, leadership, creativity, empathy etc. It can also be used as a strategy for building peace and social cohesion.

Apart from promoting CCAs several other programmes are implemented to promote social cohesion. 'Senehasaka Taksalawa' and 'Denuwera Mituro' (Palls of Cities) are two such activities. Through these programmes children in the NP, EP, and the other provinces meet at student camps where they share and exchange experiences build social relations. In addition, a Student Parliaments at school, zonal and provincial



levels are held. The MoE celebrated international peace day and all schools join with environment on-line programme.

### Issues and challenges

- Issues related to disciplinary, health and personalities of people.
- Behavioural issues in workplaces and in the society in general.
- Lack of understanding among different ethnic groups and communities.
- Poor attention on improving generic skills (i.e. leadership qualities, personal capacities, teamwork, etc.) of students.
- Lack of students' participation in different types of CCAs at schools.
- Separate officers for peace education are not available at provincial and zonal levels.
- Training programmes for school administrators on peace education are necessary.
- Students and teachers exchange programmes are not sufficient.
- Need to reduce communication gaps and difficulties in understanding each other in different cultures.

### Objectives

Objectives of the CCAs and peace education are to:

- i. create a society with balanced minded, self-disciplined and healthy persons with balanced personality;
- ii. establish working places and society with less conflict;
- iii. establish peace and social integrity at school level;
- iv. provide opportunities to students to improve generic skills (i.e. leadership qualities, personalities, empathy, teamwork, etc.);
- v. increase students' participation in different types of CCAs at schools;
- vi. promote schools to establish learning environment with peace and social harmony;
- vii. help schoolchildren to work towards perfection along the path of reality to reach their potential themselves;

- viii. help schools to achieve self-learning about way of life and behavioural pattern from which happiness, can be achieved for him/her, his/her society and generally for all human beings;
- ix. help schoolchildren to develop the attitudes that are necessary for a human beings when making an effort on collective development, practicing non-violence and living together in peace and harmony;
- x. help schoolchildren to develop potential to face and conform to the ongoing changes and to achieve perfect personality through unshaken confidence;
- xi. making students respect civil duties and responsibilities, human rights and dignity and helping them to have proper understanding of what is happening around them;
- xii. help to enrich schoolchildren with positive attitudes regarding nation building and to make them respect national heritage and cultural values and also to develop their loyalty towards the nation;
- xiii. implementing programmes to promote the tolerance of diversity and the chance to experience the diversity and also to promote social and environmental peace building;
- xiv. expand information and communicative network on peace and national integrity and developing a peace literature;
- xv. introduce an evaluation method of peace education by developing peace education research centre;
- xvi. develop a systematic co-ordination with the whole curriculum by introducing strategies that can be implemented for peace building and social cohesion through a proper curriculum;
- xvii. introduce the national policy and comprehensive framework of actions on social cohesion and peace education;
- xviii. conduct awareness programmes for provincial education secretaries, directors, zonal directors on national policy on peace education;

- xix. create an awareness among all the local and foreign non-governmental organisations in-charge of social integration on the national policy on peace education and the action plan and to act in conformity with the national policy;
- xx. conduct training programmes to strengthen the learning and teaching process in a manner to highlight peace concepts in the curriculum in the process of learning and teaching; and
- xxi. implement training programmes for teachers with special focus to building values, ethics and sensibility for the community required for the creation of co-existence through curriculum in the process of learning and teaching.

### **Strategies, programmes/projects/key activities (2013-2017)**

CCAs and peace education activities greatly contribute to improve generic skills in young schoolchildren as well as cohesion among different ethnic groups. In the post-conflict situation, in Sri Lanka, it is timely to implement a fast-track education programme for reconciliation and reconstruction of people's minds. Especially in the NP and EP as well as in the adjoining provinces of the previous conflict affected areas need such programmes more than the others.

#### **Strategy 1: Implementation of CCAs**

##### **Programmes/projects/key activities (2013-2017)**

- 1. Implement student cadet activities at selected schools, scout and girl guide programmes in all schools, St. John Associations, Saukyadana Movements, Red-cross Societies and organise Tower-hall Dramas.

#### **Strategy 2: Establishment of social cohesion and skill development on peace building for school principals and teachers**

##### **Programmes/projects/key activities (2013-2017)**

- 1. Conduct different types of programmes and projects related to peace education in order to establish social cohesion:

- implement *Denuwera mituro*, experiences exchange programme, student Parliament programme, *Senehasaka Taksalawa* programme, cultural integration programmes, establishment of friendship schools.
- 2. Deployment of qualified staff for peace education.
- 3. Establishment of school friendship societies at divisional levels (establishment of school students' friendship forums at school level and inter-school student friendship societies at education divisional level by providing opportunities to all to contribute in national, social and economical development in the context of active national integration, national identity and national harmony).
- 4. Conduct awareness programmes on Student Parliament for officers, school principals, teachers and selected students and establishment of student Parliaments at school, zonal, provincial and national levels (Student Parliament programme seeks to provide experience on responsibility and duties to future citizens through creating awareness and values of parliamentary democracy and brotherhood, by listening to others and tolerating the views of others. It has been planned to establish Student Parliaments on a school, zonal and provincial basis. By now, Student Parliaments have been established at school level and in future, it is expected to establish them at zonal, provincial and national level)
- 5. Implementation of the programmes for skill development of teachers and education officers for peace building. Workshops for the teachers will be organised at NCoEs, TTCs and schools.
- 6. Implement friends of two cities: experience exchange programme (programme intended to develop a broad social cohesion by building mutual understanding and friendship. It is implemented with the purpose of building a deep and abiding friendship and a broad understanding among the students and teachers in NP and EP and the students and teachers in the south.

### **Strategy 3: Sharing and exchange on cultural integration and coexistence school programme**

This programme is implemented with the idea of creating a student generation who respect others, admire coexistence within the school. A humanitarian student generation with broad social cohesion is built. This would be an example to the entire school system.

#### **Programmes/projects/key activities (2013-2017)**

1. Organising and conducting various cultural programmes for the improvement of national integration. Through this, social cohesion and concepts of peace will be built in the school community and it will lead to a social background with peace and harmony.
2. Identification of inter-ethnic customs and virtues in various cultural contexts.
3. Identification of similarities between their culture and other cultures.
4. Experience the cultural diversity and the beauty of diversity. Respect and appreciate other cultures.

### **Strategy 4: Construction of the destroyed Railway station and Elephant pass as ‘Senahasaka Thotupola’ with the partnership of Sri Lankan students and teachers**

#### **Programmes/projects/key activities (2013-2017)**

1. A programme aimed at developing self-dignity through the provision of opportunities to contribute in developing the nation collectively and with dedication while providing for all the opportunities to contribute in national and social development. Under this programme, steps were taken to collect SLRs. 2.00 from each student and SLRs. 10.00 from each teacher as donations within a period of two months. At the moment Sri Lankan schoolchildren, teachers and also parents have donated funds through this project.
2. ‘Senahasaka Thaksalawa’ - The friendship schools programme: The friendship

programme implemented through the friends of two cities -students’ experience exchange programme- (by means of integrating interethnic schools in the NP, EP and other provinces).

3. Implemented with the aim of developing inter-school relationship and building national harmony at a regional level:
  - a. aimed at building peace and coexistence within and among the ethnic groups living in a same social and economic background and in a similar environment regionally;
  - b. implemented with the intention of building understanding and friendship among the students of grades 8, 9, 10, 11, 12 and 13 in Sinhala, Tamil medium schools in any education zone;
  - c. building the understanding of skills and abilities and of the cultural, social and economical background of one another.

### **Strategy 5: M&E programmes**

#### **Programmes/projects/key activities (2013-2017)**

1. Conduct the progress review meeting with the participation of PDEs and ZDEs every three months.
2. Organise progress review meeting at national level.

The LFA for CCAs and peace education is given in Appendix 2.1: T2.16

#### **T2.16a Communication and media studies**

##### **Current status and achievements**

Communication and media studies subject has been implemented from year 2006 for GCE OL and year 2009 for GCE AL to the school system. Learning photography is included as a lesson in grades 10 and 11 syllabi. So the teacher training programmes should be organised to give a vast knowledge of photography to the teachers. Working in the media clubs, many students are interested in photography. So, more opportunities should be provided to talented students and organise competitions and exhibitions at zonal, provincial and national level.

## Issues and challenges

- Shortage of qualified teachers for teaching communication and media studies at provincial and national schools.
- Insufficient officers in the zones and provinces.
- Need to create a carder for selecting the teachers to the subject.
- Need of the training programmes for the teachers who are engaging the subject.
- Need of the awareness sessions for the principals and the directors who coordinate the subject.
- Need of revisiting the syllabi of GCE OL and AL.
- Need to prepare a circular for conducting the competitions of photography.

## Objectives

Objectives of the development of communication and media studies are to:

- i. conduct workshops for the teachers and directors who are handling the subject;
- ii. giving the opportunities to the students to show their talents through photography competitions and exhibitions;
- iii. revisit the syllabi to overcome the problems of them;
- iv. prepare the sample test papers and organising seminars for GCE OL and AL student; and
- v. conducting the progress review meeting in provincial level and selected zones.

## Strategies, programmes/projects/key activities (2013-2017)

### Strategy 1: CD of teachers and officers

#### Programmes/projects/key activities (2013-2017)

1. Conduct training programmes for the teachers and the coordinating directors.

### Strategy 2: Developing the students skills

#### Programmes/projects/key activities (2013-2017)

1. Conduct zonal, provincial, and national level photography competitions and exhibitions.

### Strategy 3: Revisiting the syllabi of grades 10, 11, 12 and 13

#### Programmes/projects/key activities (2013-2017)

1. Appointing a committee and revisiting the syllabi.
2. Conducting workshops.

### Strategy 4: Preparing sample test papers and organising seminars for GCE OL and AL students

#### Programmes/projects/key activities (2013-2017)

1. Preparation of sample test papers.
2. Organising seminars in zonal and provincial levels.

### Strategy 5: M&E programmes

#### Programmes/projects/key activities (2013-2017)

1. Conducting progress review meeting in provincial level and selected zones.
2. Conducting progress review meeting in national level.

## T2.17 School library development

### Current status and achievements

School library and learning resource centres (LLRCs) are having responsibility to connect teaching and learning process with learning resources. This plan aims to create an environment to use resource based teaching and learning techniques in the school system. Together with libraries and audio visual units are considered as LLRCs. There are 5,349 LLRCs in schools. School system has absorbed 4,000 teacher librarians to take care of LLRC functionalities. They are the technically eligible people for using

educational resources and improving information skills of students. During the provincial co-ordinators meeting the progress, issues and problems of implementation are discussed.

### **Challenges and issues**

- After constructing model LLRCs in 2010 no library spaces are provided to national schools. Current school libraries are having shortage of furniture and these are provided annually.
- Lack of facilities for school libraries in a large number of schools.
- Inadequate reading skills, language skills and reading habits among schoolchildren.
- Inadequate use of libraries for self-learning and exploratory learning.

### **Objectives**

Objectives of the development of school libraries are to:

- i. develop a literate/reading society contributing to future knowledge hub;
- ii. introduce a library integrated teaching mechanism;
- iii. promote reading habits among students;
- iv. empower community with current information;
- v. develop capacities of teacher librarians and staff;
- vi. expand library resources;
- vii. increase circulation and the use of school library materials;
- viii. produce audio and video materials in all three media (Sinhala, Tamil, English); and
- ix. increase functionality of school libraries

### **Strategies, programmes/projects/key activities (2013-2017)**

Provision of school library facilities is essential to promote reading habits among schoolchildren. This will directly as well as indirectly influence improvement of learning achievements of all subjects. However, according to the school census data there is a need for provision of permanent

library facilities to most of the schools in all provinces.

### **Strategy 1: Improving reading habits among schoolchildren**

#### **Programmes/projects/key activities (2013-2017)**

1. Continue programmes to promote reading habits among school students.
2. Provision of permanent school library facilities for the 1,000 secondary schools under the flagship programme and for the primary schools.
3. Conduct media and TV programmes to promote the use of the libraries through: (i) production of audio programmes, (ii) production of video programmes, and (iii) implementation and conduct 'Nenasa' TV programme.
4. Conduct reading promotion programmes.
5. Provide library materials, furniture, equipment and space.
6. Improve the quality of library materials.

### **Strategy 2: CD programmes and M&E programme**

#### **Programmes/projects/key activities (2013-2017)**

1. Building capacity of school teacher librarians, language teachers and officers at provincial/zonal levels who have the responsibility of promoting the use of libraries/reading habits.
2. Conduct awareness programmes for provincial and zonal co-ordinators, principals, teacher librarians and library attendants.
3. Conduct a sound M&E programme.

The LFA for school libraries development is attached in Appendix 2.1: T2.17.



## **T2.18 Tamil medium and plantation sector school development and Muslim school development**

### **Current status and achievements**

The plantation sector is one of the areas lagging behind in terms of educational attainment. During last several decades, a number of educational development programmes were implemented in order to redress gaps in the schools located in the plantation sector. However, yet there are several issues in relation to the quality of education in terms of performance of students measured through public examinations.

In general, Tamil medium schools (including Muslim schools) also need to be given an additional support to improve the quality of teaching and learning in those schools. In the process of assisting the MoE developing, modifying and recognising the improvements of the strategies on fairness, excellence and efficacy and examine procedures to eradicate the known discrepancies exist mainly regarding Tamil medium schools.

### **Challenges and issues**

- Poor educational attainments of students in the schools in the plantation sector.
- Poor performance of Tamil medium school students, especially located in the disadvantaged areas.
- Issues of access (intake, enrolment), participation, completion in basic and secondary education.
- Poor educational performance in primary and secondary education.
- Lack of qualified teachers and teacher shortages, especially in the GCE ALs, in science streams.
- Lack of professionally qualified school management teams.

### **Objectives**

Objectives of the development of Tamil medium schools and the schools in the plantation sector and Muslim school development are to:

- i. improve living conditions of the people in the plantation sector;
- ii. increase access and participation in basic and secondary education;
- iii. increase mastery levels of learning competencies of primary students;
- iv. improve the quality of teaching;
- v. improve management capacities of school principals and management teams; and
- vi. increase public examination results of GCE OL and AL examinations.

### **Strategies, programmes/projects/key activities (2013-2017)**

#### **Strategy 1: Development of Tamil medium schools and the schools in the plantation sector**

#### **Programmes/projects/key activities (2013-2017)**

1. Build the capacities of target groups.
2. Organise human/physical resource development programs in such institution for making solutions for weakness and enhancing strengths.
3. Conduct school-based accelerated learning programmes with a view to improving learning achievements of students in the plantation schools, in Tamil medium schools and in Muslim schools.
4. Expand SBTDPs in order to develop quality of teaching.
5. Conduct zonal-level programmes to develop capacity of management teams of schools.
6. Conduct teacher training programmes on multi-level teaching for primary teachers.
7. Conduct training programmes for secondary teachers (i.e. mathematics, science, English).
8. Provide physical and human resources to the schools to expand science and commerce GCE AL classes.

9. Ensure Tamil medium schools, Muslim schools and schools in the plantation sector contribute to the knowledge-based economy and the social development of the country.
10. Implement effective monitoring mechanism established in cooperation with provincial authorities.
11. Upgrade quality of Tamil medium schools education ensuring cultural identities

The LFA for Tamil medium school development programmes is attached in Appendix 2.1: T2.18a, the LFA for plantation sector school development programmes is attached in Appendix 2.1: T2.18b and the LFA for Muslim school development programmes is attached in Appendix 2.1: T2.18c.

### **T2.19 Career Guidance and Counselling (CG&C) to orient general education towards the world of work**

#### **Current status and achievements**

The national strategic plan for the general education sector has introduced CG&C programmes at secondary schools targeting students of the GCE OL and AL. This strategic plan has given emphasis on increasing the public examination results especially for GCE OL and AL. However, reasonable period of time will be needed to achieve these outcomes. Also, such results could be influenced by a number of factors both inside and outside the education sector. This plan proposes that it is timely to provide more opportunities for students, especially for those who are not highly successful in academic performance and who are dropping out from the school system at the terminal points of GCE OL and AL examinations or at any other point, to find new/alternative avenues in the fields of technical, vocational, IT, industrial, tourism, modelling, designing etc.

It is required to introduce fast-track initiatives to achieve such targets at the school level as well as inter-sectorally. Therefore, the strategic plan for general education, ESDFP (2013-2017) makes provision for CG&C to be strengthened at secondary schools. The CG&C teachers/staff will

be responsible for helping/directing students, depending on their skills and aptitudes, towards various academic, vocational and technical options for tertiary/higher education or employment related training available. This nature of programme will guide students to identify alternative paths and options so that they will acquire skills demanded by the labour market or entrepreneurs.

Currently, CG&C programmes are implemented island-wide and more than 6,000 teachers are working in schools. 11 provincial psycho-social resource centres are functioning throughout the system.

#### **Issues and challenges**

- Strengthening quality assurance (QA) systems and to introduce accreditation mechanisms to reduce examination stress of students and improve low pass rate at GCE OL.
- Reduce parents' burden on private tuitions.
- Lack of knowledge of students to select GCE AL subject streams.
- Lack of understanding on different avenues available on future careers.
- Lack of knowledge of future demand in local and international labour markets.
- Not enough professional school counsellors for school system.
- Need to establish good coordination with MoE, PDE office and other government and non-government agencies.
- Need to establish separate CG&C unit in each school.
- Not enough time for teacher to deal with their children.

#### **Objectives**

The main objectives of the CG&C are to:

- i. expand CG&C programmes to orient general education towards the world of work: establishment of career guidance programmes to assist school leavers;

- ii. provide academic support to students to select their further education opportunities;
- iii. educate students on local and international labour market demands and opportunities;
- iv. advocate to students on how to successfully complete their school education with better performance;
- v. ensure that schools provide an inclusive and enabling learning environment that promotes students' learning and acquisition of generic skills essential for facing problems in life;
- vi. reduce examinations related stress among students;
- vii. reduce parents' burden on private tuition;
- viii. advocate competent students with their future careers;
- ix. establish more than 1,500 schools having systematically guidance and counselling service in their schools;
- x. establish more than 1,500 well qualified counselling teachers in the school system;
- xi. conduct 90 per cent of principals, teachers, and parents know about the benefit of school guidance and counselling programme;
- xii. establish most of school having formal guidance and counselling unit in their schools;
- xiii. establish above all school having systematically guidance and counselling service in their schools;
- xiv. conduct all the staff of school, know about need and value of school CG&C programmes;
- xv. establish all 1AB and 1C schools establish the formal guidance and counselling unit in schools; and
- xvi. establish and strength CG&C programme in the school system.

**Strategies, programmes, projects and key activities (2013-2017)**

**Strategy 1: Strengthen and establishment of CG&C service in schools**

**Programmes, projects and key activities (2013-2017)**

1. Establish 'career guidance school centres' at 1,000 secondary schools under the flagship programme.
2. Provide professionally qualified teachers specialised on CG&C to secondary schools;
3. Conduct national and provincial level media programmes on CG&C for GCE OL and AL students (conducted electronic media programmes in every month through government and private Television channels, Radio channels and FM channels, commenced text-service through mobile phones on career opportunities, published 'national directory on career guidance' by annually for GCE OL and AL students).
4. Establish 'national councils for career guidance' in collaboration with relevant ministries (i.e. MoE, MHE, MYASD, MoS).
5. Develop a national website on career guidance.
6. Conduct 'career guidance open days' in 1,000 secondary schools biannually for GCE OL and GCE AL students.
7. Prepare and distribute a new circular for CG&C.
8. Appointment of CG&C teachers for schools.
9. Establishment of separate CG&C units in schools.
10. Providing equipment and supporting materials.
11. Providing supporting materials for class room activities.
12. Preparing teacher's handbook for CG&C.
13. Preparing other relevant materials for CG&C.
14. Orientation programme (conducting orientation programme for officers, all teachers, parents, students and other school community).
15. Training programmes for CG&C officers in TCs.
16. CG&C teacher's training.

17. Introduce a new web site for CG&C programmes.
18. Preparing supporting materials for CG&C.
19. Coordinating with other relevant agencies.

### **Strategy 2: Professional training under the CG&C service**

#### **Programmes, projects and key activities (2013-2017)**

1. Local training for CG&C teachers.
2. Foreign training for selected subject officers and teachers.
3. Empowerment programme for ISAs of CG&C.

### **Strategy 3: Developing provincial psychosocial resource centres (PPRCs)**

#### **Programmes, projects and key activities (2013-2017)**

1. Providing supporting equipment and materials.
2. Conducting research under the CG&C service.
3. Preparing and introducing new CG&C programme for school system.

### **Strategy 4: Monitoring and evaluation**

#### **Programmes, projects and key activities (2013-2017)**

1. Introducing monitoring system.
2. Introducing evaluation system.

The LFA for CG&C is given in Appendix 2.1: T2.19.

## **T2.20 School disaster safety**

### **Current status and achievements**

The foremost desire of every society is to ensure the safety and well being of their children. In schools we find children from primary to advanced level and it is essential to provide adequate infrastructure and educational facilities for them, in order to create a positive learning environment. The concept of a safe school and overall being of schoolchildren is gaining its significance under the

overarching commitment towards quality education for all.

Hence being alert about possible hazards is an important aspect in a school and is strongly felt in the context of Sri Lanka, which has a multi hazard vulnerability profile. The damages caused by recurrent floods, landslides, terrorism and last not least the tsunami in December 2004 have convinced us that the society should be better prepared to cope with such disasters in the future. Therefore, the disaster management act of 2005 was enacted providing strong legislative and institutional arrangements for disaster risk reduction.

Education is considered to be the best way for making a safe and disaster resilient. School is an important agency to reduce disasters risk through knowledge, innovation and education. Teachers and students play crucial roles in the development of a culture of prevention and preparedness, because they can transfer knowledge and skills to the family and community. Therefore, the active participation of teachers and students in school disaster safety programmes is desired for moving the world towards a safer living place and sustainable development society.

If we look out carefully, we can see that that the environment of the school is full of hazards, which might result in natural or man-made disasters. The incidents of the recent past provide evidence that Sri Lankan schoolchildren are much vulnerable for all these type of hazards. Hence, it is the right time for us to develop own school disaster safety plans.

### **Issues and challenges**

- Lack of attention on disaster safety matters.

### **Objectives**

Objectives of the school disaster safety are to:

- i. provide maximum protection to each of students and the school community and to prevent possible damages that could happen during and after a disaster;
- ii. ensure provision of safe and protective learning environment in line with emergencies



and disasters and ensure functioning of quality counselling services at schools and child rights vigilance committees at province/zone levels; and

- iii. strengthen disaster risk responses, hazard mapping for identification of vulnerabilities, emergency communication mechanisms, rescue operations, catch-up education programmes/gap-filling education interventions for children of school-going-age.

### **Strategies, programmes, projects and key activities (2013-2017)**

1. Ensuring provision of safe and protective learning environment in line with emergencies and disasters and ensure functioning of quality counselling services at schools and child rights vigilance committees at province/zone levels.
2. Strengthening disaster risk reduction (DRR), hazard mapping for identification of vulnerabilities, emergency communication mechanisms, rescue operations, catch-up education programmes/gap-filling education interventions for children of school-going-age.
3. Develop capacity of national education officials to coordinate education emergencies, transition and development context and maintain coordination mechanisms between relevant programmes.

#### **T.2.21 Teacher development**

##### **Current status and achievements**

Teacher development is carried out through pre-service and in-service modes by MoE. NCoEs predominantly conduct pre-service training while TTCs and TCs administer in-service teacher education programmes. The policy that no teachers be allowed in classrooms unless they are professionally qualified to teach has sited pre-service teacher education a prominent mode of teacher education for the past two decades. In the meantime, TTCs conduct two years in-service programmes for the teachers who are in the system without proper basic professional education. TCs conduct various short-term teacher development programmes. These vary from programmes that

are designed to cater to the needs identified through surveys conducted by the TCs to programmes designed on the request of the schools, requests of the national, provincial and zonal education authorities.

In 2012, under the ESDFP (2012-2016) a technical paper and a concept paper on SBTDP and guidebook for SBTDPs have been prepared and published. Further, MoE has conducted a preliminary awareness programme on SBTDPs for national and provincial level staff.

##### **Issues and challenges**

- Lack of awareness in schools about SBTDP.
- TCs are underutilised due to lack of funding for programs and qualified staff
- Lack of facilities at NCoEs to conduct degree programmes in teacher education.
- Inefficiency in financial administration of the teacher education institutes due to lack of financial autonomy.

##### **Objectives**

Objectives of the teacher development framework are to:

- i. improve the professional quality of teachers in the school system through continuing teacher education programmes;
- ii. improve the professional quality of teacher educators in NCoEs, TTCs, and TCs through advanced professional development programmes;
- iii. identify an effective teacher development framework and teacher management mechanism in order to improve the quality of teacher education programmes conducted in teacher education institutes (NCoE, TTC, TC);
- iv. upgrade NCoEs as degree awarding institutions;
- v. improve general and financial administrative skills of the teacher education administrators;
- vi. provide more financial autonomy to the teacher education institutes; and
- vii. improve infrastructure facilities in order to provide quality teacher education programmes in the teacher education institutes.



## **Strategies, programmes, projects and key activities (2013-2017)**

### **Strategy 1: Promote SBTD culture in the school system through various types of SBTDPs**

#### **Programmes, projects and key activities (2013-2017)**

The ESDFP (2013-2017) has already recognised the importance of teacher development. Therefore, it is planned to streamline SBTDPs. Under this concept teacher development should take place directly in the school. SBTD involves the active participation and direct control by school teachers, school principals, and officials in the school support network, such as ISAs. The activities under SBTD typically include school-based mentoring, peer learning, peer coaching, individual consultation, and visits to other classrooms. Apart from that, there are SBTDPs organised by the TCs. These programmes are designed based on the requirements of the schools as well as the request from various stakeholders in the system such as PEAs, subject specialists of the MoE.

### **Strategy 2: Transforming NCoEs as BED degree awarding institutions**

#### **Programmes, projects and key activities (2013-2017)**

As a measure to transform the teacher career into an all graduate teacher career during the period of 2013 to 2017:

1. NCoEs will be transformed as degree awarding institutions, which offer BED degree;
2. Entrance criteria will be established as to invite application from GCE AL qualified students who wish to enter teaching profession; and
3. NCoEs will be equipped with physical infrastructure and professional development opportunities, as well as revision of teacher education curriculum through phased out programmes.

### **Strategy 3: Strengthening TTCs to conduct continuing teacher education programmes**

## **Programmes, projects and key activities (2013-2017)**

1. Implement continuous quality professional development programmes to upgrade teacher educators.
2. Promotion of multi-ethnic teacher education programmes at TCs for primary and secondary teachers.

### **Strategy 4: Establish a legitimate structure to provide financial autonomy to NCoEs and TTCs**

#### **Programmes, projects and key activities (2013-2017)**

1. Establish a legitimate structure to provide more autonomy in financial decision-making to NCoEs and TTCs.

### **Strategy 5: Introduce performance-based funding mechanism for NCoEs**

### **Strategy 6: Secondary education teacher development and assessments**

#### **Programmes, projects and key activities (2013-2017)**

It is equally important to develop teachers through providing adequate opportunities for pre-service, in-service, continuing and school-based teacher education and development. Examinations, testing and assessment system should also be strengthened in order to be able to assess competencies of students in line with the objectives of the curriculum. Classroom-based (school-based) assessment (SBA) procedures will receive a greater weight in the assessment of curricula. Thus, teachers will be expected to be assessment literate so that they use SBA information to provide feedback on performance to individual student.

### **Strategy 7: Teacher recruitment, deployment, and promotions**

#### **Current status and achievements**

Although there are adequate number of teachers in the country as a whole there are still shortages in certain subjects such as science, mathematics, IT, English, aesthetics, technology subjects and teaching of the second national language. There are also shortages of Tamil medium teachers. At

the same time there is an excess of arts graduates. An attempt has to be made to retrain excess arts graduates to teach subjects such as the 2NL and IT.

Another issue is the misdistribution of teacher cadre in schools. The congenial popular schools in urban areas are overstaffed while remote disadvantaged schools are understaffed. Although a teacher transfer policy has been in place it has not been able to follow it strictly.

The recruitment of teachers who are recognised as qualified are graduates and trained teachers and such teachers can be recruited by the provincial councils for provincial schools and the MoE for national schools. However, still volunteers are serving in remote schools due to lack of teachers.

### **Programmes, projects and key activities (2013-2017)**

A national policy on recruitment of teachers will be formulated based on the proposals submitted by the Parliamentary Consultative Committee. One of the proposals is to allow the recruitment to a specific school where there is a vacancy. A transfer will be given only after the teacher serves that school for a number of years and that too to a school which has a vacancy.

Selection for training to teacher education institutes will be done on the basis of existing vacancies of teachers in schools.

Transfer of teachers will be effected only according to the national policy on teacher transfers.

The LFA for teacher education is attached in Appendix 2.1: T2.21.

## **T2.22 Quality assurance (QA)**

### **Current status and achievements**

Quality education is the base of a country's process of development. It is particularly necessary to strengthen the quality of the administrative process. It will be possible to safeguard quality of physical and human resources devoted to the education system with proper standards. QA is a continuous and conscious process aiming at excellence. It can be ensured through quality assessment that the institution is doing what it claims. It is pertinent that an institution evolves internal processes for self-analysis and assessment enabling self monitoring for quality improvement. At the same time the process of external evaluation helps to identify the strengths concerned for quality in the institution. In brief, the external and internal evaluation helps to develop a quality culture in the institution. There are two types of evaluation process implemented in schools: internal and external. Internal evaluation is done by SMCs and it is a self-evaluation. The external evaluation is done by zonal, provincial and national level teams. Findings of the internal evaluation are compared with the findings of the external evaluation. A comprehensive report is sent to the school after external evaluation. The information of internal and external evaluation in schools is shown in Table 2.11.

**Table 2.11: Internal evaluation and external evaluation in schools**

<b>Province</b>	<b>Total No. of schools</b>	<b>No. of internal evaluation</b>	<b>No. of external evaluation</b>
WP	1,339	993	832
CP	1,484	1,084	1,117
SP	1,101	716	703
NP	903	693	690
EP	1,015	796	700
NWP	1,222	1,050	910
NCP	784	513	620
UP	854	597	366
SaP	789	424	233
<b>Total</b>	<b>9,491</b>	<b>6,866</b>	<b>6,150</b>

Source: Quality Assurance Branch, MoE (2012).

In 2012, a circular (2008/6) on quality development in the process of school system of education was issued with the guidelines of internal and external evaluation.

### Issues and challenges

Following issues have been identified in relation to the area of QA in the general education sector:

- lack of an established QA mechanism in the general education sector;
- inadequate technical capacity at national, provincial, zonal and school levels to implement a sound QA mechanism;
- insufficient officers in the zonal, provincial and national level;
- transport facilities is not adequate for school evaluation programme in provincial and zonal level;
- need training programmes for school administrators;
- separate unit and officers for management and QA are not available in provincial or zonal level; and
- implement external evaluation programmes in all schools within one or two years is a difficult task.

### Objectives

Objectives of the QA are to:

- i. ensure quality of the general education system (schools, zonal education offices, PDoEs, teacher education institutes and the MoE) the basis of pre-defined national standards and indicators;
- ii. accredit schools with more than 75 per cent of scores for each theme on the basis of school educational quality index (SEQI);
- iii. identify the standards and guidelines to evaluate educational institutions such as zonal education offices, departments of provincial education, teacher education institutes and the MoE;
- iv. introducing a digital monitoring tools for school-based quality management (SBQM);

- v. identify the competency-based standards for the academic and non-academic staff in the education system;
- vi. identifying the standards for the physical resources such as buildings, furniture, equipment, computers, books, chemicals etc.;
- vii. conduct capacity development programmes for evaluators;
- viii. number of schools accredited with more than 60 per cent of scores for each theme on the basis of SEQIs;
- ix. 80 per cent of well qualified teachers from teachers institutes;
- x. more than 80 per cent of public satisfied on services of educational institutes;
- xi. ensure that all schools implement internal evaluation programme and more than 80 per cent of schools evaluated by external evaluators;
- xii. ensure that more than 50 per cent of schools score 60 per cent SEQI;
- xiii. ensure that all school evaluators obtain required skills;
- xiv. develop qualified teachers from NCoEs; and
- xv. ensure that all educational institutes provide efficient and effective services to the public.

### Strategies, programmes, projects and key activities (2013-2017)

#### Strategy 1: Revising and updating QA programmes

#### Programmes, projects and key activities (2013-2017)

Revising and upgrading QA programmes is one of the key strategies under theme two of the ESDFP (2013-2017). QA programme will be strengthened and aligned with the national policy emphasise on improving learning outcomes linking to the SBM initiative, which is named PSI, a strategy coming under theme three of the ESDFP (2013-2017). The new QA programme will be closely linked with the ISAs, especially as they support activities connected with the PSI.

## **Strategy 2: Strengthening QA systems and establish an accreditation mechanism for primary and secondary schools**

### **Programmes, projects and key activities (2013-2017)**

Update and revise QA guideline and continue existing internal and external QA programmes providing special support for needy schools. Accredite schools with SEQIs. In addition to that introduce a digital monitoring tool (DMT) for the SBQM. Introduce a method to share good practices of schools with other schools

## **Strategy 3: Establish QA systems and an accreditation mechanism for other educational institutions**

### **Programmes, projects and key activities (2013-2017)**

Introduce a M&E mechanism based on educational standards and indicators covering all aspects to the zonal education office, PDoE, teacher education institutes and the MoE.

## **Strategy 4: Develop capacity of zonal, provincial and national level staff**

### **Programmes, projects and key activities (2013-2017)**

Provide opportunities for zonal, provincial and national level staff to obtain sufficient knowledge and skills to engage QA programmes in the system

## **Strategy 5: Ensure quality standards and QA guidelines for schools**

### **Programmes, projects and key activities (2013-2017)**

1. Update and revise QA guidelines for schools.
2. Continue existing internal and external QA programmes providing special support for needy schools;
3. Professional development of school evaluators;
4. Introduce a digital reporting system (DRS) for the SBQM;
5. Sharing good practices of schools with other schools;

6. Introduce school report card system (SRC).
7. Prepare an annual report based on the evaluation; and
8. Prepare standards for subjects.

## **Strategy 6: Ensure quality standards and QA guidelines for teacher educational institutions**

### **Programmes, projects and key activities (2013-2017)**

1. Introduce standards and QA guidelines for NCoEs, TTCs and TCs.
2. Conduct impact evaluation.
3. Introduce a DRS for teacher educational institutions.

## **Strategy 7: Ensure quality standards and QA guidelines for educational institutions**

### **Programmes, projects and key activities (2013-2017)**

1. Ensure quality standards and QA guidelines for zonal education offices and PDoEs.
2. Introduce standards and QA guidelines for zonal education offices and PDoEs.
3. Conduct impact evaluation.
4. Introduce a DRS for zonal education office and PDoEs.

The LFA for QA programme is attached in Appendix 2.1: T2.22.

## **T2.23 National evaluation and testing service**

### **Current status and achievements**

In Sri Lanka, DoE conducts all national examinations in the general education sector and also conducts other examinations. Improving examinations and testing services is a key strategy in the ESDFP (2013-2017). Improving transparency, credibility and accuracy of public examinations making available the analysed public examination results for the public is of concern in the forthcoming years.



## Issues and challenges

The DoE conducts about 350 examinations annually out of which about eight are school examinations (e.g. grade five scholarship examination, GCE OL examination, GCE AL examination, TTCs' final examination, national diploma in teaching etc.) and the rest are institutional examinations which are certificate, recruitment, promotion and placement examinations. The results of examinations that the department issues are accepted locally and internationally and are the results of the GCE AL examination is used for university admissions locally and internationally.

The DoE, Sri Lanka has been striving hard to make the examinations it conducts, especially school examinations more informative, effective and efficient. In the first phase of the ESDFP (2006-2011) it undertook to develop an item bank for six GCE OL subjects and eight GCE AL subjects which was a success. The DoE possesses more than five hundred calibrated items for each subject at present. However, these items are all MCQ items except the items developed for English language and mathematics at GCE OL which are all structured essay type questions. Now, the DoE possesses the ability to calibrate MCQ items as well as structured essay type questions as this was studied under the ESDFP (2006-2011). The DoE will have to continue to write, pre-test, calibrate and bank items continuously so that the bank will have a substantial amount of items for them to be used at GCE OL and AL respectively.

The second important activity that the DoE undertook was the development of examination and assessment guideline for GCE OL and AL. These were prepared in two parts for GCE OL. The first one contained the structure of question papers and prototype questions of all subjects at GCE OL. The second part contained the competencies and competency levels given in the syllabi of eleven subjects at GCE OL and the content and performance standards in three levels. The examination guideline for GCE AL also was prepared in two parts. The first part contained the structure of question papers and prototype

question of all 57 subjects at GCE AL in seven volumes. The second part contained guidance to students studying in the GCE AL about the subject combinations that could be offered, and the degree courses available in universities and other institutes that provide higher education opportunities and the type of employment available for them.

Despite these, still there are some issues and challenges are still prevailing in the system.

- Setting of examinee-friendly questions and questions that measure higher-order thinking skills as well as the setting of question papers of equal difficulty levels every year.
- Obtaining schools to packet answer scripts brought from all examination centres in the country especially at GCE OL and GCE AL for evaluation purposes.
- Printing of question papers as the printing machines used are more than 15 years old.
- Packing of question papers, especially at examinations like the GCE OL, GCE AL and grade five scholarship examination.
- Conducting of aesthetic practical test at GCE OL.
- Preparation of question papers for seminars and term-tests.
- Making the results analyses and evaluation reports meaningful to stakeholders.
- Making the certificate given at the grade five scholarship examination to those who get more than 35 marks for each paper, more effective and informative.
- Monitoring the use of results analyses, evaluation reports and formative assessment in schools, especially in the 1,000 schools.
- Impersonation at examinations.

## Objectives

Objectives of the improving testing and evaluation are to:

- i. develop question papers that measures higher-order thinking skills and can be equated;
- ii. strengthen evaluation processes;



- iii. conduct the GCE OL aesthetic practical test;
- iv. train the teachers especially in the 1,000 secondary schools to write and the prepare question papers to be used at term-tests and seminars;
- v. train the teachers to interpret results analyses and evaluation reports and to use evaluation procedures;
- vi. inform stakeholders the strengths and weaknesses relating to performance; and
- vii. streamline certification methods: issue an admission card and a certificate with a photograph and bar-code.

### **Strategies, programmes, projects and key activities (2013-2017)**

#### **Strategy 1: Improve the national testing and evaluation systems**

##### **Programmes, projects and key activities (2013-2017)**

In line with the curriculum revision, in the national strategic plan (ESDFP: 2013-2017), the aims, methodologies and procedures of assessment and testing will be changed in order to improve national examinations, evaluation and testing system. This will support the education system to utilise the results of the public examinations to strengthen education quality. It has been planned to prepare and analyse the responses to various test items in the GCE OL taken at grade 11 and the GCE AL taken at grade 13, and publish and disseminate this item response analysis. These analyses will promote awareness and understanding among curriculum developers, textbook writers, ISAs, principals, teachers and students, of the expected standards and the learning issues faced by pupils, and facilitate the academic work of these stakeholders and beneficiaries of the education system. The item response analysis will especially help the work of curriculum developers, textbook writers, and school teachers. Further, following sub-strategies have identified to implement under the ESDFP (2013-2017).

- i. Maintain the Item Bank and produce question papers that are more examinee-

friendly and effective, drawing questions from the bank from 2012. Item Bank will be included structured essay type questions, in addition to the MCQs.

- ii. Make examinations more informative, effective and efficient.
- iii. Provide administrators and managers with necessary information and experience to enable them to guide teachers in their teaching.

#### **Strategy 2: Publications of item response analysis of GCE OL and AL**

##### **Programmes, projects and key activities (2013-2017)**

1. Provide each school, zone and province with evaluation reports for main subjects at GCE OL and selected subjects at GCE AL containing analyses of questions and how students have selected questions and how they have performed at the examination.
2. Provide teachers with the knowhow of using formative as well as summative assessment, thereby strengthening the use of SBA and preparation of remedial teaching material.
3. DoE expects to take steps to convey students at some stage of their educational performance. The DoE has selected the grade five scholarship examination - as it is proposed to be used purely as an achievement test. DoE proposes to give each child a certificate which states his strengths and weaknesses in the areas of first language and mathematics.
4. Generate a certificate which contains information regarding strengths and weaknesses of students in mathematics and first language at grade five scholarship examination (or equivalent).

#### **Strategy 3: Capacity development**

##### **Programmes, projects and key activities (2013-2017)**

1. DoE to participate in international conferences and forums on educational measurement, assessment and evaluation to

keep pace with the fast moving word and the changing practices of assessment and evaluation.

2. Establish an evaluation complex and equip the DoE.
3. Design and conduct a programme for school teachers, zonal education officers and provincial education officers in the writing of items, preparation of question papers, use of results analyses and evaluation reports and evaluation processes.
4. Build capacity of DoE, zone/province officials in measurement, assessment and evaluation.

## **T2.24 Education textbook and publications**

### **Current status and achievements**

Department of Educational Publications (DEP) is a very much dedicated institute for the enhancement of Sri Lanka's education system. The main responsibility of the DEP is to produce textbooks for the student population in Sri Lanka, while storing the books safely, distributing them island-wide, and producing audio-visual aids to support the teaching and learning process are the other responsibilities entrusted in.

### **Issues and challenges**

Textbook is a very important factor in education process, since it acts as the main tool that helps to transmit the competencies which were expected to build-up in students by the curriculum revisions. With the initiation of free textbook policy in Sri Lanka, DEP has to broaden its duties and could perform those successfully up to now. Offering textbooks freely helps to ensure the free education as well as the equal opportunities in education. In addition to the textbook production, storing the books safely, distributing them island wide, producing audio-visual aids to support the teaching and learning process and producing supplementary reading books for GCE AL students are the other responsibilities entrusted in. In this regard, DEP annually produces around 30 million school textbooks under 366 titles which

costs around SLRs 3,000.00 million. These textbooks along with teacher instructional manuals (TIMs) should be distributed island-wide to all government schools, 75 government-aided private schools, all Pirivenas, and all NCoEs and TTCs. The financial support for the production and distribution of textbooks is provided by the consolidated fund and quality development of textbooks and other activities are supported by ESDFP (2006-2011).

### **Objectives**

Vision of the DEP is: 'ensure equitable access to education through the provision of educational materials of improved pedagogical standards that keep abreast with the global developments in education' and mission of the DEP is 'enhance the quality and value of education by implementing the free textbook scheme of the GoSL while progressively increasing the range of available textbooks, reference books, supplementary readers, glossaries, dictionaries, audio-visual study packs and other materials of high educational standards, enabling to produce worthwhile and intelligent citizens with the ability to contribute towards the progress of the country.

### **Strategies, programmes, projects and key activities (2013-2017)**

#### **Strategy 1: Improve the content quality of school textbooks**

#### **Programmes, projects and key activities (2013-2017)**

The DEP has planned to ensure that students will be provided with good quality textbooks and therefore, the content quality of textbooks will be improved (especially of languages, history, mathematics, and science). Therefore, the DEP will establish review panels for reviewing standards of textbooks. In order to improve the quality of textbooks following activities have been identified.

- Select competent writers, editors and proof readers for the textbooks compilation process.
- Train programmes for selected personnel.

- Select a pool of resource persons to check the content quality of textbooks (university staff, subject teachers, subject specialists, other professionals).
- Establish textbook evaluation committees in schools and considering their recommendations in textbook revisions.
- Re-write the selected textbooks based on the recommendation of evaluation panels.
- Check subject matter and the language accuracy of each textbook prior to printing by the evaluation panels. More activities to improve the social cohesion and social harmony.
- Amendments to cater the bilingual/trilingual education policy.

**Strategy 2: Introduce e-textbooks to students  
Programmes, projects and key activities  
(2013-2017)**

Textbook development also will take new directions and provision of e-books will be promoted. The e-textbooks will be made available for the students’ benefit. Further, it has been planned to produce interactive CDs with animated

activities, self-study manuals, self-assessments, links for further studies.

**Strategy 3: Capacity development programmes and public awareness programmes**

**Programmes, projects and key activities  
(2013-2017)**

Under this strategy, following activities will be implemented during 2013-2017.

1. Conduct awareness programmes for the officials regarding distribution.
2. Organise competitions for the students to develop good attitudes towards re-use.
3. Conduct media programmes for the general public.
4. Encouraging the competent writers to write books and obtaining the publishing rights of those.
5. Conduct CB programmes (i.e. IT, subject matters, managerial skills) for officers.
6. Improve physical capacities of the DEP.

The LFA for education textbook and publications is given in Appendix 2.1: T2.24

**2.4.3 Theme 3: Strengthen education governance and service delivery**

Under theme three, the areas covered are strengthening educational governance, implementation of HRD, capacity building, and service delivery mechanism. Theme three of the ESDFP (2013-2017) consisted of the following key strategies:

- T3.1 Strengthen balanced-control model of SBM: programme for school improvement (PSI);
- T3.2 Human resource management, development and capacity building:
  - (a) leadership development;
  - (b) recruitment and deployment of staff of educational services (SLEAS, SLPS, SLTS, SLTES); and
  - (c) strengthening of zonal and divisional offices.
- T3.3 School supplies

**T3.1 Programme for School Improvement (PSI): Strengthen balanced control model of SBM**

**Current status and achievements**

One of the main objectives of theme three is the establishment of a balanced control model of SBM through PSI. Under the PSI school officials such as principals, teachers and administrators will be joined by stakeholders in the local school community, such as parents, alumni and well-wishers, in the development of schools. The government will provide a SBLIG to schools to improve education outcomes, particularly to improve student learning and for initiatives to strengthen the soft skills of students that are in demand by labour market. In addition, the schools will be able to raise resources from their stakeholder partners, such as parents, alumni

associations, and local philanthropists, to supplement the funds received from the government to develop schools. In particular, there will be greater autonomy at the school level to manage funds, with increased spending thresholds for schools. There will also be greater accountability. The accounts of school expenditures will be reported publicly. In addition, at the end of each year there will be a school performance feedback form that will describe the degree of attainment of the school's performance targets against the school development plan for that year. The school performance feedback report will be made available to the public, including parents and students. The information provided in this form is expected to help improve school-level planning and implementation, and strengthen accountability to stakeholders. Initiatives such as the CFF will be incorporated into the PSI framework. Further, one of the key outcomes expected from PSI is to improve learning outcomes of students through empowering school authorities to take decisions avoiding delays inherent in bureaucratic structures, establishing closer rapport with parents and teachers to promote learning achievement of children, effective management of physical resources of schools and establishing accountability through transparency in transactions. This will lead schools to become increasingly self-managing and to enhance the involvement of parents and community in the running of schools. In order to achieve these needs new approaches and methodologies are necessary. To achieve these objectives it is proposed that further development of the PSI will focus on: development of the role of the teacher by encouraging SBTDPs, creating greater awareness among parents and the community and making more explicit the schools' accountability to parents and the community. Also, it is necessary to strengthen the capacity of national and provincial education institutions to deliver services within a decentralised framework.

In 2012, schools in 20 per cent of education zones commenced the PSI cycle. SDCs and SMCs organised for the PSI in 20 per cent of education zones. Further, the technical paper and guideline on PSI has been developed and distributed to schools and other respective education institutions.

## Issues and challenges

- Unclear service delivery responsibilities among different implementation levels.
- Lack of commitment of zonal staff to implement current PSI programme.
- Lack of leadership capacity of schools principals on new initiatives.
- Issues related to school level regarding duplication of instructions by previous and current circulars.

## Objectives

Objectives of the PSI are to:

- i. devolve decision-making powers and authorities to implementation levels;
- ii. improve the learning outcomes of students;
- iii. improve accountability, transparency and efficiency of the school system;
- iv. streamline regulations which deliver decision-making powers to schools;
- v. increase the survival rate of the students and education outcomes;
- vi. strengthen the autonomy of school management;
- vii. strengthen decision making, school performances and community relations;
- viii. establish planned implementation procedure and making the system for reporting of results; and
- ix. CB for members of the SDCs and SMCs.

## Strategies, programmes, projects and key activities (2013-2017)

**Strategy 1: Implementation of the proportion of primary and secondary schools in which the PSI cycle of school development planning, implementation, self-assessment, reporting of results and annual updating of the plan.**

### Programmes, projects and key activities (2013-2017)

1. Schools in at least 20 per cent of education zones (commence in 2012) complete the PSI cycle by 2013. Schools in at least another 20 per cent of education zones commence PSI cycle by 2013.



2. Schools in at least 40 per cent of education zones (commence in 2012 and 2013) complete the PSI cycle by 2014. Schools in at least another 30 per cent of education zones commence PSI cycle by 2014.
3. Schools in at least 70 per cent of education zones (commence in 2012, 2013 and 2014) complete the PSI cycle by 2015. Schools in all education zones commence PSI cycle by 2015.
4. Schools in 100 per cent of education zones complete the PSI cycle by 2016.
6. Promote SBTDPs.
7. Implement circular guidelines on financial decision-making at school level.

The LFA for PSI is given in Appendix 2.1: T3.1.

### **T3.2 Human resource management, development and capacity development**

#### **Current status and achievements**

Under theme three it has been planned to implement HRD and CD programmes. This includes the CD of school principals and strengthening zonal and divisional level staff. Education zones will strengthen as an administrative unit and the division will be straightened as an academic coordination unit in the system of education.

MCVF (2010:75) states that ‘steps will be taken to improve the professionalism of the principals and education administrators. Also, they will be provided with facilities to pursue postgraduate studies’. Hence, it is necessary to identify, long-term and short-term professional development programmes for the personnel of SLPS, SLTES and SLEAS. Further, it is urged to implement leadership development programmes and establish regular mechanisms to implement recruitment and deployment of staff of educational services (SLEAS, SLPS, SLTS, SLTES). With regard to the improvement of quality of education as well as improving learning outcomes of students it is essential to strengthen zonal education offices and divisional education offices. Divisional education offices need to change their functions as an academic support unit rather than functioning as an administrative unit. Considering the importance of such areas of the ESDFP (2013-2017) may incorporate a HR component to facilitate these objectives.

In 2012, under the ESDFP (2012-2016) medium-term strategies, conducted a review on roles and functions of education zones and divisions in order to define and clarify the roles of education zones as managerial organisations and academic support organisation for schools with primary and secondary education treated as separate stages

#### **Strategy 2: Organisation of school development societies (SDSs), school development committees (SDCs) and school management committees (SMCs) and conduct training programmes for members of respective committees**

##### **Programmes, projects and key activities (2013-2017)**

1. SDCs and SMCs organised for the PSI in at least 40 per cent of education zones by 2013.
2. SDCs and SMCs organised for the PSI in at least 60 per cent of education zones by 2014.
3. SDCs and SMCs organised for the PSI in at least 80 per cent of education zones by 2015.
4. SDCs and SMCs organised for the PSI in at least 100 per cent of education zones by 2016.

#### **Strategy 3: Strengthen PSI**

##### **Programmes, projects and key activities (2013-2017)**

1. CD programmes: implement revised school financing policies at school level.
2. Provide SBLIGs to all schools.
3. Strengthen education zonal and divisional capacities to implement PSI.
4. Conducting public awareness programmes.
5. Share experiences on new initiatives of schools with other schools, counterparts and stakeholders.



of education. Further, under the CD programmes, commenced the professional development programmes for newly recruited SLEAS officers.

### Issues and challenges

#### Objectives

Objective of the HRD programme is to improve the service delivery and governance of educational administrative hierarchies.

### Strategies, programmes, projects and key activities (2013-2017)

#### Strategy 1: Professional development

##### Programmes, projects and key activities (2013-2017)

1. Implement CD and HRD programmes for staff of educational services (SLEAS, SLPS, SLTS, SLTES).

#### Strategy 2: Strengthen education development and management at zonal and divisional levels

##### Programmes, projects and key activities (2013-2017)

1. Complete HRD and provision of equipment and services in line with the managerial and

academic support functions of zones and divisions at least 20 per cent of education zones and divisions by 2013.

2. Complete HRD and provision of equipment and services in line with the managerial and academic support functions of zones and divisions at least 40 per cent of education zones and divisions by 2014.
3. Complete HRD and provision of equipment and services in line with the managerial and academic support functions of zones and divisions at least 70 per cent of education zones and divisions by 2015.
4. Complete HRD and provision of equipment and services in line with the managerial and academic support functions of zones and divisions at least 100 per cent of education zones and divisions by 2016.

The LFA for human resource management, development and CD is given in Appendix 2.1: T3.2.

### T3.3 School supplies

The LFA for school supplies is given in Appendix 2.1: T3.3.

## 2.4.4 The foundation: Education sector development rolling plans (ESDRP)

It is vital for Sri Lanka to strengthen the external efficiency of education system by improving the labour market relevance of the skills and competencies of school completers in order to ensure the achievement of the status of a knowledge hub. The strategic components identified under theme one of the ESDFP (2013-2017) will increase completion rates certifying the educational opportunities for all children especially including children from low-income families and disadvantaged areas. The greater focus on enriching contents and high-quality learning and teaching processes of subjects such as English, science, mathematics, management and ICT will enhance the external efficiency of the education system. Strengthening BEPs with CLILF and expanding the number of students who participate in BE will also improve the labour market

relevance of education. In this context, the strategic components under theme two of the ESDFP (2013-2017) will directly impact on improving quality of education. The components under theme three of the ESDFP (2013-2017) will strengthen the management capacity from the national to school level in the general education system. The foundation of the ESDFP (2013-2017) will support the successful implementation of strategic components identified under the three themes through a systematic manner, by enhancing economic efficiency and equity of resource allocation and assuring the achievement of intended results.

The foundation will consist of following key strategies.

F1. ESDRP (this includes education policy matters, education planning and budgeting, financing for results, SBLIGs, conducting NAs).

F2. Data management.

### F1. Education sector development rolling plan (ESDRP)

#### Current status and achievements

This strategy includes several sub-strategies such as: policy formulation, planning and financing through medium-term and annual plans. According to the data available, Sri Lanka is one of the better performing countries among developing and middle-income countries. Nevertheless, public investment on education in Sri Lanka is modest when compared to other middle-income countries. In 2010, education expenditure as a percentage of GDP is 1.8 per cent and education expenditure

as a percentage of total government budget is 7.3 per cent. However, in these figures, the household expenditure (private cost) and expenses borne by other ministries for education are not visible. Sri Lanka is one of the prominent countries which provide free education up to the university level and yield better results in education against the low public investment. Despite such achievements, low investments on education has caused to decrease investments on higher-order learning spaces and assets (i.e. science laboratories, ICT units, language laboratories and higher-order capital assets, learning equipment, books and materials required for activity-based learning) and basic learning spaces and facilities (i.e. classrooms with adequate spaces, sanitation etc.). This situation directly or indirectly affects the teaching and learning processes at classroom and ultimately challenges the process of acquisition of learning outcomes.

In 2012, SBLIG has been provided for 405 secondary schools identified for the development of 1,000 secondary schools as the phase 1 (2012) and details are given in Table 2.12.

**Table 2.12: Details of secondary schools provided SBLIG**

Province	National schools			Provincial schools			Total No. of schools	SBLIG: Grand total SLRs
	No. of schools	SBLIG per school SLRs	Total	No. of schools	SBLIG per school SLRs	Total		
WP	5	400,000.00	2,000,000.00	30	400,000.00	12,000,000.00	35	14,000,000.00
CP	7	400,000.00	2,800,000.00	15	400,000.00	6,000,000.00	22	8,800,000.00
SP	5	400,000.00	2,000,000.00	37	400,000.00	14,800,000.00	42	16,800,000.00
NP	1	400,000.00	400,000.00	33	400,000.00	13,200,000.00	34	13,600,000.00
EP	9	400,000.00	3,600,000.00	63	400,000.00	25,200,000.00	72	28,800,000.00
NWP	4	400,000.00	1,600,000.00	60	400,000.00	24,000,000.00	64	25,600,000.00
NCP	2	400,000.00	800,000.00	39	400,000.00	15,600,000.00	41	16,400,000.00
UP	10	400,000.00	4,000,000.00	26	400,000.00	10,400,000.00	36	14,400,000.00
SaP	7	400,000.00	2,800,000.00	52	400,000.00	20,800,000.00	59	23,600,000.00
<b>Total</b>	<b>50</b>	<b>400,000.00</b>	<b>20,000,000.00</b>	<b>355</b>	<b>400,000.00</b>	<b>142,000,000.00</b>	<b>405</b>	<b>162,000,000.00</b>

Source: PPB, MoE (2012a).

The funds provided by the MoE using the allocation made under the World Bank-funded 'Transforming the School Education System as the Foundation of a Knowledge Hub Project (TSEP)' for 2012 (MoE, 2012a: Circular No. 39/2012 dated October 24, 2012). Using these grants school may implement following school-based fast-track activities:

- higher-order processes and external consultancy services;
- purchasing school library books;
- maintenance and repair of capital equipment;
- purchasing capital assets required for implementation of national curriculum;
- maintenance and repair of school buildings; and

- Contracts for school buildings (basic facilities) and acquisition of other capital expenditures (MoE, 2012a).

Further, in 2012, the MoE issued a circular and policy guidelines (MoE, 2012b: Circular No. 35/2012 dated September 28, 2012) to PEAs to strengthen educational zonal offices in order to create attractive service delivery point of the education system. Under this initiative, every zone received SLRs 500,000.00 from the provincial component of the World Bank-funded TSEP for the initial works at zonal level.

Further, MoE organised a national symposium to share experiences and obtain analytical views on: contemporary general education policies and gaps, human development for the future knowledge economy, assuring balanced personalities, transforming primary and secondary education towards excellence, and an inter-sectoral approach to education linking general education, tertiary education and higher education for better results. These will help the formulation of future development of education in Sri Lanka.

It should be noted that the MoE has developed medium-term education sector strategic plan for 2012-2016 and 2013-2017. Moreover, following policy guidelines have been developed and distributed to schools in order to facilitate to smooth implementation of education development plans:

- guidelines on improving learning environment of primary and secondary schools (Sinhala, Tamil and English versions);
- guidelines on education planning (Sinhala, Tamil and English versions);
- policy brief on education system in Sri Lanka;
- operational manual on implementation of World Bank-funded TSEP (2012-2017) (PPB, MoE, 2012c).
- guideline on planning, financing and procurement of school-based development (Sinhala, Tamil and English versions);

### Issues and challenges

- Lack of emphasis on education planning;
- Deviation from planned priorities; and
- Number of management structures.

### Objectives

Objectives of the ESDRP are to:

- establish and inculcate evidence-based policy and planning culture in the system of education in Sri Lanka;
- enhance economic efficiency and equity of resource allocation;
- rational allocation of education resources based on norms, criteria and needs of the system;
- link education sector development rolling plan to policy on education financing;
- promote participatory decision-making and planning practices promoted at implementation levels;
- diagnose and use the information regarding levels of learning achievements of students in the process of planning;
- improve efficacy of external resources;
- update and use of education planning and budgeting instruments by education policymakers and planners for education policymaking and planning;
- employ technically competent staff for education planning;
- develop education policy analysis and education sector development rolling planning skills among planning staff at provinces and zones;
- provide technical assistance and coordinate national assessments of learning outcomes of students to regular cycle for key subjects in grades 4 and 8; and
- improve effectiveness of utilisation of external resources (by development partners) through education sector rolling planning.

### Strategies, programmes, projects and key activities (2013-2017)

#### Strategy 1: Carry out education policy analysis and policy development

### **Programmes, projects and key activities (2013-2017)**

Based on the recommendations of the NEC, policy analysis and studies will be carried out by the MoE, PEAs, NIE and the DoE. The MoE has organised a national symposium on general education to deliberate on current concerns which are relevant to education policy formulation and implementation with education professionals, academia, researchers and economists. The theme of the national symposium (2012) was ‘transforming the school education system as a human capital foundation for the future knowledge economy for Sri Lanka’. The specific areas covered at the symposium are: contemporary general educational policies and gaps, human development for the future economy, assuring balanced personalities, transforming primary and secondary education towards excellence, and an inter-sectoral approach to education linking general education, tertiary education and higher education for better results.

Considering the impact of the symposium, similar forum will be held annually to share experiences and obtain new policy strategies in order to develop the quality of education.

### **Strategy 2: Formulation of ESDRP (medium-term plan and AIPs)**

#### **Programmes, projects and key activities (2013-2017)**

The education development plans (both medium-term plan and AIP) will be formulated following SWAp using the rolling planning technique. Further, programmes will be conducted to strengthen institutional planning capacities and processes at school, zonal, provincial and national-level education agencies.

### **Strategy 3: Improve the efficiency of education investments (including provision of SBLIG)**

#### **Programmes, projects and key activities (2013-2017)**

**Financing for results:** Several education budgetary techniques and innovations were

introduced to improve results of education as well as for improving learning outcomes of students (e.g. budgetary techniques such as: medium-term budgetary framework (MTBF) following SWAp; innovative programmes like results-based budgeting (RBB), formula funding of schools (FFS), etc.). Nevertheless, based on results-based financing (RBF) principles, RBB will be introduced ensuring equity, efficiency and accountability of the system as well as improving financial management in the system.

**SBLIGs:** It is planned to provide support for a system of learning enhancement grants to schools. Current SBLIG will be expanded to the extent possible and schools will be empowered to invest those on their priorities. This approach is aimed at increasing economic efficiency and equity of resource allocation as that ensures disbursements closer to the beneficiaries and target groups. Hence such grants will be focused on improving student achievement in the key subjects. The amount and types of grants and criteria for awards, such as performance-based and/or need-based would be determined in consultation with the PEAs. In order to ensure sustainability of SBLIG, a new guideline on planning, financing and procurement for school-based development has been prepared.

**Strengthening planning, budgeting and implementation:** Activities envisaged are procurement planning, land-use planning, assets management and implementation and monitoring of procurement and land-use plans.

### **Strategy 4: Academic coordination of the ESDFP (2013-2017) to assist implementation of the rolling plan towards intended results**

PPB of the MoE will carry out academic coordination of the ESDFP (2013-2017) and development partners programmes (i.e. World Bank/TSEP) especially those who are following SWAp.

### **Strategy 5: Organise and coordinate national assessments (NAs)**

#### **Programmes, projects and key activities (2013-2017)**

The operation will assist the country to establish a sound system for NAs of learning outcomes of



students that can be used as feedback for policy reformulation. Therefore, it has been planned to conduct periodical NAs in order to measure learning outcomes of students.

- Completion of NA for grade 8 (commenced in 2012).
- Conducting NA for grade 4 in 2013.
- Conducting NA for grade 8 in 2014.
- Conducting NA for grade 4 in 2015.
- Conducting NA for grade 8 in 2016.
- Conducting NA for grade 4 in 2017.

In a results and outcomes oriented medium-term programme, it is a necessity to periodically explore the progress of achievement of students. Hence, the MoE wishes to continue NAs (through NEREC, University of Colombo) and provide advocacy to relevant organisations and officials for improvements. Perhaps, it may also be considered whether Sri Lanka can participate in selected international assessments (i.e. PISA, TIMSS). Another possibility would be to develop such a scheme appropriate for the region through the SAARC technical committee of human resource development.

Further, a key strategic initiative of the ESDFP (2013-2017) will be the National Assessments of Achievement of Students (NAASs) which measure the level of acquisition of learning outcomes by students as a feedback for policy reformulation and programme improvement, especially, through rolling planning approach within the education sector development planning at national and provincial levels. Further, it is suggested that Sri Lanka may participate in international assessments such as TIMSS and PISA in the future. The information and feedback from these national and international assessments could be used by the policymakers and technocrats in key areas such as curriculum development, pre-service teacher education, continuing teacher development, and in the production of educational learning material including textbooks. The learning assessments will also provide feedback for PEAs and NEAs on the performance of the education systems.

### **Strategy 6: Coordinate external assistance for general education (development partner coordination)**

The PPB, MoE will be responsible for seeking foreign donor assistance, coordination and planning for the implementation of such external assistance projects in general education.

### **Strategy 7: School structure matters**

The PPB, MoE will undertake policy formulation with regard to schools structure matters and coordination of such matters with regard to both national and provincial schools.

### **Strategy 8: Develop/update education planning instruments (i.e. planning guideline, teacher deployment circular, school physical facilities norms and criteria etc.)**

Following policy guidelines were produced and published in 2012:

- guideline on improving learning environment of primary and secondary schools with especial focus on development 1,000 secondary and 5,000 primary schools (Sinhala, Tamil, and English);
- guidelines on education planning (Sinhala, Tamil and English);
- guidebook on SBTD;
- guidebook on PSI;
- guideline on planning, financing and procurement for school-based development (Sinhala, Tamil and English).

### **Strategy 9: Conduct capacity development and HRD programmes on education policy and planning.**

### **Strategy 10: Carry out education policy and planning research, studies and surveys.**

The World Bank is conducting two research studies which are directly related to education namely, public expenditure tracking survey (PETS) and qualitative service delivery survey (QSDS) and a study on SBTD and PSI. The PPB of the MoE will be the government counterpart for these studies. Further, the PPB,



MoE will also plan to carry out programme completion report on TSEP (2012-2017) and the report will be produced in 2017.

### **Strategy 11: Establishment of a Centre for Education Policy Studies (CEPS)**

The CEPS will be established to study the operational aspects of education policy through feedback studies and apprise the relevant agencies of its findings in order to incorporate them in future education development programmes.

The LFA for ESDRP is attached in Appendix 2.1: F1.

## **F2. Data management**

### **Current status and achievements**

The national strategic plan (ESDFP -2013-2017) is a results-oriented programme and it has been planned to develop capacity of national, provincial and sub-provincial level education officials enabling them to manage and analyse information from the EMIS as well as from other data sources such as household surveys, expenditure data and national assessments of learning outcomes, in support of evidence-based planning and monitoring.

### **Issues and challenges**

- Lack of usage of education data and information for education policy making.
- Time lag in data compilation at national level.

### **Objectives**

Objectives of the data management are to:

- i. provide data and information for education planning and development; and
- ii. provide access to education data and information.

### **Strategies, programmes, projects and key activities (2013-2017)**

#### **Strategy 1: Provide data and information for education planning and development**

#### **Programmes, projects and key activities (2013-2017)**

1. Conducting school census and data surveys.
2. Analysis of school data.
3. CB of officials at zone/province level.

The LFA for data management in Appendix 2.1: F2.

## **2.4.5 Crosscutting activity: Results-based monitoring and evaluation framework (RBMEF)**

This activity comprise of following three main strategies.

- CA1. Monitoring and evaluation.
- CA2. Research and studies.
- CA3. Education for all (EFA).
- CA4. Public awareness on education achievements

### **CA1. Monitoring and evaluation**

#### **Current status and achievements**

Setting up the appropriate standards for every aspect of education and taking actions to maintain the standards through monitoring and progress review is one of the major responsibilities of the MoE. Monitoring and progress review is currently done by the MoE and other agencies using a range

of activities. Periodical meetings, progress reports, team visits and presentations are the common activities used. However it is essential to have a systematic M&E mechanism on a scientific basis to gather information that would lead to identifying the actual needs of the system for effective planning and development of new strategies and policies. A wide range of school-based data is already collected by the MoE through annual school census. Time lag in data compilation at national level is an issue for use of information for mid-course correction and future planning. A variety of other qualitative data is being generated and available in various places but not systematically collected in a central place. Multiple data collections are done separately by various branches of the MoE using different formats. Inability to do time series and unit level analysis

by users since the unit level data is not available for users is another major issue.

Further, in 2012, the MoE established a national operational room at the MoE to monitor the education development programmes and to attend to urgent matters in the field of education both at provincial and national levels.

### **Issues and challenges**

The education system has been oriented towards results-based planning and monitoring through the ESDFP (2006-2011). However, it is yet a challenge to orient the system from the output based projects/programmes monitoring into a results-based M&E culture. Data collection, data analysing, reporting and electronic dissemination processes are yet to be streamlined and therefore need all strata to be facilitated. Infrastructure and skills need to be in order to establish a digitised information dissemination which supports a sound M&E mechanism. To capture cumulative progress from the schools across strata (zone/province) at the national level (e.g. at the MoE) in relation to results/educational outcomes, many steps need to be taken.

### **Objective**

Objectives of M&E are to:

- i. implement a sound M&E system;
- ii. strengthen capacity of the national and provincial level key officers with regard to the concepts and mechanisms of M&E;
- iii. introduce an electronic information system which facilitates the monitoring and evaluation process;
- iv. develop results framework for each aspect of education;
- v. develop a set of indicators to measure the results;
- vi. conduct monitoring plan covering all subjects;
- vii. develop appropriate monitoring tools and mechanisms;
- viii. prepare handbook on M&E;
- ix. increased financial allocation for M&E activities;

- x. prepare a comprehensive M&E plan for all themes/subjects;
- xi. prepare monitoring information system jointly with all relevant partners;
- xii. improve capacity of officers on M&E;
- xiii. prepare periodical analytical reports covering all aspects of education; and
- xiv. conduct progress review meetings with relevant officers.

### **Strategies, programmes, projects and key activities (2013-2017)**

#### **Strategy 1: Establish M&E mechanism**

##### **Programmes, projects and key activities (2013-2017)**

1. Implementation of working sessions to develop M&E mechanisms.
2. Conduct policy review sessions with experts.
3. Regular meetings to review implementation issues.
4. Implementation of working sessions to prepare and print handbook and technical guidelines.
5. Compilation of results frameworks into a national-level results framework.
6. Prepare annual progress reports and annual performance reports.

#### **Strategy 2: Strengthening capacity of the theme/subject heads with regard to the concepts and mechanisms of M&E**

##### **Programmes, projects and key activities (2013-2017)**

1. Conduct M&E workshops for national and provincial level teams.
2. Preparation and distribution of a handbook on M&E.

#### **Strategy 3: Preparation of an electronic information system**

##### **Programmes, projects and key activities (2013-2017)**

1. Obtain services of consultants.
2. Development of software by consultants.

3. Testing in one zone.
4. Finalising the system.
5. Training of officers.
6. Providing necessary equipment.
7. Providing guidelines to maintain a separate unit at provincial and zonal levels.

#### **Strategy 4: Strengthening the M&E mechanisms**

##### **Programmes, projects and key activities (2013-2017)**

1. Preparation of monitoring plans by each theme/subject heads including subjects.
2. Provide a certain percentage of funds for monitoring activities.
3. Conduct progress review meetings.
4. Prepare progress reports.

The LFA for M&E is given in Appendix 2.1: CA1.

#### **CA2 Research and studies**

##### **Current status and achievements**

It has been identified that it is vital to establish a research base leading to an evidence-based policy and planning culture in the general education system. Therefore, it is a pre-requisite to improve and strengthen research capacity of the system.

##### **Issues and challenges**

- Lack of research and studies.
- Lack of usage of data and information for policymaking.

##### **Objectives**

Objective of the research and studies are to provide evidence for education policy and planning and education quality development.

##### **Strategies, programmes, projects and key activities (2013-2017)**

##### **Strategy 1: Identification of research requirements of the general education system**

##### **Programmes/projects/key activities (2013-2017)**

1. Provide guidance to identify issues and research requirements in each subject area.
2. Provide assistance to programming alternative activities for identified issues and findings.

##### **Strategy 2: Improve knowledge and skills of regional officials on educational research**

##### **Programmes/projects/key activities (2013-2017)**

1. Conduct research competitions, education fora: role of education in transforming economy.
2. Conduct international conference on education.

##### **Strategy 3: Coordinate all research activities commissioned to the universities/external firms, conducted by the MoE**

##### **Programmes/projects/key activities (2013-2017)**

1. Coordinate/assist all research studies conducted by external agencies/development partners.

##### **Strategy 4: Dissemination of research findings**

##### **Programmes/projects/key activities (2013-2017)**

1. Conduct seminar /sessions on different themes related to education.

##### **Strategy 5: Publish a quarterly/annual research report/magazine (for primary and secondary stages)**

##### **Programmes/projects/key activities (2013-2017)**

1. Establish a 'research board' for research studies.
2. Provide advocacy for the general education system on the importance of educational research.

The LFA for research and studies is given in Appendix 2.1: CA2.

### CA3. Education for All (EFA)

#### Current status and achievements

EFA initiatives provide policy direction, planning, coordination and monitoring in line with the six EFA goals. The MoE has prepared the 2013-2017 plan, based on the recommendations of EFA end-decade assessment report to reach EFA targets. Following achievements has been acquired:

- the framework of action on inclusive education in Sri Lanka to create an inclusive culture in education system.
- a tool-kit to be more inclusive to provide appropriate learning opportunities to meet different needs of all children and minimise exclusion from education (schooling) and within education (learning and teaching process).
- the e-learning module on inclusive education for key stage one teachers will be designed to support the teachers for ensuring inclusive and learner friendly environment in education.
- the technical and practical handbooks for monitoring and assessment of EFA goals and targets for the officers who are in education planning, M&E in provincial and zonal level.

#### Objectives

Objectives of the EFA are to:

- i. prepare assessment report in order to implement recommendations for six EFA goals; and
- ii. conduct accelerate the progress of EFA activities and achieve the targets.

#### Strategies, programmes, projects and key activities (2013-2017)

##### Strategy 1: Preparation of end-decade assessment report and implementation of the recommendations

##### Programmes/projects/key activities (2013-2017)

1. Implement the inclusive education tool-kit in all primary and secondary schools island-

wide, after the successful monitoring of the pilot programme in 4 divisions (programme is ongoing in Soranathota, Meegahakivula, Kandeketi and Mannar).

2. Incorporate the inclusive concepts to the teacher education programme.
3. CB programmes for EFA assessment and monitoring.
4. Awareness programmes on right to education of children in school and out-of-school.
5. Create and coordinate a national structure for ECCE and prepare ECCE guidelines for pre-schools.
6. Promoting life skills and lifelong learning.
7. Preparation of EFA end-decade and EFA assessment 2015 report.
8. Implement the literacy assessment survey.
9. Establish the equal opportunities for social and educational purposes girls and boys.

##### Strategy 2: ECCE and child rights

##### Programmes/projects/key activities (2013-2017)

1. Update the ECCE database to ensure the validity of data and information and preparation of national level ECCE guideline.
2. Preparation of child rights guidelines.

##### Strategy 3: Strengthening inclusive education concept

##### Programmes/projects/key activities (2013-2017)

1. Print the prepared framework of action on inclusive education in Sri Lanka in all three languages to create an inclusive culture and to raise awareness on IE.
2. Distribution of tool-kit for primary teacher's island wide to ensure IE culture in classroom.
3. Finalising the e-learning module on IE for key stage one primary teachers to strength teacher trainee on IE.

##### Strategy 4: Preparation of EFA final assessment report - 2015

## **Strategy 5: Strengthening of alternative education programmes within inclusive education framework**

The LFA for EFA is given in Appendix 2.1: CA3.

### **CA4. Public awareness on educational achievements**

Education is a subject which is very close to the general public. Almost 1/5<sup>th</sup> of the total population is in schools and their parents are closely concerned about their future. The media frequently reports on issues in education. Therefore it is necessary to disseminate correct and accuracy also reliable information on education issues.

For this purpose it is proposed to organise discussions over the electronic media and publish articles in the print media on current educational achievements, issues and policies. Action will be taken to monitor the issues raised in the media and take appropriate action.

#### **2.5 Inter-sectoral linkages of education**

##### **Inter-sectoral linkages between general education and vocational and technical education:**

Today 98 per cent of children born in a year are admitted to schools and very soon there will be 100 per cent participation in education. All these children are not going to follow an academic curriculum and the majority will have to join the world of work. It is necessary that the general education provides them with trainable skills so that they can easily follow the vocational programmes conducted by the vocational and tertiary education institutions. A close relationship should be established between the secondary schools and technical training institutions.

Activities related to establishment of linking general education and technical and vocational education:

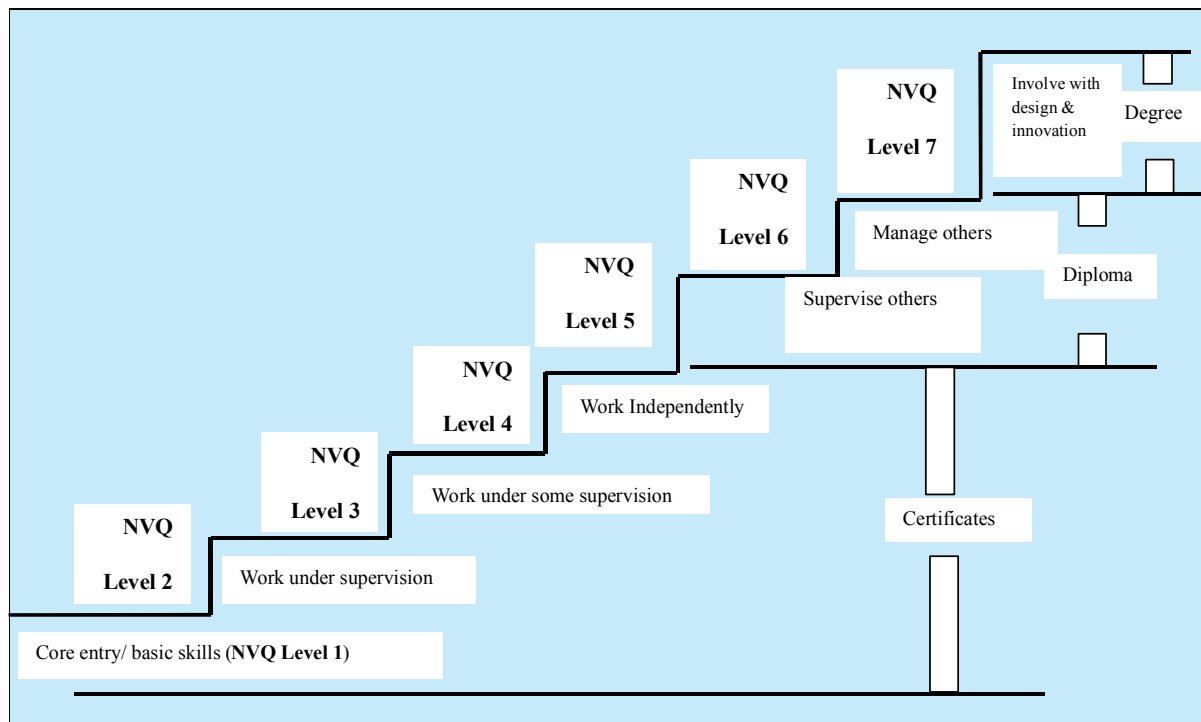
- To orient those with the interest and ability in technical and vocational education towards preparation for an occupational field or training outside the formal education (MoE),

- To provide opportunities for those who leave the generation education system with no specific educational aims or skills or attitudes but likely to enhance their aptitudes and potential, to have a choice of an occupation, an access to the first job and to continue their vocational training and personal development (linking MoE and MYASD),
- Introducing vocational subjects may be enhanced by:
  - Offering subjects relevant to the labour market demand (MoE and NIE);
  - Aligning the syllabi with current industry requirements (MoE and NIE);
  - Assessing competencies acquired and certified through NVQ system;
  - Providing relevant practical exposure by using a workshop/activity room, facilities of a nearby vocational training centre, visits to industry, mobile training units and obtaining the services of instructors of vocational training centres and practitioners of industry (MoE + MYASD).

National vocational qualification (NVQ) levels are given in Diagram 2.3.



**Diagram 2.3: National vocational qualification (NVQ) levels**



Source: PPB, MoE (2012d).

**Inter-sectoral linkages between general education and higher education:**

Generally all universities admit students on the basis of the results of the GCEAL examination. The subject streams at GCE AL classes have been designed with this aim in view. However, due to the intense competition to enter the universities students are concerned more in obtaining a higher mark at the examination at the risk of acquiring generic competencies required in life. Although students have to answer a common general paper its purpose has not been fulfilled.

The implementation of the GCEAL curriculum will incorporate activities to develop study skills to encourage students to do work independently, engage in discovery learning and fostering initiative and creativity (PPB, MoE, 2012d).

**Inter-sectoral linkages between general education and labour market:**

Some students who drop out after GCE OL may seek work if they fail to enter a vocational training programme or due to economic reasons. The education system will have to cater to their needs

as well. They should learn the work ethic so that they would fit into the work culture in a place of work. This will be achieved through the career guidance programs and creating awareness of the work opportunities available in the area by taking them on visits to such work places (PPB, MoE, 2012).

**2.6 External resource management and donor coordination**

Different sources of funds, both external and local, will be utilised for the implementation of the ESDFP (2013-2017). While the GoSL will consider for gradual increase of the share of the GDP on education, many development partners have agreed to extend financial support for the general education sector following SWAp. The World Bank, as a lead education development partner provides assistance through budget support by topping up the government budget. Following the same strategy, some of the other donors (i.e. AusAID) also have agreed to extend budget support. Meanwhile, some of the development partners (i.e. ADB, Unicef) provide financial assistance for education following different

funding modalities (i.e. project approach, direct financing and reimbursable grants etc.).

It is fundamental to establish a mechanism to coordinate the assistance of the development partners and thereby improve the efficiency of utilisation of external resources in the general education system. Although the funding modalities may be different, all development partners will integrate their support within the ESDFP (2013-2017) and will make every effort to collaborate and harmonise their work among each other and thereby help GoSL to achieve long term educational outcomes. The development partners will also appreciate participatory approaches, predictability, transparency, credibility and comprehensive documentation. Periodic national-level monitoring meetings for the ESDFP (2013-2017) will be held under the chairmanship of the Secretary of the MoE. Joint missions, in addition to the individual missions will be undertaken by the development partners under the leadership of the MoE. The World Bank, as the principal development partner who supports the education sector through SWAp will take a lead in coordination of development partners in support of the ESDFP (2013-2017), in reviewing the progress of the strategic components/programmes supported by them and in assuring their collaboration in achieving the expected targets and results of the ESDFP (2013-2017).

## **2.7 Conclusion**

As a result of implementation of the SWAp, funding modality has been shifted from the traditional ring-fenced and project-oriented financing in the education sector to one that reflects the sector needs and outcomes which support a government-led education development programme. Also, the planning process has been upgraded to sector-wide rolling planning approach. The planning process is enriched with the usage of information revealed by the NA of student achievements and other student performance data and thus the orientation towards the quality of education system has been improved. The emphasis on research and studies and the use of

research-based evidence in the policy formulation process and planning need to be further strengthened. CB of relevant counterparts in these areas is a pre-requisite for achieving these challenges.

## Section Three

### Costing and budget requirements

This section will present the budget requirements of the ESDFP (2013-2017). Table 3.1 present the medium-term (tentative) budget requirements for the general education sector. However, these requirements excluded the running cost (i.e. salaries, allowances, travelling, etc.) and only the development budget components are presented.

**Table 3.1: Medium-term budgetary requirements (2013-2017)**  
**Theme 1: Increase equitable access to primary and secondary education**

Key Subject	Agency	Estimated budget (Rs.m)									
		2013		2014		2015		2016		2017	
		R	C	R	C	R	C	R	C	R	C
Ensure successful implementation of free education policies.	MoE	2,100.00	2,790.00	2,100.00	2,790.00	2,100.00	2,890.00	2,100.00	2,890.00	2,100.00	2,890.00
	WP	3.25	-	3.58	-	3.93	-	4.33	-	4.76	-
	CP	3.54	-	3.89	-	4.28	-	4.71	-	5.18	-
	SP	4.26	-	4.69	-	5.15	-	5.67	-	6.24	-
	NP	3.73	-	4.10	-	4.51	-	4.96	-	5.46	-
	EP	5.12	-	5.63	-	6.20	-	6.81	-	7.50	-
	NWP	4.96	-	5.46	-	6.00	-	6.60	-	7.26	-
	NCP	5.64	-	6.20	-	6.82	-	7.51	-	8.26	-
	UP	5.99	-	6.59	-	7.25	-	7.97	-	8.77	-
SaP	3.86	-	4.25	-	4.67	-	5.14	-	5.65	-	
<b>Sub-total</b>		<b>2,140.35</b>	<b>2,790.00</b>	<b>2,144.39</b>	<b>2,790.00</b>	<b>2,148.82</b>	<b>2,890.00</b>	<b>2,153.71</b>	<b>2,890.00</b>	<b>2,159.08</b>	<b>2,890.00</b>
Non-formal education.	MoE	14.50	5.00	15.80	5.00	16.50	6.00	18.70	6.00	18.70	6.00
	WP	3.10	0.40	3.41	0.44	3.75	0.48	4.13	0.53	4.54	0.59
	CP	2.96	0.25	3.26	0.28	3.58	0.30	3.94	0.33	4.33	0.37
	SP	4.30	0.85	4.73	0.94	5.20	1.03	5.72	1.13	6.30	1.24
	NP	5.42	0.15	5.96	0.17	6.56	0.18	7.21	0.20	7.94	0.22
	EP	3.93	0.83	4.32	0.91	4.76	1.00	5.23	1.10	5.75	1.22
	NWP	4.75	0.47	5.23	0.52	5.75	0.57	6.32	0.63	6.95	0.69
	NCP	3.28	0.27	3.61	0.30	3.97	0.33	4.37	0.36	4.80	0.40
	UP	4.21	0.97	4.63	1.07	5.09	1.17	5.60	1.29	6.16	1.42
SaP	7.23	0.89	7.95	0.98	8.75	1.08	9.62	1.18	10.59	1.30	
<b>Sub-total</b>		<b>53.68</b>	<b>10.08</b>	<b>58.90</b>	<b>10.59</b>	<b>63.91</b>	<b>12.15</b>	<b>70.85</b>	<b>12.76</b>	<b>76.06</b>	<b>13.44</b>
Special education.	MoE	17.30	95.00	18.70	96.00	20.00	97.00	21.50	98.00	22.90	99.00
	WP	6.40	2.63	7.04	2.89	7.74	3.18	8.52	3.50	9.37	3.85
	CP	5.32	1.76	5.85	1.94	6.44	2.13	7.08	2.34	7.79	2.58
	SP	3.92	2.69	4.31	2.96	4.74	3.25	5.22	3.58	5.74	3.94

	NP	4.79	1.80	5.27	1.98	5.80	2.18	6.38	2.40	7.01	2.64
	EP	5.01	3.55	5.51	3.91	6.06	4.30	6.67	4.73	7.34	5.20
	NWP	2.75	1.35	3.03	1.48	3.33	1.63	3.66	1.79	4.03	1.97
	NCP	5.64	1.43	6.20	1.57	6.82	1.73	7.51	1.90	8.26	2.09
	UP	3.87	1.94	4.26	2.13	4.68	2.35	5.15	2.58	5.67	2.84
	SaP	7.17	2.73	7.89	3.00	8.68	3.30	9.54	3.63	10.50	4.00
<b>Sub-total</b>		<b>62.17</b>	<b>114.87</b>	<b>68.06</b>	<b>117.86</b>	<b>74.29</b>	<b>121.05</b>	<b>81.22</b>	<b>124.45</b>	<b>88.59</b>	<b>128.10</b>
Reduce out-of-schoolchildren (OOSC) and increase survival rates.	MoE	-	-	-	-	-	-	-	-	-	-
	WP	0.53	-	0.58	-	0.64	-	0.71	-	0.78	-
	CP	0.34	-	0.37	-	0.41	-	0.45	-	0.50	-
	SP	0.47	-	0.52	-	0.57	-	0.63	-	0.69	-
	NP	0.54	-	0.59	-	0.65	-	0.72	-	0.79	-
	EP	0.36	-	0.40	-	0.44	-	0.48	-	0.53	-
	NWP	0.84	-	0.92	-	1.02	-	1.12	-	1.23	-
	NCP	0.69	-	0.76	-	0.83	-	0.92	-	1.01	-
	UP	0.62	-	0.68	-	0.75	-	0.83	-	0.91	-
SaP	0.87	-	0.96	-	1.05	-	1.16	-	1.27	-	
<b>Sub-total</b>		<b>5.26</b>	<b>-</b>	<b>5.79</b>	<b>-</b>	<b>6.36</b>	<b>-</b>	<b>7.00</b>	<b>-</b>	<b>7.70</b>	<b>-</b>
Pirivena education.	MoE	2,904.85	12.00	3,195.34	13.20	3,514.87	14.52	3,866.36	15.97	4,252.99	17.57
	WP	0.70	-	0.77	-	0.85	-	0.93	-	1.02	-
	CP	0.64	-	0.70	-	0.77	-	0.85	-	0.94	-
	SP	0.80	-	0.88	-	0.97	-	1.06	-	1.17	-
	NP	0.69	-	0.76	-	0.83	-	0.92	-	1.01	-
	EP	0.52	-	0.57	-	0.63	-	0.69	-	0.76	-
	NWP	0.58	-	0.64	-	0.70	-	0.77	-	0.85	-
	NCP	0.89	-	0.98	-	1.08	-	1.18	-	1.30	-
	UP	0.79	-	0.87	-	0.96	-	1.05	-	1.16	-
SaP	0.92	-	1.01	-	1.11	-	1.22	-	1.35	-	
<b>Sub-total</b>		<b>2,911.38</b>	<b>12.00</b>	<b>3,202.52</b>	<b>13.20</b>	<b>3,522.77</b>	<b>14.52</b>	<b>3,875.05</b>	<b>15.97</b>	<b>4,262.55</b>	<b>17.57</b>
School health and nutrition programme.	MoE	4,617.00	150.00	4,967.00	180.00	5,317.00	210.00	5,667.00	230.00	5,917.00	250.00
	WP	2.83	3.00	3.11	3.30	3.42	3.63	3.77	3.99	4.14	4.39
	CP	4.60	1.20	5.06	1.32	5.57	1.45	6.12	1.60	6.73	1.76
	SP	1.45	1.32	1.60	1.45	1.75	1.60	1.93	1.76	2.12	1.93
	NP	3.20	0.95	3.52	1.05	3.87	1.15	4.26	1.26	4.69	1.39
	EP	2.99	0.28	3.29	0.31	3.62	0.34	3.98	0.37	4.38	0.41
	NWP	0.60	1.60	0.66	1.76	0.73	1.94	0.80	2.13	0.88	2.34
	NCP	2.58	1.48	2.84	1.63	3.12	1.79	3.43	1.97	3.78	2.17
	UP	6.50	2.82	7.15	3.10	7.87	3.41	8.65	3.75	9.52	4.13
SaP	7.40	2.70	8.14	2.97	8.95	3.27	9.85	3.59	10.83	3.95	
<b>Sub-total</b>		<b>4,649.15</b>	<b>165.35</b>	<b>5,002.37</b>	<b>196.89</b>	<b>5,355.90</b>	<b>228.57</b>	<b>5,709.79</b>	<b>250.43</b>	<b>5,964.07</b>	<b>272.47</b>

Flagship Programme: Develop around 5,000 selected primary schools	MoE	1,100.00	360.00	1,100.00	360.00	1,100.00	360.00	1,100.00	360.00	1,100.00	360.00
	WP	1.27	34.00	1.40	37.40	1.54	41.14	1.69	45.25	1.86	49.78
	CP	1.73	23.00	1.90	25.30	2.09	27.83	2.30	30.61	2.53	33.67
	SP	1.65	47.58	1.82	52.34	2.00	57.57	2.20	63.33	2.42	69.66
	NP	0.94	67.27	1.03	74.00	1.14	81.40	1.25	89.54	1.38	98.49
	EP	1.05	37.50	1.16	41.25	1.27	45.38	1.40	49.91	1.54	54.90
	NWP	1.28	89.25	1.41	98.18	1.55	107.99	1.70	118.79	1.87	130.67
	NCP	0.63	67.39	0.69	74.13	0.76	81.54	0.84	89.70	0.92	98.67
	UP	0.50	74.91	0.55	82.40	0.61	90.64	0.67	99.71	0.73	109.68
SaP	0.72	40.00	0.79	44.00	0.87	48.40	0.96	53.24	1.05	58.56	
<b>Sub-total</b>		<b>1,109.77</b>	<b>840.90</b>	<b>1,110.74</b>	<b>888.99</b>	<b>1,111.82</b>	<b>941.89</b>	<b>1,113.00</b>	<b>1,000.08</b>	<b>1,114.30</b>	<b>1,064.09</b>
Flagship Programme: Develop 1,000 good quality secondary schools	MoE	470.00	8,875.00	800.00	4,990.00	300.00	2,500.00	300.00	2,500.00	300.00	2,500.00
	WP	2.53	383.02	2.78	421.32	3.06	463.45	3.37	509.80	3.70	560.78
	CP	3.68	231.75	4.05	254.93	4.45	280.42	4.90	308.46	5.39	339.31
	SP	3.74	368.10	4.11	404.91	4.53	445.40	4.98	489.94	5.48	538.94
	NP	7.47	275.92	8.22	303.51	9.04	333.86	9.94	367.25	10.94	403.97
	EP	9.50	189.00	10.45	207.90	11.50	228.69	12.64	251.56	13.91	276.71
	NWP	8.47	225.00	9.32	247.50	10.25	272.25	11.27	299.48	12.40	329.42
	NCP	7.27	195.00	8.00	214.50	8.80	235.95	9.68	259.55	10.64	285.50
	UP	2.94	161.50	3.23	177.65	3.56	195.42	3.91	214.96	4.30	236.45
SaP	1.50	161.70	1.65	177.87	1.82	195.66	2.00	215.22	2.20	236.74	
<b>Sub-total</b>		<b>517.10</b>	<b>11,065.99</b>	<b>851.81</b>	<b>7,400.09</b>	<b>356.99</b>	<b>5,151.10</b>	<b>362.69</b>	<b>5,416.21</b>	<b>368.96</b>	<b>5,707.83</b>
<b>Total: Theme 1</b>		<b>11,448.86</b>	<b>14,999.19</b>	<b>12,444.57</b>	<b>11,417.61</b>	<b>12,640.87</b>	<b>9,359.27</b>	<b>13,373.31</b>	<b>9,709.90</b>	<b>14,041.32</b>	<b>10,093.49</b>



## Theme 2: Improve the quality of primary and secondary education

Key Subject	Agency	Estimated budget (Rs.m)									
		2013		2014		2015		2016		2017	
		R	C	R	C	R	C	R	C	R	C
Primary education	MoE	9.80	99.50	9.80	98.00	9.80	98.00	9.00	98.00	9.00	98.00
	WP	0.64	3.80	0.70	4.18	0.77	4.60	0.85	5.06	0.94	5.56
	CP	1.46	6.20	1.61	6.82	1.77	7.50	1.94	8.25	2.14	9.08
	SP	1.53	8.94	1.68	9.83	1.85	10.82	2.04	11.90	2.24	13.09
	NP	2.84	6.37	3.12	7.01	3.44	7.71	3.78	8.48	4.16	9.33
	EP	5.28	7.20	5.81	7.92	6.39	8.71	7.03	9.58	7.73	10.54
	NWP	4.92	5.37	5.41	5.91	5.95	6.50	6.55	7.15	7.20	7.86
	NCP	2.95	8.20	3.25	9.02	3.57	9.92	3.93	10.91	4.32	12.01
	UP	3.59	6.27	3.95	6.90	4.34	7.59	4.78	8.35	5.26	9.18
SaP	6.26	30.00	6.89	33.00	7.57	36.30	8.33	39.93	9.17	43.92	
<b>Sub-total</b>		<b>39.27</b>	<b>181.85</b>	<b>42.22</b>	<b>188.59</b>	<b>45.46</b>	<b>197.64</b>	<b>48.22</b>	<b>207.61</b>	<b>52.15</b>	<b>218.57</b>
Languages & Humanities (First languages, Second national language (2NLs), Tamil Language, Social science subjects)	MoE	43.35		44.80		46.25		47.50		49.00	
	WP	5.45	0.97	6.00	1.07	6.59	1.17	7.25	1.29	7.98	1.42
	CP	4.00	0.68	4.40	0.75	4.84	0.82	5.32	0.91	5.86	1.00
	SP	6.98	0.37	7.68	0.41	8.45	0.45	9.29	0.49	10.22	0.54
	NP	4.57	0.28	5.03	0.31	5.53	0.34	6.08	0.37	6.69	0.41
	EP	3.79	0.93	4.17	1.02	4.59	1.13	5.04	1.24	5.55	1.36
	NWP	3.11	0.48	3.42	0.53	3.76	0.58	4.14	0.64	4.55	0.70
	NCP	4.72	0.99	5.19	1.09	5.71	1.20	6.28	1.32	6.91	1.45
	UP	6.93	0.35	7.62	0.39	8.39	0.42	9.22	0.47	10.15	0.51
SaP	8.00	1.47	8.80	1.62	9.68	1.78	10.65	1.96	11.71	2.15	
<b>Sub-total</b>		<b>90.90</b>	<b>6.52</b>	<b>97.11</b>	<b>7.17</b>	<b>103.79</b>	<b>7.89</b>	<b>110.79</b>	<b>8.68</b>	<b>118.62</b>	<b>9.55</b>
Science education.	MoE	395.00	575.00	365.00	420.00	80.00	150.00	32.00	70.00	22.00	70.00
	WP	5.45	57.00	6.00	62.70	6.59	68.97	7.25	75.87	7.98	83.45
	CP	3.00	83.00	3.30	91.30	3.63	100.43	3.99	110.47	4.39	121.52
	SP	9.33	48.30	10.26	53.13	11.29	58.44	12.42	64.29	13.66	70.72
	NP	8.37	37.28	9.21	41.01	10.13	45.11	11.14	49.62	12.25	54.58
	EP	11.36	26.20	12.50	28.82	13.75	31.70	15.12	34.87	16.63	38.36
	NWP	3.68	79.47	4.05	87.42	4.45	96.16	4.90	105.77	5.39	116.35
	NCP	4.37	58.20	4.81	64.02	5.29	70.42	5.82	77.46	6.40	85.21
	UP	8.35	56.46	9.19	62.11	10.10	68.32	11.11	75.15	12.23	82.66
SaP	7.20	24.74	7.92	27.21	8.71	29.94	9.58	32.93	10.54	36.22	
<b>Sub-total</b>		<b>456.11</b>	<b>1,045.65</b>	<b>432.22</b>	<b>937.72</b>	<b>153.94</b>	<b>719.49</b>	<b>113.34</b>	<b>696.44</b>	<b>111.47</b>	<b>759.08</b>

Mathematics	MoE	55.00	33.70	60.40	37.07	66.34	40.77	72.86	44.85	79.65	49.34
	WP	4.20	3.85	4.62	4.24	5.08	4.66	5.59	5.12	6.15	5.64
	CP	3.00	3.68	3.30	4.05	3.63	4.45	3.99	4.90	4.39	5.39
	SP	9.93	2.80	10.92	3.08	12.02	3.39	13.22	3.73	14.54	4.10
	NP	6.37	2.94	7.01	3.23	7.71	3.56	8.48	3.91	9.33	4.30
	EP	6.84	4.58	7.52	5.04	8.28	5.54	9.10	6.10	10.01	6.71
	NWP	5.22	3.18	5.74	3.50	6.32	3.85	6.95	4.23	7.64	4.66
	NCP	2.25	2.99	2.48	3.29	2.72	3.62	2.99	3.98	3.29	4.38
	UP	8.21	4.92	9.03	5.41	9.93	5.95	10.93	6.55	12.02	7.20
SaP	6.20	5.00	6.82	5.50	7.50	6.05	8.25	6.66	9.08	7.32	
<b>Sub-total</b>		<b>107.22</b>	<b>67.64</b>	<b>117.84</b>	<b>74.41</b>	<b>129.53</b>	<b>81.84</b>	<b>142.36</b>	<b>90.03</b>	<b>156.11</b>	<b>99.03</b>
English & foreign languages	MoE	33.70	522.80	34.75	376.30	38.75	551.30	38.75	376.30	38.75	401.30
	WP	3.20	1.00	3.52	1.10	3.87	1.21	4.26	1.33	4.69	1.46
	CP	4.40	1.00	4.84	1.10	5.32	1.21	5.86	1.33	6.44	1.46
	SP	3.75	2.37	4.13	2.61	4.54	2.87	4.99	3.15	5.49	3.47
	NP	4.90	1.93	5.39	2.12	5.93	2.34	6.52	2.57	7.17	2.83
	EP	6.07	2.47	6.68	2.72	7.34	2.99	8.08	3.29	8.89	3.62
	NWP	4.72	1.57	5.19	1.73	5.71	1.90	6.28	2.09	6.91	2.30
	NCP	2.25	0.89	2.48	0.98	2.72	1.08	2.99	1.18	3.29	1.30
	UP	3.20	1.27	3.52	1.40	3.87	1.54	4.26	1.69	4.69	1.86
SaP	6.20	2.47	6.82	2.72	7.50	2.99	8.25	3.29	9.08	3.62	
<b>Sub-total</b>		<b>72.39</b>	<b>537.77</b>	<b>77.31</b>	<b>392.77</b>	<b>85.56</b>	<b>569.41</b>	<b>90.25</b>	<b>396.23</b>	<b>95.40</b>	<b>423.22</b>
ICT education	MoE	311.30	947.70	284.40	697.60	287.50	609.10	293.20	609.60	298.40	626.30
	WP	4.21	10.72	4.63	11.79	5.09	12.97	5.60	14.27	6.16	15.70
	CP	7.00	18.00	7.70	19.80	8.47	21.78	9.32	23.96	10.25	26.35
	SP	5.55	11.45	6.11	12.60	6.72	13.85	7.39	15.24	8.13	16.76
	NP	4.60	12.26	5.06	13.49	5.57	14.83	6.12	16.32	6.73	17.95
	EP	8.79	10.92	9.67	12.01	10.64	13.21	11.70	14.53	12.87	15.99
	NWP	2.99	9.69	3.29	10.66	3.62	11.72	3.98	12.90	4.38	14.19
	NCP	2.22	11.27	2.44	12.40	2.69	13.64	2.95	15.00	3.25	16.50
	UP	9.23	9.00	10.15	9.90	11.17	10.89	12.29	11.98	13.51	13.18
SaP	6.20	15.00	6.82	16.50	7.50	18.15	8.25	19.97	9.08	21.96	
<b>Sub Total</b>		<b>362.09</b>	<b>1,056.01</b>	<b>340.27</b>	<b>816.74</b>	<b>348.96</b>	<b>740.16</b>	<b>360.80</b>	<b>753.76</b>	<b>372.76</b>	<b>784.88</b>
Bilingual education	MoE	42.50	-	42.50	-	35.60	-	36.50	-	35.70	-
	WP	1.46	=	1.61	=	1.77	=	1.94	=	2.14	=
	CP	0.90	=	0.99	=	1.09	=	1.20	=	1.32	=
	SP	1.07	=	1.18	=	1.29	=	1.42	=	1.57	=
	NP	2.40	=	2.64	=	2.90	=	3.19	=	3.51	=
	EP	5.58	=	6.14	=	6.75	=	7.43	=	8.17	=
	NWP	1.15	=	1.27	=	1.39	=	1.53	=	1.68	=
NCP	0.40	=	0.44	=	0.48	=	0.53	=	0.59	=	

	UP	1.13	=	1.24	=	1.37	=	1.50	=	1.65	=
	SaP	3.60	=	3.96	=	4.36	=	4.79	=	5.27	=
<b>Sub-total</b>		<b>60.19</b>	<b>-</b>	<b>61.96</b>	<b>-</b>	<b>57.00</b>	<b>-</b>	<b>60.05</b>	<b>-</b>	<b>61.60</b>	<b>-</b>
Commerce education	MoE	4.65	104.00	4.48	104.00	3.60	101.00	3.30	101.00	3.10	101.00
	WP	2.46	0.95	2.71	1.05	2.98	1.15	3.27	1.26	3.60	1.39
	CP	4.20	0.79	4.62	0.87	5.08	0.96	5.59	1.05	6.15	1.16
	SP	3.30	0.50	3.63	0.55	3.99	0.61	4.39	0.67	4.83	0.73
	NP	2.65	1.46	2.92	1.61	3.21	1.77	3.53	1.94	3.88	2.14
	EP	3.01	1.36	3.31	1.50	3.64	1.65	4.01	1.81	4.41	1.99
	NWP	1.37	0.37	1.51	0.41	1.66	0.45	1.82	0.49	2.01	0.54
	NCP	1.00	0.29	1.10	0.32	1.21	0.35	1.33	0.39	1.46	0.42
	UP	1.70	0.72	1.87	0.79	2.06	0.87	2.26	0.96	2.49	1.05
SaP	3.20	1.00	3.52	1.10	3.87	1.21	4.26	1.33	4.69	1.46	
<b>Sub-total</b>		<b>27.54</b>	<b>111.44</b>	<b>29.66</b>	<b>112.18</b>	<b>31.30</b>	<b>110.00</b>	<b>33.77</b>	<b>110.90</b>	<b>36.61</b>	<b>111.89</b>
Agriculture	MoE	11.09	27.25	12.15	28.00	12.15	28.50	12.15	29.00	12.15	29.00
	WP	5.20	0.53	5.72	0.58	6.29	0.64	6.92	0.71	7.61	0.78
	CP	4.00	0.37	4.40	0.41	4.84	0.45	5.32	0.49	5.86	0.54
	SP	3.43	0.79	3.77	0.87	4.15	0.96	4.57	1.05	5.02	1.16
	NP	4.68	0.26	5.15	0.29	5.66	0.31	6.23	0.35	6.85	0.38
	EP	3.86	1.47	4.25	1.62	4.67	1.78	5.14	1.96	5.65	2.15
	NWP	2.64	1.63	2.90	1.79	3.19	1.97	3.51	2.17	3.87	2.39
	NCP	2.93	0.94	3.22	1.03	3.55	1.14	3.90	1.25	4.29	1.38
	UP	2.61	1.30	2.87	1.43	3.16	1.57	3.47	1.73	3.82	1.90
SaP	3.20	0.48	3.52	0.53	3.87	0.58	4.26	0.64	4.69	0.70	
<b>Sub-total</b>		<b>43.64</b>	<b>35.02</b>	<b>47.96</b>	<b>36.55</b>	<b>51.54</b>	<b>37.90</b>	<b>55.47</b>	<b>39.34</b>	<b>59.81</b>	<b>40.38</b>
Technical education	MoE	5.50	8.00	5.50	8.00	5.50	8.00	5.50	8.00	5.50	8.00
	WP	3.58	0.10	3.94	0.11	4.33	0.12	4.76	0.13	5.24	0.15
	CP	4.74	0.24	5.21	0.26	5.74	0.29	6.31	0.32	6.94	0.35
	SP	3.99	0.42	4.39	0.46	4.83	0.51	5.31	0.56	5.84	0.61
	NP	3.68	0.17	4.05	0.19	4.45	0.21	4.90	0.23	5.39	0.25
	EP	4.14	1.05	4.55	1.16	5.01	1.27	5.51	1.40	6.06	1.54
	NWP	2.95	0.11	3.25	0.12	3.57	0.13	3.93	0.15	4.32	0.16
	NCP	3.58	0.57	3.94	0.63	4.33	0.69	4.76	0.76	5.24	0.83
	UP	3.14	0.37	3.45	0.41	3.80	0.45	4.18	0.49	4.60	0.54
SaP	4.26	0.84	4.69	0.92	5.15	1.02	5.67	1.12	6.24	1.23	
<b>Sub-total</b>		<b>39.56</b>	<b>11.87</b>	<b>42.97</b>	<b>12.26</b>	<b>46.71</b>	<b>12.68</b>	<b>50.83</b>	<b>13.15</b>	<b>55.37</b>	<b>13.67</b>
Aesthetics education	MoE	44.50	122.60	44.50	122.60	44.50	122.60	44.50	122.60	44.50	122.60
	WP	4.20	0.24	4.62	0.26	5.08	0.29	5.59	0.32	6.15	0.35
	CP	5.20	0.84	5.72	0.92	6.29	1.02	6.92	1.12	7.61	1.23
	SP	4.75	0.50	5.23	0.55	5.75	0.61	6.32	0.67	6.95	0.73
	NP	3.75	1.42	4.13	1.56	4.54	1.72	4.99	1.89	5.49	2.08

	EP	4.70	1.44	5.17	1.58	5.69	1.74	6.26	1.92	6.88	2.11
	NWP	6.20	0.96	6.82	1.06	7.50	1.16	8.25	1.28	9.08	1.41
	NCP	3.75	0.74	4.13	0.81	4.54	0.90	4.99	0.98	5.49	1.08
	UP	5.60	0.46	6.16	0.51	6.78	0.56	7.45	0.61	8.20	0.67
	SaP	5.20	1.04	5.72	1.15	6.29	1.26	6.92	1.39	7.61	1.53
	<b>Sub-total</b>	<b>87.85</b>	<b>130.24</b>	<b>92.19</b>	<b>131.01</b>	<b>96.95</b>	<b>131.85</b>	<b>102.20</b>	<b>132.77</b>	<b>107.97</b>	<b>133.79</b>
Sports and physical education	MoE	180.65	230.00	195.00	245.00	235.00	260.00	280.00	275.00	340.00	290.00
	WP	7.84	0.10	8.62	0.11	9.49	0.12	10.44	0.13	11.48	0.15
	CP	6.36	0.46	7.00	0.51	7.70	0.56	8.47	0.61	9.31	0.67
	SP	5.77	0.50	6.35	0.55	6.98	0.61	7.68	0.67	8.45	0.73
	NP	7.36	0.27	8.10	0.30	8.91	0.33	9.80	0.36	10.78	0.40
	EP	6.77	1.99	7.45	2.19	8.19	2.41	9.01	2.65	9.91	2.91
	NWP	9.30	0.94	10.23	1.03	11.25	1.14	12.38	1.25	13.62	1.38
	NCP	6.20	1.04	6.82	1.14	7.50	1.26	8.25	1.38	9.08	1.52
	UP	3.34	1.02	3.67	1.12	4.04	1.23	4.45	1.36	4.89	1.49
	SaP	4.37	0.59	4.81	0.65	5.29	0.71	5.82	0.79	6.40	0.86
	<b>Sub-total</b>	<b>237.96</b>	<b>236.91</b>	<b>258.04</b>	<b>252.60</b>	<b>304.35</b>	<b>268.36</b>	<b>356.28</b>	<b>284.20</b>	<b>423.91</b>	<b>300.12</b>
Co-curricular activities and peace education	MoE	60.15	-	64.40	-	65.00	-	65.00	-	65.00	-
	WP	1.74	=	1.91	=	2.11	=	2.32	=	2.55	=
	CP	1.40	=	1.54	=	1.69	=	1.86	=	2.05	=
	SP	2.66	=	2.93	=	3.22	=	3.54	=	3.89	=
	NP	2.36	=	2.60	=	2.86	=	3.14	=	3.46	=
	EP	1.36	=	1.50	=	1.65	=	1.81	=	1.99	=
	NWP	1.94	=	2.13	=	2.35	=	2.58	=	2.84	=
	NCP	2.00	=	2.20	=	2.42	=	2.66	=	2.93	=
	UP	1.57	=	1.73	=	1.90	=	2.09	=	2.30	=
	SaP	2.33	=	2.56	=	2.82	=	3.10	=	3.41	=
	<b>Sub-total</b>	<b>77.51</b>	<b>-</b>	<b>83.50</b>	<b>-</b>	<b>86.01</b>	<b>-</b>	<b>88.11</b>	<b>-</b>	<b>90.42</b>	<b>-</b>
School library development	MoE	14.50	300.00	18.00	300.00	20.00	300.00	21.00	300.00	21.00	300.00
	WP	4.60	10.90	5.06	11.99	5.57	13.19	6.12	14.51	6.73	15.96
	CP	3.10	5.27	3.41	5.80	3.75	6.38	4.13	7.01	4.54	7.72
	SP	2.32	7.20	2.55	7.92	2.81	8.71	3.09	9.58	3.40	10.54
	NP	2.46	11.30	2.71	12.43	2.98	13.67	3.27	15.04	3.60	16.54
	EP	1.24	13.50	1.36	14.85	1.50	16.34	1.65	17.97	1.82	19.77
	NWP	1.40	4.47	1.54	4.92	1.69	5.41	1.86	5.95	2.05	6.54
	NCP	1.93	5.72	2.12	6.29	2.34	6.92	2.57	7.61	2.83	8.37
	UP	3.14	6.10	3.45	6.71	3.80	7.38	4.18	8.12	4.60	8.93
	SaP	3.20	12.75	3.52	14.03	3.87	15.43	4.26	16.97	4.69	18.67
	<b>Sub-total</b>	<b>37.89</b>	<b>377.21</b>	<b>43.73</b>	<b>384.93</b>	<b>48.30</b>	<b>393.42</b>	<b>52.13</b>	<b>402.77</b>	<b>55.25</b>	<b>413.04</b>
Tamil medium and plantation area schools	MoE	6.00	-	7.00	-	7.00	-	7.00	-	7.00	-
	WP	0.73	=	0.80	=	0.88	=	0.97	=	1.07	=

	CP	0.94	=	1.03	=	1.14	=	1.25	=	1.38	=
	SP	0.93	=	1.02	=	1.13	=	1.24	=	1.36	=
	NP	1.05	=	1.16	=	1.27	=	1.40	=	1.54	=
	EP	1.35	=	1.49	=	1.63	=	1.80	=	1.98	=
	NWP	1.31	=	1.44	=	1.59	=	1.74	=	1.92	=
	NCP	0.83	=	0.91	=	1.00	=	1.10	=	1.22	=
	UP	1.56	=	1.72	=	1.89	=	2.08	=	2.28	=
	SaP	1.27	=	1.40	=	1.54	=	1.69	=	1.86	=
<b>Sub-total</b>		<b>15.97</b>	<b>-</b>	<b>17.97</b>	<b>-</b>	<b>19.06</b>	<b>-</b>	<b>20.27</b>	<b>-</b>	<b>21.60</b>	<b>-</b>
Career guidance and counselling	MoE	86.00	250.00	30.00	250.00	25.00	250.00	30.00	250.00	30.00	250.00
	WP	3.80	0.40	4.18	0.44	4.60	0.48	5.06	0.53	5.56	0.59
	CP	4.25	0.21	4.68	0.23	5.14	0.25	5.66	0.28	6.22	0.31
	SP	3.58	0.54	3.94	0.59	4.33	0.65	4.76	0.72	5.24	0.79
	NP	3.83	0.27	4.21	0.30	4.63	0.33	5.10	0.36	5.61	0.40
	EP	5.80	0.21	6.38	0.23	7.02	0.25	7.72	0.28	8.49	0.31
	NWP	4.20	0.28	4.62	0.31	5.08	0.34	5.59	0.37	6.15	0.41
	NCP	5.02	0.31	5.52	0.34	6.07	0.38	6.68	0.41	7.35	0.45
	UP	3.13	0.19	3.44	0.21	3.79	0.23	4.17	0.25	4.58	0.28
SaP	4.20	0.43	4.62	0.47	5.08	0.52	5.59	0.57	6.15	0.63	
<b>Sub-total</b>		<b>123.81</b>	<b>252.84</b>	<b>71.59</b>	<b>253.12</b>	<b>70.75</b>	<b>253.44</b>	<b>80.33</b>	<b>253.78</b>	<b>85.36</b>	<b>254.16</b>
School disaster safety	MoE	5.30	-	5.83	-	6.41	-	7.05	-	7.76	-
	WP	0.64	=	0.70	=	0.77	=	0.85	=	0.94	=
	CP	0.13	=	0.14	=	0.16	=	0.17	=	0.19	=
	SP	0.43	=	0.47	=	0.52	=	0.57	=	0.63	=
	NP	1.04	=	1.14	=	1.26	=	1.38	=	1.52	=
	EP	0.28	=	0.31	=	0.34	=	0.37	=	0.41	=
	NWP	0.52	=	0.57	=	0.63	=	0.69	=	0.76	=
	NCP	0.73	=	0.80	=	0.88	=	0.97	=	1.07	=
	UP	0.69	=	0.76	=	0.83	=	0.92	=	1.01	=
SaP	0.93	=	1.02	=	1.13	=	1.24	=	1.36	=	
<b>Sub-total</b>		<b>10.69</b>	<b>-</b>	<b>11.76</b>	<b>-</b>	<b>12.93</b>	<b>-</b>	<b>14.22</b>	<b>-</b>	<b>15.65</b>	<b>-</b>
Teacher development	MoE	7.00	56.00	9.70	62.00	11.80	69.00	13.50	71.00	16.00	73.00
	WP	1.35	4.20	1.49	4.62	1.63	5.08	1.80	5.59	1.98	6.15
	CP	2.04	2.40	2.24	2.64	2.47	2.90	2.72	3.19	2.99	3.51
	SP	2.47	3.27	2.72	3.60	2.99	3.96	3.29	4.35	3.62	4.79
	NP	1.78	4.17	1.96	4.59	2.15	5.05	2.37	5.55	2.60	6.11
	EP	1.28	3.38	1.41	3.72	1.55	4.09	1.70	4.50	1.87	4.95
	NWP	2.53	5.20	2.78	5.72	3.06	6.29	3.37	6.92	3.70	7.61
	NCP	2.00	4.28	2.20	4.71	2.42	5.18	2.66	5.70	2.93	6.27
	UP	1.28	3.18	1.41	3.50	1.55	3.85	1.70	4.23	1.87	4.66
SaP	2.83	2.18	3.11	2.40	3.42	2.64	3.77	2.90	4.14	3.19	
<b>Sub-total</b>		<b>24.56</b>	<b>88.26</b>	<b>29.01</b>	<b>97.49</b>	<b>33.05</b>	<b>108.03</b>	<b>36.87</b>	<b>113.94</b>	<b>41.71</b>	<b>120.23</b>



Quality assurance	MoE	20.20	-	14.60	-	12.00	-	12.10	-	12.10	-
	WP	3.47	=	3.82	=	4.20	=	4.62	=	5.08	=
	CP	3.16	=	3.48	=	3.82	=	4.21	=	4.63	=
	SP	2.01	=	2.21	=	2.43	=	2.68	=	2.94	=
	NP	3.72	=	4.09	=	4.50	=	4.95	=	5.45	=
	EP	2.98	=	3.28	=	3.61	=	3.97	=	4.36	=
	NWP	4.01	=	4.41	=	4.85	=	5.34	=	5.87	=
	NCP	2.38	=	2.62	=	2.88	=	3.17	=	3.48	=
	UP	3.59	=	3.95	=	4.34	=	4.78	=	5.26	=
SaP	3.20	=	3.52	=	3.87	=	4.26	=	4.69	=	
<b>Sub-total</b>		<b>48.72</b>	<b>-</b>	<b>45.97</b>	<b>-</b>	<b>46.51</b>	<b>-</b>	<b>50.06</b>	<b>-</b>	<b>53.86</b>	<b>-</b>
Religious education	MoE	17.70	-	19.47	-	21.42	-	23.56	-	25.91	-
	WP	1.46	=	1.61	=	1.77	=	1.94	=	2.14	=
	CP	1.26	=	1.39	=	1.52	=	1.68	=	1.84	=
	SP	3.16	=	3.48	=	3.82	=	4.21	=	4.63	=
	NP	2.63	=	2.89	=	3.18	=	3.50	=	3.85	=
	EP	1.05	=	1.16	=	1.27	=	1.40	=	1.54	=
	NWP	2.78	=	3.06	=	3.36	=	3.70	=	4.07	=
	NCP	3.53	=	3.88	=	4.27	=	4.70	=	5.17	=
	UP	1.84	=	2.02	=	2.23	=	2.45	=	2.69	=
SaP	1.51	=	1.66	=	1.83	=	2.01	=	2.21	=	
<b>Sub-total</b>		<b>36.92</b>	<b>-</b>	<b>40.61</b>	<b>-</b>	<b>44.68</b>	<b>-</b>	<b>49.14</b>	<b>-</b>	<b>54.05</b>	<b>-</b>
Curriculum development	NIE	240.00	65.00	250.00	85.00	260.00	105.00	270.00	115.00	285.00	120.00
	WP	2.89	-	3.18	-	3.50	-	3.85	-	4.23	-
	CP	1.97	=	2.17	=	2.38	=	2.62	=	2.88	=
	SP	2.47	=	2.72	=	2.99	=	3.29	=	3.62	=
	NP	1.35	-	1.49	-	1.63	-	1.80	-	1.98	-
	EP	1.68	=	1.85	=	2.03	=	2.24	=	2.46	=
	NWP	2.36	=	2.60	=	2.86	=	3.14	=	3.46	=
	NCP	1.31	=	1.44	=	1.59	=	1.74	=	1.92	=
	UP	2.07	=	2.28	=	2.50	=	2.76	=	3.03	=
SaP	2.47	=	2.72	=	2.99	=	3.29	=	3.62	=	
<b>Sub-total</b>		<b>258.57</b>	<b>65.00</b>	<b>270.43</b>	<b>85.00</b>	<b>282.47</b>	<b>105.00</b>	<b>294.72</b>	<b>115.00</b>	<b>312.19</b>	<b>120.00</b>
Testing and evaluation	DoE	1,988.55	188.20	2,085.90	204.75	2,201.25	36.00	8,042.74	449.90	8,847.01	494.89
	WP	2.10	-	2.31	-	2.54	-	2.80	-	3.07	-
	CP	2.80	=	3.08	=	3.39	=	3.73	=	4.10	=
	SP	3.06	=	3.37	=	3.70	=	4.07	=	4.48	=
	NP	1.95	-	2.15	-	2.36	-	2.60	-	2.85	-
	EP	1.47	=	1.62	=	1.78	=	1.96	=	2.15	=
	NWP	2.53	=	2.78	=	3.06	=	3.37	=	3.70	=
	NCP	3.06	=	3.37	=	3.70	=	4.07	=	4.48	=

	UP	1.28	=	1.41	=	1.55	=	1.70	=	1.87	=
	SaP	2.17	=	2.39	=	2.63	=	2.89	=	3.18	=
<b>Sub-total</b>		<b>2,008.97</b>	<b>188.20</b>	<b>2,108.36</b>	<b>204.75</b>	<b>2,225.96</b>	<b>36.00</b>	<b>8,069.92</b>	<b>449.90</b>	<b>8,876.91</b>	<b>494.89</b>
Improving content and physical quality of textbooks	EPD	26.43	44.90	30.80	66.55	35.78	89.55	123.05	261.80	135.35	287.98
	WP	2.35	3.25	2.59	3.58	2.84	3.93	3.13	4.33	3.44	4.76
	CP	2.50	3.68	2.75	4.05	3.03	4.45	3.33	4.90	3.66	5.39
	SP	1.98	2.87	2.18	3.16	2.40	3.47	2.64	3.82	2.90	4.20
	NP	1.47	3.27	1.62	3.60	1.78	3.96	1.96	4.35	2.15	4.79
	EP	1.74	2.96	1.91	3.26	2.11	3.58	2.32	3.94	2.55	4.33
	NWP	2.53	1.98	2.78	2.18	3.06	2.40	3.37	2.64	3.70	2.90
	NCP	2.59	3.95	2.85	4.35	3.13	4.78	3.45	5.26	3.79	5.78
	UP	1.29	2.18	1.42	2.40	1.56	2.64	1.72	2.90	1.89	3.19
	SaP	1.93	2.75	2.12	3.03	2.34	3.33	2.57	3.66	2.83	4.03
<b>Sub-total</b>		<b>44.81</b>	<b>71.79</b>	<b>51.02</b>	<b>96.13</b>	<b>58.01</b>	<b>122.09</b>	<b>147.51</b>	<b>297.59</b>	<b>162.26</b>	<b>327.35</b>
<b>Total: Theme 2</b>		<b>4,313.13</b>	<b>4,464.23</b>	<b>4,413.68</b>	<b>4,083.40</b>	<b>4,382.81</b>	<b>3,895.21</b>	<b>10,427.64</b>	<b>4,366.07</b>	<b>11,421.00</b>	<b>4,623.84</b>

### Theme 3: Strengthen education governance and service delivery

Key Subject	Agency	Estimated budget (Rs.m)									
		2013		2014		2015		2016		2017	
		R	C	R	C	R	C	R	C	R	C
Strengthen balanced-control model of SBM: PSI	MoE	7.00	-	4.50	-	4.50	-	4.50	-	4.50	-
	WP	5.50	-	6.05	-	6.66	-	7.32	-	8.05	-
	CP	7.36	-	8.10	-	8.91	-	9.80	-	10.78	-
	SP	3.82	-	4.20	-	4.62	-	5.08	-	5.59	-
	NP	4.26	-	4.69	-	5.15	-	5.67	-	6.24	-
	EP	5.27	-	5.80	-	6.38	-	7.01	-	7.72	-
	NWP	2.23	-	2.45	-	2.70	-	2.97	-	3.26	-
	NCP	2.63	-	2.89	-	3.18	-	3.50	-	3.85	-
	UP	6.25	-	6.88	-	7.56	-	8.32	-	9.15	-
SaP	3.60	-	3.96	-	4.36	-	4.79	-	5.27	-	
<b>Sub-total</b>		<b>47.92</b>	<b>-</b>	<b>49.51</b>	<b>-</b>	<b>54.01</b>	<b>-</b>	<b>58.96</b>	<b>-</b>	<b>64.41</b>	<b>-</b>
Human resource management and development	MoE	100.00	-	100.00	-	100.00	-	100.00	-	100.00	-
	WP	16.19	-	17.81	-	19.59	-	21.55	-	23.70	-
	CP	26.80	-	29.48	-	32.43	-	35.67	-	39.24	-
	SP	15.15	-	16.67	-	18.33	-	20.16	-	22.18	-
	NP	16.32	-	17.95	-	19.75	-	21.72	-	23.89	-
	EP	17.85	-	19.64	-	21.60	-	23.76	-	26.13	-
	NWP	13.44	-	14.78	-	16.26	-	17.89	-	19.68	-
	NCP	11.83	-	13.01	-	14.31	-	15.75	-	17.32	-
	UP	17.32	-	19.05	-	20.96	-	23.05	-	25.36	-
SaP	18.39	-	20.23	-	22.25	-	24.48	-	26.92	-	
<b>Sub-total</b>		<b>253.29</b>	<b>-</b>	<b>268.62</b>	<b>-</b>	<b>285.48</b>	<b>-</b>	<b>304.03</b>	<b>-</b>	<b>324.43</b>	<b>-</b>
<b>Total: Theme 3</b>		<b>301.21</b>	<b>-</b>	<b>318.13</b>	<b>-</b>	<b>339.49</b>	<b>-</b>	<b>362.99</b>	<b>-</b>	<b>388.84</b>	<b>-</b>

The Foundation: Education sector development rolling plans

Key Subject	Agency	Estimated budget (Rs.m)									
		2013		2014		2015		2016		2017	
		R	C	R	C	R	C	R	C	R	C
ESDRP	MoE	211.90	-	211.90	-	211.90	-	211.90	-	211.90	-
	WP	2.50	-	2.75	-	3.03	-	3.33	-	3.66	-
	CP	1.10	-	1.21	-	1.33	-	1.46	-	1.61	-
	SP	2.43	-	2.67	-	2.94	-	3.23	-	3.56	-
	NP	1.46	-	1.61	-	1.77	-	1.94	-	2.14	-
	EP	2.62	-	2.88	-	3.17	-	3.49	-	3.84	-
	NWP	1.78	-	1.96	-	2.15	-	2.37	-	2.61	-
	NCP	2.11	-	2.32	-	2.55	-	2.81	-	3.09	-
	UP	2.99	-	3.29	-	3.62	-	3.98	-	4.38	-
SaP	2.05	-	2.26	-	2.48	-	2.73	-	3.00	-	
<b>Sub-total</b>		<b>230.94</b>	<b>-</b>	<b>232.84</b>	<b>-</b>	<b>234.94</b>	<b>-</b>	<b>237.24</b>	<b>-</b>	<b>239.78</b>	<b>-</b>
Data management	MoE	24.31	12.80	11.80	5.00	7.00	4.00	10.90	4.00	11.20	5.00
	WP	1.73	1.35	1.90	1.48	2.09	1.63	2.30	1.79	2.53	1.97
	CP	1.70	0.94	1.87	1.03	2.06	1.14	2.26	1.25	2.49	1.38
	SP	2.06	0.47	2.27	0.52	2.49	0.57	2.74	0.63	3.02	0.69
	NP	0.94	0.47	1.03	0.52	1.14	0.57	1.25	0.63	1.38	0.69
	EP	1.48	0.68	1.63	0.75	1.79	0.82	1.97	0.91	2.17	1.00
	NWP	0.40	0.89	0.44	0.98	0.48	1.08	0.53	1.18	0.59	1.30
	NCP	0.89	1.79	0.98	1.97	1.08	2.17	1.18	2.38	1.30	2.62
	UP	0.65	0.49	0.72	0.54	0.79	0.59	0.87	0.65	0.95	0.72
SaP	1.27	0.93	1.40	1.02	1.54	1.13	1.69	1.24	1.86	1.36	
<b>Sub-total</b>		<b>35.43</b>	<b>20.81</b>	<b>24.03</b>	<b>13.81</b>	<b>20.46</b>	<b>13.69</b>	<b>25.70</b>	<b>14.65</b>	<b>27.48</b>	<b>16.72</b>
Monitoring and evaluation.	MoE	1.78	-	1.63	-	1.44	-	1.34	-	1.52	-
	WP	0.43	-	0.47	-	0.52	-	0.57	-	0.63	-
	CP	0.26	-	0.29	-	0.31	-	0.35	-	0.38	-
	SP	0.50	-	0.55	-	0.61	-	0.67	-	0.73	-
	NP	0.40	-	0.44	-	0.48	-	0.53	-	0.59	-
	EP	0.37	-	0.41	-	0.45	-	0.49	-	0.54	-
	NWP	0.77	-	0.85	-	0.93	-	1.02	-	1.13	-
	NCP	0.27	-	0.30	-	0.33	-	0.36	-	0.40	-
	UP	0.84	-	0.92	-	1.02	-	1.12	-	1.23	-
SaP	0.29	-	0.32	-	0.35	-	0.39	-	0.42	-	
<b>Sub-total</b>		<b>5.91</b>	<b>-</b>	<b>6.17</b>	<b>-</b>	<b>6.44</b>	<b>-</b>	<b>6.84</b>	<b>-</b>	<b>7.57</b>	<b>-</b>

Research and studies.	MoE	1.60	-	1.60	-	1.70	-	1.90	-	2.10	-
	WP	0.20	-	0.22	-	0.24	-	0.27	-	0.29	-
	CP	0.30	-	0.33	-	0.36	-	0.40	-	0.44	-
	SP	0.18	-	0.20	-	0.22	-	0.24	-	0.26	-
	NP	0.32	-	0.35	-	0.39	-	0.43	-	0.47	-
	EP	0.48	-	0.53	-	0.58	-	0.64	-	0.70	-
	NWP	0.87	-	0.96	-	1.05	-	1.16	-	1.27	-
	NCP	0.57	-	0.63	-	0.69	-	0.76	-	0.83	-
	UP	0.49	-	0.54	-	0.59	-	0.65	-	0.72	-
	SaP	0.28	-	0.31	-	0.34	-	0.37	-	0.41	-
<b>Sub-total</b>		<b>5.29</b>	<b>-</b>	<b>5.66</b>	<b>-</b>	<b>6.16</b>	<b>-</b>	<b>6.81</b>	<b>-</b>	<b>7.50</b>	<b>-</b>
Education for all (EFA).	MoE	6.67	-	5.30	-	2.80	-	3.00	-	3.20	-
	WP	0.57	-	0.63	-	0.69	-	0.76	-	0.83	-
	CP	0.32	-	0.35	-	0.39	-	0.43	-	0.47	-
	SP	0.44	-	0.48	-	0.53	-	0.59	-	0.64	-
	NP	0.58	-	0.64	-	0.70	-	0.77	-	0.85	-
	EP	0.38	-	0.42	-	0.46	-	0.51	-	0.56	-
	NWP	0.41	-	0.45	-	0.50	-	0.55	-	0.60	-
	NCP	0.63	-	0.69	-	0.76	-	0.84	-	0.92	-
	UP	0.26	-	0.29	-	0.31	-	0.35	-	0.38	-
SaP	0.42	-	0.46	-	0.51	-	0.56	-	0.61	-	
<b>Sub-total</b>		<b>10.68</b>	<b>-</b>	<b>9.71</b>	<b>-</b>	<b>7.65</b>	<b>-</b>	<b>8.34</b>	<b>-</b>	<b>9.07</b>	<b>-</b>
<b>Total: Foundation Theme</b>		<b>288.25</b>	<b>20.81</b>	<b>278.42</b>	<b>13.81</b>	<b>275.65</b>	<b>13.69</b>	<b>284.93</b>	<b>14.65</b>	<b>291.40</b>	<b>16.72</b>



## Summary

Theme	Agency	Estimated budget (Rs.m)									
		2013		2014		2015		2016		2017	
		R	C	R	C	R	C	R	C	R	C
Theme 1: Increase equitable access to primary and secondary education	MoE	11,223.65	12,287.00	12,196.84	8,434.20	12,368.37	6,077.52	13,073.56	6,099.97	13,711.59	6,122.57
	WP	20.61	423.05	22.67	465.36	24.94	511.89	27.43	563.08	30.18	619.39
	CP	22.81	257.96	25.09	283.76	27.60	312.13	30.36	343.34	33.40	377.68
	SP	20.59	420.54	22.65	462.59	24.91	508.85	27.41	559.74	30.15	615.71
	NP	26.78	346.09	29.46	380.70	32.40	418.77	35.64	460.65	39.21	506.71
	EP	28.48	231.16	31.33	254.28	34.46	279.70	37.91	307.67	41.70	338.44
	NWP	24.23	317.67	26.65	349.43	29.32	384.37	32.25	422.81	35.48	465.09
	NCP	26.62	265.57	29.28	292.13	32.21	321.34	35.43	353.47	38.97	388.82
	UP	25.42	242.14	27.96	266.35	30.76	292.99	33.83	322.29	37.22	354.52
SaP	29.67	208.02	32.63	228.82	35.90	251.70	39.49	276.87	43.44	304.56	
<b>Total: Theme 1</b>		<b>11,448.86</b>	<b>14,999.19</b>	<b>12,444.57</b>	<b>11,417.61</b>	<b>12,640.87</b>	<b>9,359.27</b>	<b>13,373.31</b>	<b>9,709.90</b>	<b>14,041.32</b>	<b>10,093.49</b>
Theme 2: Improve the quality of primary and secondary education	MoE	1,353.89	3,276.55	1,272.28	2,748.57	1,033.62	2,588.27	1,054.47	2,355.35	1,122.52	2,418.54
	NIE	240.00	65.00	250.00	85.00	260.00	105.00	270.00	115.00	285.00	120.00
	DoE	1,988.55	188.20	2,085.90	204.75	2,201.25	36.00	8,042.74	449.90	8,847.01	494.89
	EPD	26.43	44.90	30.80	66.55	35.78	89.55	123.05	261.80	135.35	287.98
	WP	73.02	98.01	80.32	107.81	88.35	118.59	97.19	130.45	106.91	143.50
	CP	71.81	126.82	78.99	139.50	86.89	153.45	95.58	168.80	105.14	185.68
	SP	84.45	90.82	92.90	99.90	102.18	109.89	112.40	120.88	123.64	132.97
	NP	79.81	83.65	87.79	92.02	96.57	101.22	106.23	111.34	116.85	122.47
	EP	90.42	79.66	99.46	87.63	109.41	96.39	120.35	106.03	132.38	116.63
	NWP	74.36	115.70	81.80	127.27	89.98	140.00	98.97	154.00	108.87	169.40
	NCP	62.00	100.38	68.20	110.42	75.02	121.46	82.52	133.61	90.77	146.97
UP	78.47	93.79	86.32	103.17	94.95	113.49	104.44	124.84	114.89	137.32	
SaP	89.93	100.74	98.92	110.82	108.82	121.90	119.70	134.09	131.67	147.50	
<b>Total: Theme 2</b>		<b>4,313.13</b>	<b>4,464.23</b>	<b>4,413.68</b>	<b>4,083.40</b>	<b>4,382.81</b>	<b>3,895.21</b>	<b>10,427.64</b>	<b>4,366.07</b>	<b>11,421.00</b>	<b>4,623.84</b>
Theme 3: Strengthen education governance and service delivery	MoE	107.00	-	104.50	-	104.50	-	104.50	-	104.50	-
	WP	21.69	-	23.86	-	26.24	-	28.87	-	31.76	-
	CP	34.16	-	37.58	-	41.33	-	45.47	-	50.01	-
	SP	18.97	-	20.87	-	22.95	-	25.25	-	27.77	-
	NP	20.58	-	22.64	-	24.90	-	27.39	-	30.13	-
	EP	23.12	-	25.43	-	27.98	-	30.77	-	33.85	-
	NWP	15.67	-	17.24	-	18.96	-	20.86	-	22.94	-
	NCP	14.46	-	15.91	-	17.50	-	19.25	-	21.17	-
	UP	23.57	-	25.93	-	28.52	-	31.37	-	34.51	-
SaP	21.99	-	24.19	-	26.61	-	29.27	-	32.20	-	
<b>Total: Theme 3</b>		<b>301.21</b>	<b>-</b>	<b>318.13</b>	<b>-</b>	<b>339.49</b>	<b>-</b>	<b>362.99</b>	<b>-</b>	<b>388.84</b>	<b>-</b>

The Foundation: Education sector development rolling plans	MoE	246.26	12.80	232.23	5.00	224.84	4.00	229.04	4.00	229.92	5.00
	WP	5.43	1.35	5.97	1.48	6.57	1.63	7.23	1.79	7.95	1.97
	CP	3.68	0.94	4.05	1.03	4.45	1.14	4.90	1.25	5.39	1.38
	SP	5.61	0.47	6.17	0.52	6.79	0.57	7.47	0.63	8.21	0.69
	NP	3.70	0.47	4.07	0.52	4.48	0.57	4.92	0.63	5.42	0.69
	EP	5.33	0.68	5.86	0.75	6.45	0.82	7.09	0.91	7.80	1.00
	NWP	4.23	0.89	4.65	0.98	5.12	1.08	5.63	1.18	6.19	1.30
	NCP	4.47	1.79	4.92	1.97	5.41	2.17	5.95	2.38	6.54	2.62
	UP	5.23	0.49	5.75	0.54	6.33	0.59	6.96	0.65	7.66	0.72
SaP	4.31	0.93	4.74	1.02	5.22	1.13	5.74	1.24	6.31	1.36	
<b>Total: Foundation Theme</b>		<b>288.25</b>	<b>20.81</b>	<b>278.42</b>	<b>13.81</b>	<b>275.65</b>	<b>13.69</b>	<b>284.93</b>	<b>14.65</b>	<b>291.40</b>	<b>16.72</b>
<b>Grand Total</b>		<b>16,351.45</b>	<b>19,484.22</b>	<b>17,454.79</b>	<b>15,514.82</b>	<b>17,638.82</b>	<b>13,268.17</b>	<b>24,448.87</b>	<b>14,090.63</b>	<b>26,142.56</b>	<b>14,734.05</b>



## **Section Four**

### **Performance-based monitoring and evaluation framework (PBMEF)**

---

This section will present the PBMEF of the ESDFP (2013-2017) with baseline data and the output and outcome targets by year. All subjects included in this plan indicated key strategies, outputs with its indicators, and outcomes and its indicators. These output and outcome indicators will be used for the M&E processes. However, this section will limit to selected core-outcomes, expanded outcomes and outputs covering the entire ESDFP (2013-2017).

#### **4.1 Performance-based monitoring and evaluation framework**

This PBMEF consisted in three sections:

Section 1: Core-outcome indicators (key performance indicators)

Section 2: Intermediate outcome indicators

Section 3: Process/Output indicators (detailed performance indicators)

#### 4.1.1 Section 1: Core-outcome indicators (key performance indicators)

##### Theme 1: Increase access and participation in primary and secondary education

Core outcome indicators	Implementation agency/ level	Gender	Baseline 2010	2012 targets and achievements	Outcome targets as a percentages					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
					2013	2014	2015	2016	2017			
The survival rate of students up to grade 11 (age 16 years) in the education system.	WP	Male	84	85	86	87	88	89	90	PEAs MoE	PME PDE MoE  Annual	MoE  PEAs
		Female	87	88	89	90	91	92	93			
		<b>Total</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>	<b>91</b>			
	CP	Male	81	82	83	84	85	87	88			
		Female	86	87	88	89	90	91	92			
		<b>Total</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>			
	SP	Male	82	83	84	85	86	88	89			
		Female	87	88	89	90	91	92	93			
		<b>Total</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>90</b>	<b>91</b>			
	NP	Male	70	71	72	74	76	78	79			
		Female	81	82	83	84	85	86	87			
		<b>Total</b>	<b>75</b>	<b>76</b>	<b>78</b>	<b>79</b>	<b>80</b>	<b>82</b>	<b>83</b>			
	EP	Male	67	68	71	73	75	77	78			
		Female	72	73	74	76	78	80	81			
		<b>Total</b>	<b>70</b>	<b>71</b>	<b>72</b>	<b>74</b>	<b>77</b>	<b>79</b>	<b>80</b>			
	NWP	Male	78	79	80	81	82	83	84			
		Female	84	85	86	87	88	89	90			
		<b>Total</b>	<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>			
	NCP	Male	77	78	79	80	81	83	84			
		Female	85	86	87	88	89	90	91			
		<b>Total</b>	<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>87</b>			
	UP	Male	75	76	77	78	80	82	83			
		Female	85	86	87	88	89	90	91			
		<b>Total</b>	<b>80</b>	<b>81</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>			
SaP	Male	80	81	82	83	84	86	87				
	Female	85	86	87	88	89	90	91				
	<b>Total</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>88</b>	<b>89</b>				
SL	<b>Male</b>	<b>79</b>	<b>80</b>	<b>81</b>	<b>82</b>	<b>84</b>	<b>86</b>	<b>87</b>				
	<b>Female</b>	<b>85</b>	<b>86</b>	<b>87</b>	<b>88</b>	<b>89</b>	<b>90</b>	<b>91</b>				
	<b>Total</b>	<b>82</b>	<b>83</b>	<b>84</b>	<b>85</b>	<b>86</b>	<b>88</b>	<b>89</b>				



## Theme 2: Improving quality of primary and secondary education

Core outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
National assessments (NAs) of learning outcomes conducted according to a regular cycle for key subjects and used for education sector programme development by MoE and the PEAs.	WP CP SP NP EP NWP NCP UP SaP MoE NIE	Cycle of NAs agreed between MoE and NEREC	NA conducted in grade 8 (English, mathematics and science)	NA conducted in grade 4 (Sinhala / Tamil, English, and mathematics)	NA conducted in grade 8 (English, mathematics and science)	NA conducted in grade 4 (Sinhala / Tamil, English and mathematics)	NA conducted in grade 8 (English, mathematics and science)	NA conducted in grade 4 (Sinhala / Tamil, English and mathematics)	NEREC MoE NIE	NA Reports  Annual	MoE, NEREC
				Results of NA in grade 8 in 2012 used for programme development (English, mathematics and science)	NA in grade 4 in 2013 used for programme development (Sinhala / Tamil, English, and mathematics)	Results of NA in grade 8 in 2014 used for programme development (English, mathematics and science)	NA in grade 4 in 2015 used for programme development (Sinhala / Tamil, English, and mathematics)	Results of NA in grade 8 in 2016 used for programme development (English, mathematics and science)			

Core outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
<b>Bilingual Education (BE):</b> Content and Language Integrated Learning Framework (CLILF) to be developed and established.	Schools WP CP SP NP EP NWP NCP UP SaP MoE	A CLILF does not exist.	CLILF outlined and consultations commenced.  (Draft CLILF developed)	BE ISAs and teachers trained in all nine provinces for the introduction of the CLILF.	The CLILF introduced for BE for grades 6, 10 and 12.	The CLILF introduced for BE for grades 7, 11 and 13.	The CLILF used for BE for grade 8.	The CLILF used for BE for all grades.	Schools PEAs MoE	MoE, PEAs  Semi-annual	MoE, PEAs
<b>Teacher Development:</b> School-based teacher development programmes (SBTDP) established.	Schools WP CP SP NP EP NWP NCP UP SaP MoE	SBTDP does not exist on a systemic basis.	Schools in at least 20 per cent of zones commence SBTDPs.  (Technical paper and guidebook on SBTDP prepared and disseminated).	Schools in at least 20 per cent of zones complete SBTDPs.	Schools in at least 40 per cent of zones complete SBTDPs.	Schools in 70 per cent of zones complete SBTDPs.	Schools in 100 per cent of zones complete SBTDPs.	Schools in 100 per cent of zones complete SBTDPs.	Schools PEAs MoE	MoE, PEAs  Semi-annual	MoE, PEAs

### Theme 3: Strengthening governance and service delivery

Core outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
The proportion of primary and secondary schools in which the Programme for School Improvement (PSI) cycle of school development planning, implementation, reporting of results, and annual updating of the plan is completed.	Schools WP CP SP NP EP NWP NCP UP SaP MoE	PSI defined and circular developed	Schools in at least 20 per cent of zones commence the PSI cycle.	Schools in 20 per cent of zones complete the PSI cycle.	Schools in 40 per cent of zones complete the PSI cycle.	Schools in 70 per cent of zones complete the PSI cycle.	Schools in 100 per cent of zones complete the PSI cycle	PSI functioned in all schools.	PEAs MoE	MoE, and PEA reports  Semi-annual	MoE, and PEAs
			(Technical paper and guidebook on PSI prepared and disseminated).	Schools in at least another 20 per cent of zones commence the PSI cycle.	Schools in at least another 30 per cent of zones commence the PSI cycle.	Schools in all the remaining zones commence the PSI cycle.					
School Development Societies (SDSs), School Development Committees (SDCs) and School Management Committees (SMCs) organised and trained for the PSI.	Schools WP CP SP NP EP NWP NCP UP SaP MoE	Capacity building (CB) programme for SDSs, SDCs, and SMCs developed.	SDCs, and SMCs organised for the PSI in at least 20 per cent of zones.  (Technical paper and guidebook on PSI prepared and disseminated).	SDCs and SMCs organised and trained for the PSI in at least 40 per cent of zones.	SDCs and SMCs organised and trained for the PSI in at least 60 per cent of zones.	SDCs and SMCs organised and trained for the PSI in at least 80 per cent of zones.	SDCs and SMCs organised and trained for the PSI in 100 per cent of zones.	SDCs and SMCs functioned in all schools.			

Core outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
<b>Education zones and divisions:</b> Strengthening education development and management at zonal and divisional levels.	DEOs ZEOs PDEs MoE	The roles of education zones as managerial organisations and divisions as academic support organisations for schools unclear and inconsistent across provinces.	The roles of education zones as managerial organisations and divisions as academic support organisations for schools clarified and defined, with primary education and secondary education treated as separate stages of education.  (Review completed)	Human resource development (HRD) and provision of equipment and services in line with the managerial and academic support functions of zones and divisions completed in at least 20 per cent of zones and divisions.	HRD and provision of equipment and services in line with the managerial and academic support functions of zones and divisions completed in at least 40 per cent of zones and divisions.	HRD and provision of equipment and services in line with the managerial and academic support functions of zones and divisions completed in at least 70 per cent of zones and divisions.	HRD and provision of equipment and services in line with the managerial and academic support functions of zones and divisions completed in at least 100 per cent of zones and divisions.	All education zones functioning as a managerial units and education divisions are functioning as academic support unit in the system.	PEAs MoE	MoE, PEAs  Semi-annual	MoE, PEAs

**The foundation: Education sector development rolling plan**

Core outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
Education sector plan (ESRP).	WP CP SP NP EP NWP NCP UP SaP MoE NIE DoE DEP	Initial ESRP prepared for FY12.	ESRP for FY13 updated by the MoE and Provinces  (Completed)	ESRP for FY14 updated by the MoE and Provinces	ESRP for FY15 updated by the MoE and Provinces	ESRP for FY16 updated by the MoE and Provinces	ESRP for FY17 updated by the MoE and Provinces	ESRP for FY18 updated by the MoE and Provinces	PEAs MoE NIE DoE DEP	MoE, PEAs  Annual	MoE, MFP, PEAs



Indicator and status	Agency/ Province	Baseline 2011	2012 Achievements of outcome targets	Targets as a percentages					Frequency of data collections	MoV / Data collection and instrument	Responsibility	Conditions
				2013	2014	2015	2016	2017				
The recurrent education budget prioritised to support:	MoE PEAs	3.20	3.40	3.60	3.80	4.00	4.20	4.30	Quarterly Annually	Budget estimates Progress reports	MoE PEAs	
The capital education budget prioritised to development of higher-order learning spaces and higher-order capital assets	MoE PEAs	42.00	42.50	42.80	43.00	43.50	43.80	44.00	Quarterly Annually	Budget estimates Progress reports	MoE PEAs	(a) 70% of the total need to be allocated for higher-order leaning spaces.  (b) 30% of the total need to be allocated for higher-order capital assets.
The capital education budget prioritised to maintenance of basic and higher-order learning spaces, and basic and higher-order capital assets	MoE PEAs	15.00	15.50	16.00	16.50	16.50	17.00	17.50	Quarterly Annually	Budget estimates Progress reports	MoE PEAs	School level can be decided the proportion for each category of maintenance of learning spaces and capital assets

## 4.1.2 Section 2: Intermediate outcome indicators

### Theme 1: Increase access and participation in primary and secondary education

Intermediate outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
Flagship secondary and feeder primary school learning environment improvement programme.	WP CP SP NP EP NWP NCP UP SaP MoE	Components of the secondary and primary school learning environment improvement programme identified.	At least 10 per cent of the target for the secondary and primary school learning environment improvement programme commenced.	At least 25 per cent of the target for the secondary and primary school learning environment improvement programme achieved.	At least 40 per cent of the target for the secondary and primary school learning environment improvement programme achieved.	At least 60 per cent of the target for the secondary and primary school learning environment improvement programme achieved.	A least 80 per cent of the target for the secondary and primary school learning environment improvement programme achieved.	100 per cent of the target for the secondary and primary school learning environment improvement programme achieved.	PEAs MoE	MoE, and PEA records  Semi-annual	MoE, PEAs
<b>Demand-side measures to promote participation and retention:</b> in primary and secondary education.	WP CP SP NP EP NWP NCP UP SaP MoE	Demand-side measures: free education, textbooks, uniforms, and transport subsidies, in place.	SMCs initiate action to promote participation and retention, in at least 20 per cent of zones.  (Technical paper and guidebook on PSI prepared and disseminated)	SMCs initiate action to promote participation and retention, in at least 40 per cent of zones.	SMCs initiate action to promote participation and retention, in at least 60 per cent of zones.	SMCs initiate action to promote participation and retention, in at least 80 per cent of zones.	SMCs initiate action to promote participation and retention, in 100 per cent of zones.	SMCs initiate action to promote participation and retention, in 100 per cent of zones.	PEAs MoE	MoE, and PEA records  Semi-annual	MoE, PEAs

Intermediate outcome indicators	Implementation agency/level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
Special education (SE) and non-formal education (NFE) programmes.	WP CP SP NP EP NWP NCP UP SaP MoE	SE and NFE programmes in place.	SE and NFE programmes reviewed for relevance for effectiveness.	SE and NFE programmes revised and upgraded in the light of the review.	Upgraded SE and NFE programmes introduced in all provinces.	Experience and outcomes of the upgraded SE and NFE programmes reviewed.	Upgraded SE and NFE programmes continued with any required fine tuning.	Implement upgraded SE and NFE programmes	PEAs MoE	MoE, and PEA records  Annual	MoE, and PEAs
School health and nutrition programmes.	WP CP SP NP EP NWP NCP UP SaP MoE	Zones do not monitor the health promoting status of their schools.	Schools in at least 20 per cent of zones will monitor and take action on the health promoting status of their schools.	Schools in at least 40 per cent of zones will monitor and take action on the health promoting status of their schools.	Schools in at least 60 per cent of zones will monitor and take action on the health promoting status of their schools.	Schools in at least 80 per cent of zones will monitor and take action on the health promoting status of their schools.	Schools in at least 100 per cent of zones will monitor and take action on the health promoting status of their schools.	Schools in at least 100 per cent of zones will monitor and take action on the health promoting status of their schools.	PEAs MoE	MoE, and PEA records  Semi-annual	MoE, and PEAs

Intermediate outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
Career Guidance and Counseling (CG&C).	WP CP SP NP EP NWP NCP UP SaP MoE	CG&C activities exist on an <i>ad hoc</i> basis in a few urban schools.	A systematic programme for CG&C in schools developed.	CG&C programmes pilot tested in selected zones.	The CG&C pilot evaluated	The CG&C programme revised and upgraded based on the evaluation conducted.	The upgraded CG&C programme introduced in all provinces.	Implemented CG&C programmes in all secondary schools.	PEAs MoE	MoE, PEAs  Semi-annual	MoE, PEAs

## Theme 2: Improving quality of primary and secondary education

Intermediate outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2013	2014	2015	2016			
<b>Primary education curriculum:</b> The primary education curriculum is revised and improved.	NIE MoE	The need to improve the primary curriculum identified.	The primary education curriculum is reviewed and improved.	Grade 1 new curricula, teacher instruction manuals (TIMs) and learning materials are developed	Grade 1 new curricula, TIMs and learning materials are piloted and revised.	The upgraded primary education curriculum is introduced in grade 1.	The upgraded primary education curriculum is extended to grade 2.	The upgraded primary education curriculum is extended to grade 3.	NIE MoE PEAs	MoE, NIE and DEP records Semi-Annual	MoE, NIE, DEP
					Grade 2 new curricula, TIMs and learning materials are developed	Grade 2 new curricula, TIMs and learning materials are piloted and revised.	Grade 3 new curricula, TIMs and learning materials are developed.	Grade 4 new curricula, TIMs and learning materials are developed.			
<b>Secondary education curriculum:</b> Diversification and rationalisation of the mathematics and science curricula for secondary education.	NIE MoE DEP	The areas in which the mathematics and science curricula need to be diversified and rationalised have been identified.	New curricula and syllabi for mathematics and science in secondary grades developed and teacher training and textbook production commenced	Teachers trained and textbooks completed for the new mathematics and science curricula	New mathematics and science curricula piloted in grades 6 and 10.	New mathematics and science curricula introduced in grades 6 and 10.	New mathematics and science curricula introduced in grades 7 and 11.	New mathematics and science curricula introduced in grades 8.	NIE MoE DEP	MoE, NIE and DEP records  Semi-Annual	MoE, NIE, DEP



Intermediate outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
Monitoring and expanding quality assurance (QA)	WP CP SP NP EP NWP NCP UP SaP MoE	A QA programme defined, but pre-dates the ESDFP	The QA programme revised to reflect the ESDFP (2012-2016) emphasis on school-level learning improvement activities under the PSI	The new QA programme pilot tested in selected zones	The QA pilot programme linked to the PSI evaluated and upgraded in the light of the evaluation	The QA programme linked to the PSI introduced in at least 5 provinces.	The upgraded QA programme linked to the PSI introduced in all 9 provinces.	The upgraded QA programme linked to the PSI introduced in all 9 provinces.	PEAs MoE	MoE, PEAs  Semi-annual	MoE, PEAs
<b>Social Cohesion:</b> Number of students and teachers from different ethnic backgrounds engaged in joint educational, co-curricular and extra-curricular activities.	WP CP SP NP EP NWP NCP UP SaP MoE	A policy framework to promote social cohesion through education exists. Activities promoting multi-ethnic interactions are key in this framework.	Multi-ethnic student and teacher interactions take place in the educational activities of at least 20 per cent of zones.	Multi-ethnic student and teacher interactions take place in the educational activities of at least 40 per cent of zones.	Multi-ethnic student and teacher interactions take place in the educational activities of at least 60 per cent of zones.	Multi-ethnic student and teacher interactions take place in the educational activities of at least 80 per cent of zones.	Multi-ethnic student and teacher interactions take place in the educational activities in 100 per cent of zones.	Multi-ethnic student and teacher interactions take place in the educational activities in 100 per cent of zones.	PEAs MoE	MoE, PEAs  Semi-annual	MoE, PEAs

Intermediate outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
<b>Improving textbook quality:</b> Textbooks reviewed and agreed for the quality of contents and promotion of social cohesion	DEP MoE	Adequate review panels for quality and social cohesion do not exist.	Review panels appointed and commence the review of relevant textbooks (languages, history, mathematics, science)	Review panels review and pass at least 25 per cent of relevant textbooks (languages, history, mathematics, science)	Reviews panels review and pass at 50 per cent of relevant textbooks (languages, history, mathematics, science)	Reviews panels review and pass at 75 per cent of relevant textbooks (languages, history, mathematics, science)	Reviews panels review and pass at 100 per cent of relevant textbooks (languages, history, mathematics, science)	Reviews panels review all textbooks	DEP MoE	MoE and EPD records  Semi-annual	MoE, EPD
<b>Examination information for education development:</b> Department of Examinations (DoE) publishes an item response analysis for the GCE OL and GCE AL in key subjects such as mathematics, science, English and first language (Sinhala and Tamil).	DoE	DoE does not conduct an item response analysis.	Item response analysis published for mathematics and science in the GCE OL examinations.	Item response analysis published for mathematics, science and English in the GCE OL examination and chemistry and in the GCE AL examination.	Item response analysis published for mathematics, science, English and first language (Sinhala and Tamil) in the GCE OL examination, and chemistry, physics, mathematics and biology in the GCE AL examination.	Item response analysis published for mathematics, science, English and first language (Sinhala and Tamil) in the GCE OL examination, and chemistry, physics, mathematics and biology and selected arts and commerce subjects in the GCE AL examination.	Item response analysis published for mathematics, science, English and first language (Sinhala and Tamil) in the GCE OL examination, and chemistry, physics, mathematics and biology and selected arts and commerce subjects in the GCE AL examination.	Item response analysis published for all subjects	DoE	MoE, DoE  Annual	MoE, DoE

Intermediate outcome indicators	Implementation agency/ level	Baseline 2010 & 2011	2012 Achievements of outcome targets	Outcome targets (percentage)					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
Improving GCE OL examination pass rates	MoE PEAs Schools	61 & 65	70	75	80	80	80	81	PEAs MoE	DoE examinations results analysis	DoE, PEAs MoE
Inceased percentages of students participating in GCE AL sciences	MoE PEAs Schools	22.5 & 24	26	29	32	36	40	40	PEAs MoE	DoE examinations results analysis	DoE, PEAs MoE
Inceased percentages of students participating in GCE AL commerce	MoE PEAs Schools	25.2 & 27	28	30	32	34	35	35	PEAs MoE	DoE examinations results analysis	DoE, PEAs MoE
Decreased percentages of students participating in GCE AL arts	MoE PEAs Schools	52.3 & 49	46	41	36	30	25	25	PEAs MoE	DoE examinations results analysis	DoE, PEAs MoE

**Theme 3: Strengthening governance and service delivery**

Intermediate outcome indicators	Implementation agency/ level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
Principals leadership and management.	WP CP SP NP EP NWP NCP UP SaP MoE	Principals leadership and management development occurs in an <i>ad hoc</i> way.	Systematic programme for principals leadership and management development programme commenced in at least 20 per cent of zones.	Systematic programme for principals leadership and management development completed in at least 20 per cent of zones and commenced in at least another 20 per cent of zones.	Systematic programme for principals leadership and management development completed in at least 40 per cent of zones and commenced in at least another 30 per cent of zones.	Systematic program for principals leadership and management development completed in at least 70 per cent of zones and commenced in all remaining zones.	Systematic programme for principals leadership and management development completed in 100 per cent of zones.	Systematic programme for principals leadership and management development completed in 100 per cent of zones.	PEAs MoE	MoE, PEAs,  Semi-annual	MoE, PEAs

Intermediate outcome indicators	Implementation agency/level	Baseline 2010	2012 Achievements of outcome targets	Outcome targets					Implementation responsibility	Data source/ Methodology and frequency	Responsibility of data collection
				2013	2014	2015	2016	2017			
Timely completion of education sector level audits by the Department of Auditor General (DAG) for both the centre and provinces.	WP CP SP NP EP NWP NCP UP SaP MoE	The government requirement is to issue audit reports within 10 months from the end of each financial year. This is generally followed except in a few provinces.	Completion of education sector level audits by the DAG for both the centre and provinces within 9 months from the end of the financial year.	Completion of education sector level audits by the DAG for both the centre and provinces within 9 months from the end of the financial year.	Completion of education sector level audits by the DAG for both the centre and provinces within 8 months from the end of the financial year.	Completion of education sector level audits by the DAG for both the centre and provinces within 6 months from the end of the financial year.	Completion of education sector level audits by the DAG for both the centre and provinces within 5 months from the end of the financial year.	Completion of education sector level audits by the DAG for both the centre and provinces within 5 months from the end of the financial year.	PEAs MoE	MoE, PEAs,  Annual	MoE, PEAs
Timely execution of procurement activities	WP CP SP NP EP NWP NCP UP SaP MoE	15 per cent of procurement activities experience delays of more than 25 per cent during bid evaluation.	14 per cent of procurement activities experience delays of more than 25 per cent during bid evaluation.	12 per cent of procurement activities experience delays of more than 25 per cent during bid evaluation.	11 per cent of procurement activities experience delays of more than 25 per cent during bid evaluation.	10 per cent of procurement activities experience delays of more than 25 per cent during bid evaluation.	10 per cent of procurement activities experience delays of more than 25 per cent during bid evaluation.	9 per cent of procurement activities experience delays of more than 25 per cent during bid evaluation.	PEAs MoE	MoE, PEAs,  Annual	MoE, PEAs



### 4.1.3 Section 3: Expanded outcome indicators (detailed performance indicators) and process/output indicators

#### Theme 1: Increase access and participation in primary and secondary education

- No. of students benefitted from free-education policies.
- Increased survival rates of students upto grades 1-5 (primary education) (from 84 per cent in grade 11 in 2011 to 100 per cent by 2017).
- Increased survival rates of students upto grades 9-11 (secondary education).
- Increased transition rates from grade 9 to grade 10 and grade 10 to grade 11.
- Increased NERs and GERs at primary and secondary education.
- Percentage of schools implementing school health promoting programmes.
- School attendance committees are activated in each *Grama Niladhari* division.
- No. of OOSC identified and enrolled in formal education sector and in the NFE sector.
- Percentage of children with special learning needs enrolled in primary and secondary education.

#### Theme 2: Improving quality of primary and secondary education

##### Primary education

- Percentage of primary schools (by rural/urban and plantation/non-plantation sectors) with learning environment improved in terms of the following:
  - water and sanitation requirements are completed in accordance with the national norms.
  - basic classroom requirements are assured in accordance with the national norms and child-friendly criteria and indicators.
  - professionally qualified teacher cadres are deployed in accordance with the national norms.
  - CFS environment is assured in accordance with the criteria stipulated in the CFS guidelines.

- Percentage of feeder primary schools in the flagship programme (by rural/urban and plantation/non-plantation sectors) with learning environment improved in terms of the above.
- Percentage of grade 5 students obtaining more than 70 marks for each of the two papers at grade 5 scholarship examination.
- Percentage of students obtaining over 80 per cent (or at least over 50 per cent) of the scores in ELC assessments in first language, mathematics and activity-based oral English (ABOE).
- Percentage of primary students participating at least in one aesthetic activity; two sports/games; two CCAs and extra-curricular activities.

##### Secondary education

- Percentage of secondary schools (by rural/urban and plantation/non-plantation sectors) with learning environment improved in terms of the following:
  - water and sanitation requirements are completed in accordance with the national norms.
  - basic classroom requirements are assured in accordance with the national norms and criteria.
  - higher-order learning spaces (GCE OL and AL laboratories; school libraries, ICT units, technical laboratories) requirements are assured in accordance with the national norms and criteria.
  - professionally qualified teacher cadres by each subject are deployed in accordance with the national norms.
- Percentage of secondary schools in the flagship programme (by rural/urban and plantation/non-plantation sectors) with learning environment improved in terms of the following:
  - water and sanitation requirements are completed in accordance with the national norms and criteria.
  - basic classroom requirements are assured in accordance with the national norms and criteria.

- higher-order learning spaces (GCE OL and AL laboratories; school libraries, ICT units, technical laboratories; distance learning centre; mathematics laboratories, commerce labs) requirements are assured in accordance with the national norms and criteria.
- professionally qualified teacher cadres by each subject are deployed in accordance with the national norms and criteria.
- Percentage of students learning 2NL.
- Percentage of students participating in entrepreneurial activities.
- No. of students participating in gifted education programmes and in science and mathematics national and international competitions such as Olympiad competitions.
- No. of science field study centres established and No. of students benefitted from the field centres.
- Percentage of students benefitting from school guidance and counselling programmes.
- No. of schools implementing career guidance programmes.
- No. of schools having edible landscaping school farms.
- No. of students pass from each subject at GCE OLs and ALs.
- No. of students performing in provincial, national and international aesthetic competitions.
- No. of students participating in CCAs and extra-curricular activities.
- No. of schools implementing reading habits improvement programmes and No. of students engage in reading programmes.
- No. of principles benefited from the CD programmes.
- No. of SLEAS officers benefited from the CD programmes.
- No. of education zones/divisions benefited with physical CD programmes.

**The foundation theme: Education sector development rolling plan**

- Each school develops a medium-term plan and AIPs ensuring equitable and efficient allocation of resources.
- Each zonal education office develops a consolidated medium-term plan and AIP on the basis of the school plans and the requirements of the education zone, in general.
- Each PDoE develops a consolidated medium-term plan and AIP on the basis of the zonal plans and the requirements of the province, in general.
- Each national-level education agency (MoE, NIE, DoE, EPD) develops an institutional medium-term plan and AIP.
- The MoE develops a consolidated medium-term plan and consolidated AIP based on the plans of the national agencies and the provincial plans.
- Participatory approach to planning is applied in the development of plans.
- SBLIG is provided to and has been utilised by the primary and secondary schools.

**Theme 3: Strengthening education service delivery and governance**

- No. of schools implementing programme for PSI with SDSs, SDCs, SMCs.
- No. of teachers by subjects benefited from the CD programmes.
- No. of teacher educators benefited from the CD programmes.

## References

- Agriculture Education Branch, Ministry of Education (2012) *Agriculture Education Data*, Battaramulla: Agriculture Education Branch, MoE
- Balasooriya, B.M.J., Wehella, M.M. & Wijeratne, S.U. (2010) National Systems of Education: Sri Lanka, in Penelope Peterson, Eva Baker & Barry McGaw (Eds.), *International Encyclopaedia of Education*, Volume 5, pp. 813-825, Oxford: Elsevier.
- Bilingual Education Branch, Ministry of Education (2012) *Bilingual Education Data*, Battaramulla: Bilingual Education Branch, MoE
- Commerce Education Branch, Ministry of Education (2012) *Commerce Education Data*, Battaramulla: Commerce Education Branch, MoE
- Department of Examinations (2012) *National Symposium – 2012 report*, Battaramulla: DoE
- Mahinda Chinthana Vision for the Future (2010), *Mahinda Chinthana Vision for the Future*, Manifesto of the President of Sri Lanka
- Mathematic Education Branch, Ministry of Education (2012) *Mathematic Education Data*, Battaramulla: Mathematics Education Branch, MoE
- Ministry of Education (2007) *Education Sector Development Framework and Programme (ESDFP)*, Ministry of Education, Sri Lanka
- Ministry of Education (2009) *School Census – 2009*, Battaramulla: MoE
- Ministry of Education (2010) *School Census – 2010*, Battaramulla: MoE
- Ministry of Education (2011a) *The National Strategic Plan for the General Education Sector, Education Sector Development Framework and Programme (ESDFP) – 2012-2016, Human Capital Foundation for a Knowledge Economy: Transforming the School Education System*, Battaramulla: Policy and Planning Branch, MoE
- Ministry of Education (2011b) *School Census – 2011*, Battaramulla: MoE
- Ministry of Education (2012a) *The Circular (No. 39/2012 dated October 24, 2012) on providing School-Based Learning Improvement Grants for secondary schools selected under the 1,000 secondary school development programme (Phase 1 - 2012, Education Sector Development Framework and Programme (ESDFP) - 2012-2016*, Battaramulla: Policy and Planning Branch, MoE
- Ministry of Education (2012b) *The Circular (No. 35/2012 dated September 28, 2012) on Strengthening education zones*, Battaramulla: Policy and Planning Branch, MoE
- Ministry of Education (2012c) *School Census - 2012 (Provisional)*, Battaramulla: MOE
- Ministry of Finance and Planning (2012) *Budget Speech – 2013*, Colombo: MFP
- Ministry of Finance and Planning, Department of National Planning (2010) *Sri Lanka: The Emerging Wonders of Asia, Mahinda Chintana Vision for the Future*, The Development Policy Framework of Sri Lanka, Colombo: Department of National Planning, MFP
- National Education Commission (2003) *Envisioning Education for Human Development: Proposals for a National Policy Framework on General Education in Sri Lanka*, Nugegoda: Piyasiri Printing Systems
- Policy and Planning Branch, Ministry of Education (2012a) *Report on provision of SBLIG for 405 secondary schools in 2012*, Battaramulla: Policy and Planning Branch, MoE

Policy and Planning Branch, Ministry of Education (2012b) *The list of selected secondary schools for the development of 1,000 secondary school development programme (Phase 1 – 2012)*, Battaramulla: Policy and Planning Branch, MoE

Policy and Planning Branch, Ministry of Education (2012c) *Results-Based Monitoring and Evaluation Framework - 2012, ESDFP (2012-2017)*, Battaramulla: Policy and Planning Branch, MoE

Policy and Planning Branch, Ministry of Education (2012d) *Report of the National Symposium on General Education - 2012*, Battaramulla: Policy and Planning Branch, MoE

Quality Assurance Branch, Ministry of Education (2012) *Quality Assurance Data*, Battaramulla: Quality Assurance Branch, MoE

School Health and Nutrition Branch, Ministry of Education (2012) *School Health and Nutrition Data*, Battaramulla: School Health and Nutrition Branch, MoE

World Bank (2011) *Project Appraisal Document on a Proposed Credit in the Amount of SDR 64.1 million (US\$ 100.00 million equivalent) to the Democratic Socialist Republic of Sri Lanka for the Transforming the School Education System as the Foundation of a Knowledge Hub Project (TSEP)*, The World Bank: Education Unit, Human Development Department South Asia Region

# Appendices

## Appendix 2.1 Logical Framework Analysis (LFA) for key strategic components

### T1.1: LFA for increasing access and participation of all children: implementation of free education policies to benefit students in government schools (2013 - 2017)

#### Estimated cost:

Ser. No.	Strategic area	Estimated Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Demand side measures/ free-education policies (textbooks, uniforms, grade 5 scholarships)	1,900 (R)	1,900 (R)	1,900 (R)	1,900 (R)	1,900 (R)
		2,500 (C)	2,500 (C)	2,600 (C)	2,600 (C)	2,600 (C)
2.0	Education for children with SEN and NFE	200 (R)	200 (R)	200 (R)	200 (R)	200 (R)
		290(C)	290(C)	290(C)	290(C)	290(C)
<b>Total</b>		<b>2,100 (R)</b>	<b>2,100 (R)</b>	<b>2,100 (R)</b>	<b>2,100 (R)</b>	<b>2,100 (R)</b>
		<b>2,790 (C)</b>	<b>2,790 (C)</b>	<b>2,890 (C)</b>	<b>2,890 (C)</b>	<b>2,890 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Sri Lankan citizens contribute to the national and global labour market; successful in facing the challenges of life; and lead lives with positive attitudes and values.	Percentages of skilled and educated Sri Lankans benefited from free education policies.	Studies; CBSL annual reports, DCS/LMS; WB, OECD and UN reports.	Continue free-education policies
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Students of government schools and Pirivenas learn and acquire learning outcomes.	No. of students benefited from fee-free education.	Budget estimates Progress reports Studies	Continue fee-free education policy
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Scholarships and bursaries provided to selected students.	No. of students qualified from the grade 5 scholarship examination from low-income families to receive scholarships and bursaries.	Budget estimates Progress reports	-ditto-
School uniform materials provided to students.	No. of students in government schools and Pirivenas received school uniform materials and robes for Bikkhus.	Budget estimates Progress reports	-ditto-
School textbooks provided to students in grades 1-11 in government schools, private schools and Pirivenas.	No. of students in grades 1-11 students in government schools, private schools and Pirivenas received free school textbooks on time.	Budget estimates Progress reports	-ditto-
Implemented compulsory education regulations	No. of SACs activated. Reduction of OOSC.	Surveys	Economic growth
<b>Strategies/Programmes/ Components</b>		<b>Inputs</b>	
Provision of public transport subsidies for all students		All students in grades 1-13 in each year	
Provision of special grants and learning aids to students with special learning needs (SEN);		Selected students	
Provision of scholarships on grade 5 examination, bursaries to selected students from low-income families		15,000 students each year	
Provision of school uniform materials		All students in grades 1-13 in each year	
Provide midday meals for students in disadvantaged schools		Primary students in disadvantaged areas (around 700,000, per year)	
Provision of textbooks		All students in grades 1-11, each year	
Provision of free primary and secondary education opportunities for all students studying in government schools;		All students in grades 1-13 in each year	
Extend the age limit of compulsory education from 5 to 14 years to 5 to 16 years.		All students in grades 1-11, each year	

## T1.2: LFA for Strengthening NFE programmes (2013 - 2017)

### Estimated Cost:

Ser. No.	Strategic area	Estimated Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	CD programmes for NFE staff	5.3(R)	6.0(R)	6.0(R)	7.5(R)	7.5(R)
2.0	Ensure compulsory basic education for children of age 5-16	7.0(R)	7.0(R)	7.5(R)	7.5(R)	7.5(R)
3.0	Ensure provision of skill development opportunities for adolescents, school leaver and adults	1.1(R) 5.0(C)	1.5(R) 5.0(C)	1.5(R) 6.0(C)	2.0(R) 6.0(C)	2.0(R) 6.0(C)
4.0	Ensure provision of alternative literacy programmes for adolescents, school leavers and adults	0.8(R)	1.0(R)	1.0(R)	1.2(R)	1.2(R)
5.0	Develop M&E framework	0.3(R)	0.3(R)	0.5(R)	0.5(R)	0.5(R)
<b>Total</b>		<b>14.5(R) 5.0(C)</b>	<b>15.8(R) 5.0(C)</b>	<b>16.5(R) 6.0(C)</b>	<b>18.7(R) 6.0(C)</b>	<b>18.7(R) 6.0(C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Quality of life of all children improved;	Percentage of young people engage in productive activities and contribute to the labour market.	Research and studies	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Increased literacy and skills among OOSC and adolescents	Enrolment and survival rates have been increased.	School census Research and surveys	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Established sound monitoring mechanism	No. of monitoring programmes No. of advisory committee meetings	Progress review reports; Meeting minutes	Funding availability.
Capacity development (CD) of NFE professionals	No. of professionals (NFE ) completed CD programmes	-do-	
NFE centres functioned and equipped well	No. of centres with adequate facilities established/functioned to provide NFE by province	School Census Research and surveys	
Provide educational assistance for all non-school going children	No. of students enrolled in the special ed. units No. of students learning through inclusive ed.	School Census Research and surveys	
Ensure compulsory –basic education for children of age 5-16	No. of OOSC identified and enrolled in NFE centres/formal schools; No. of SACs activated; No. of students enrolled/qualified for vocational education (NVQs)	School Census Research and surveys NVQ records	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Ensure compulsory basic education for children of age 5 -16: expansion and strengthen NFE programmes, Implementation of compulsory education regulations and reduction of OOSC and dropout rates and further improve the retention rates of children.	Reorganise the SACs with the support of MPA & HA, MoH, MED, MoD.		
	Conduct progress meeting at provincial and national levels.		
	Identify the vulnerable areas of non-school going children.		
	Sensitise communities on compulsory education regulations with special reference to the disadvantage areas. Conduct special programmes for children in fisheries, plantation areas.		
	Conduct a media programme on compulsory education		
	Commemorate international literacy day programme in national & Provincial level.		
	Preparation of a guideline and structure for NFE programmes and introduce evaluation system.		
	Introduce an annual survey system to identify OOSC and dropouts in provincial, zonal & school level.		
	Develop material for teaching and learning of NFE adults programmes.		
Ensure provide skill development opportunities for adolescents, school leavers and adults.	Strengthen CLCs and conduct training programmes for school leavers, adolescents, adults and street children.		
Ensure provide alternative literacy programmes for adolescents, school leavers and adults	Strengthen FLCs and conduct training programmes for FLC instructors		
	Strengthen adults and community education programmes in relevant educational zones.		
Establish M&E framework	Conduct M&E programmes, No. of officers who underwent training		



### T1.3: LFA for Special education (2013 - 2017)

#### Estimated Cost

Ser. No.	Strategic area	Estimated Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Ensure compulsory education for children with SEN (6-16 years)	0.1 (R)	0.2 (R)	0.3 (R)	0.4 (R)	0.5 (R)
	Provide educational assistance for all children with SEN	95.0 (C)	96.0 (C)	97.0 (C)	98.0 (C)	99.0 (C)
2.0	Physical resources development and provide facilities for all children with SEN	8.0 (R)	8.0 (R)	8.0 (R)	8.0 (R)	8.0 (R)
	Develop inclusive education, community education	0.5 (R)	0.6 (R)	0.7 (R)	0.8 (R)	0.9 (R)
	CD of SE professionals	8.2 (R)	9.3 (R)	10.4 (R)	11.5 (R)	12.6 (R)
	M&E framework to ensure compulsory basic education for children with SEN	0.5 (R)	0.6 (R)	0.6 (R)	0.8 (R)	0.9 (R)
<b>Total</b>		<b>17.3 (R)</b>	<b>18.7 (R)</b>	<b>20.0 (R)</b>	<b>21.5 (R)</b>	<b>22.9 (R)</b>
		<b>95.0 (C)</b>	<b>96.0 (C)</b>	<b>97.0 (C)</b>	<b>98.0 (C)</b>	<b>99.0 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Quality of life of the children with SEN improved and students with disabilities will reach their full potential as members of society.	children with SEN live happily in the society	Research and studies	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Improve educational skills among children with SEN	children with SEN study with other children	Monitoring reports Studies	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Established sound M&E mechanism	No. of M&E programmes No. of advisory committee meetings An effective monitoring mechanism in place.	Progress review reports	
CD of SE professionals	No. of professionals (special education) completed CD programmes	Progress reports	
Functioned and equipped special education units, provide accessibility facilities for children with SEN	No. of centres with adequate facilities established/functioned to provide NFE and special education by province	School Census Physical facilities surveys Research & surveys	
Provide educational assistance for all children with SEN	No. of students enrolled in the special education units No. of students learning through inclusive education	School Census Research and surveys	
Ensure compulsory basic education for children with SEN	No. of OOSC identified and enrolled in NFE centres/formal schools; No. of SACs activated; No. of students enrolled/qualified for vocational education (NVQs)	School Census Research NVQ records	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Ensure compulsory education for children with SEN (6-16 years)	Conduct surveys to identify the children with SEN and OOSC by education divisions (for identified children, each year)		
Provide educational assistance for all children with SEN	Provide grants, equipment and materials for children with SEN, provide resources for Autism and special education units, special events (25 special education schools, per year; all needy students)		
Physical resources development and provide facilities for all children with SEN	Physical CB in special education classrooms, Assisted schools and Braille press; Establishment 45 special education units (9 provinces x 5 per year)		
Develop inclusive education, community education	Awareness programmes for education sector on inclusive education		
CD of SE professionals	Conduct local and foreign training programmes and awareness on a accessibility different officials		
M&E framework to ensure compulsory basic education for children with SEN	Conduct surveys; Monitoring meetings with PEAs (6 meetings per year); Establish an electronic database		

## T1.6: LFA for school health and nutrition (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Estimated cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Promote school community relations; delivery of school health services; awareness raising on promotion of clean and healthy physical school environment and healthy psychosocial environment; skills based health education; policy advocacy	317.0 (R)	367.0 (R)	417.0 (R)	467.0 (R)	517.0 (R)
2.0	Provide water and sanitation facilities for schools (national/provincial)	150.0 (C)	180.0 (C)	210.0 (C)	230.0 (C)	250.0 (C)
3.0	Implement school mid-morning meal programme	4300(R)	4600(R)	4900(R)	5200(R)	5400(R)
	<b>Total</b>	<b>4617(R) 150(C)</b>	<b>4967(R) 180(C)</b>	<b>5317(R) 210(C)</b>	<b>5667(R) 230(C)</b>	<b>5917(R) 250(C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Healthy society in future	Percentage of students attendance increased. Prevention of NCDs	Health records Research/ surveys	School health policy continued
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Policymakers as well as implementers are committed to the concept of health promoting schools	Policymakers allocate adequate resources for school health promotion Implementers make full use of available resources	Budget documents	Availability of financial resources
Propagate school health promoting concept and accreditation of schools on its implementation.	Schools will be ensured with the accreditation of the policy implementation: 40% in 2013, 60% in 2014, 80% in 2015, and 100 % of zones.	Zonal reports Independent evaluation reports	Availability of funds and capacity
Schools are provided with health services and they are certified as environmentally sound	SMI is conducted regularly/follow up actions taken water & sanitary facilities are available at schools . School meals are provided to all deserving children and eating habits improved.	School health monitoring reports	Commitment of MoH officials. Availability of funds.
Developed a symbiotic relationship between the school and the community	An active SDS/PSI in school	School reports	Leadership of the Principal
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Healthy school community relations to benefit each other	Participation in cleaning and health education programmes	SDS/PSI records Health clubs	
Delivery of health services: SMI conducted; Provided school dental services	Children with defects identified and referred to clinics; Malnutrition reduced	SMI /BMI/ Dental records	
Favourable /healthy physical / psychosocial environment in schools.	Accredited as health promoting school; availability of facilities as per norms; Compositing of garbage	Database Observation visits	
Developed capacity of teachers and students	No. of teachers trained; Volume of material published; No. of students camps	Attendance School Records	
Developed structural framework: Establish national, provincial, zonal level steering and school advisory committees	No. of committees functioning; No. of functioning awareness programmes conducted	Meeting records Progress reports	
Provided school mid-morning meals	No. of students provided midday meals	School records	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Promote school community relations	All provinces and zones ensure school advisory committee and school health clubs are functioning, strengthening community relations for mutual promotion of health through the PSI		
Delivery of health services	Monitor the SMI programme with the FHB check on the follow up activities in SMI and school dental services: (schools in: 2013=88, 2014=92, 2015=95, 2016=100,2017=105) Provide water for drinking and washing and adequate sanitary facilities (schools in: 2013=85, 2014=90, 2015=95, 2016=100,2017=105) Streamline the school canteen circular Develop school health and nutrition database (Zones: 2013=40, 2014=60, 2015=80, 2 016=All)		
Promote a clean and healthy physical school environment and healthy psychosocial environment	Propagate health promoting school concept; Accreditation of schools, Training of teachers (zones: 2013=40, 2014=60, 2015=80, 2016=All)		
Skills-based health education	- 325 school health camps in each year - Improved the instructional processes in teaching health science (2 programmes in each year) - Teacher development programmes in all schools - Provide IEC material to schools (2013-2017 =1 IECs in each year)		
Policy advocacy	Strengthen mechanisms for policy advocacy: national and provincial level Steering Committees: Provincial and national level 2 meetings per year		
Implement school mid-morning meal programme	1,000,000 children each year (schools in: 2013=4,300, 2014=4,600, 2015=4,900, 2016=5,200,2017=5,400)		
Implement school glass of milk programme	400,000 children each year		

## T1.7 The national programme of developing 5,000 primary and 1,000 secondary schools

### T1.7.1 LFA for develop 5,000 selected primary schools (2013 - 2017)

#### Estimated cost:

SN	Strategic area	Estimated cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Provision of basic facilities for approximately 5,000 feeder primary schools selected by education divisions	360.00 (C)	360.00 (C)	360.00 (C)	360.00 (C)	360.00 (C)
2.0	Renovation or provision of learning spaces, equipment, materials, books etc.					
3.0	HRD and CB programmes for principals and teachers	100.00 (R)	100.00 (R)	100.00 (R)	100.00 (R)	100.00 (R)
4.0	SBLIG	1,000.00 (R)	1,000.00 (R)	1,000.00 (R)	1,000.00 (R)	1,000.00 (R)
<b>Total</b>		<b>1,100 (R)</b> <b>360 (C)</b>	<b>1,100 (R)</b> <b>360 (C)</b>	<b>1,100 (R)</b> <b>360 (C)</b>	<b>1,100 (R)</b> <b>360 (C)</b>	<b>1,100 (R)</b> <b>360 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Primary students have acquired ELCs and DLCs	All students completing primary cycle competent to follow secondary school curriculum	Research, NAs, Evaluations.	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Participation in primary education increased.	Survival rate at grade 5 increased	-ditto-	Student admission policy and CERs
Achievement levels of grade 4 students improved.	Learning outcomes of primary students as measured through NAs are increased.	NA reports	NAs conduct regularly
Students' achievements of grade 5 scholarship examinations increased.	Percentage of students obtained more than 70 marks for both papers in grade 5 scholarship examination	Grade 5 exams results	Continuation of grade 5 scholarship exam
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Better learning environment at primary schools.	Necessary basic infrastructure, higher-order spaces, higher-order capital assets, playgrounds, pathways, green environment established (as per the norms).	Surveys School census	Financial resources provided.
Performance in first language (Sinhala/Tamil) is improved.	Percentage of students obtained scores over 50% in first language in NAs and SBAs.	NAs reports SBA reports	Qualified primary teachers available.
Performance in mathematics is improved.	Percentage of students obtained scores over 50% in mathematic in NAs and SBAs.	-ditto-	-ditto-
Performance in environmental studies is improved.	Environmental learning facilities are promoted.	-ditto-	-ditto-
English language learning skills is improved.	Percentage of students obtained scores over 50% in English in NAs and SBAs.	-ditto-	-ditto-
Religious and value education promoted.	Students practice customs and values	SBA reports	Time for value ed.
Basic skills of ICT improved	Participation rate in ICT related activities increased.	-ditto-	Resources available
Participation in aesthetic activities and CCAs increased.	Each student participates at least in one aesthetic, one sport and in two CCAs/extra-curricular activities at school level.	Provincial and national level reports	Resources provided
Institutional capacity building of teachers education institutions.	Percentage of professionally qualified primary teachers (NCoEs/ TTCs); percentage of received continuing education.	School Census	Implement SBTDPs
Competent and qualified principals, teachers and ISAs employed.	Ratios of qualified principals; teachers and ISAs by divisions and zones.	Research; School Census.	Implement HRD programmes
Infrastructure of 5,000 feeder primary schools developed	Basic and higher-order facilities of feeder schools completed accordance with the norms.	Surveys School Census	Ensure adequate financial resources
<b>Strategies/Programmes/Components</b>	<b>Inputs</b>		
Provision of basic facilities for 5,000 feeder primary schools	Provision of basic infrastructure: water, electricity, telephoning, drinking water, sanitary facilities, teachers' wash rooms, rest rooms, office etc. and teachers' quarters		
Provision of higher-order learning spaces	(i) Renovation and/or provision of learning spaces- classrooms, libraries, ICT areas, activity rooms, play areas; (ii) Provision of assets and materials- library books, computers, learning equipment and tools, sports equipment.		
HRD and CB programmes	Conducted HRD and CB programmes for primary school principals and teachers		
SBLIG	All 5,000 primary schools provided SBLIGs		

## T1.7.2 LFA for development of 1000 secondary schools: flagship programme (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Estimated cost SLRs million					Remarks
		2013	2014	2015	2016	2017	
1.0	Provision of basic facilities for 1,000 secondary schools	3,000.00 (C)	3,000.00 (C)	3,000.00 (C)	-	-	-
2.0	MTLs: Infrastructure to facilitate higher-order learning and improve the quality of education (constructed and equipped: computer lab with 40 computers, mathematics lab, language lab and a distance learning unit)	6,125.00 (C)	7,000.00 (C)	-	-	-	-
	Commerce Unit/Centre equipped to link with stock exchange etc. (1,000 schools)						Donation expected by a State Bank
	'Nenasa' Learning Unit equipped (1,000 schools)						Donation expected by a local company.
	Science rooms, GCE OL laboratories (based on national norms) provided for 312 schools	2,500.00 (C)	2,500.00 (C)	2,500.00 (C)			
	GCE AL Biology, Chemistry and Physics laboratories (based on national norms) for 752 schools						
	School libraries/Reading rooms for 312 schools						
	Agriculture rooms /areas; Home Science and Technology rooms						
Playgrounds/ areas; indoor gymnasiums; sports equipment							
3.0	HRD and CB programmes	100.00 (R)	100.00 (R)	100.00 (R)	100.00 (R)	100.00 (R)	
4.0	Improving learning environment at school level	1,000.00 (R)	500.00 (R)	500.00 (R)	500.00 (R)	500.00 (R)	
	SBLIG (1,000 schools)						
	Quality development of all subjects (1,000 schools)	200.00 (R)	200.00 (R)	200.00 (R)	200.00 (R)	200.00 (R)	
<b>Total</b>		<b>1,300 (R) 15,500 (C)</b>	<b>800 (R) 15,500 (C)</b>	<b>800 (R) 5,500 (C)</b>	<b>800 (R)</b>	<b>800 (R)</b>	

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Educated Sri Lankan work force in the local and global labour market increased.	Percentage employed in agriculture/industry and services sectors; locally and globally.	Research/surveys.	GoSL committed to the programme
Students' participation in higher/tertiary/vocational education increased	No. of students enrolled in the universities, tertiary education institutions.	UGC/NHEMIS/UNIVOTEC records	-do-
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Student intake and enrolment increased	Percentage intake at grade 6, grade 12 (by streams) compared to 2010 (base year) increased.	School Census	School admission policy secured.
Participation in secondary education increased	Survival rate of students up to grade 11 (age 16 years) in the education system.	School Census	Policy decision made.
Student achievements improved.	Learning achievement scores in first language, science, mathematics and English of grade 8 students.	NAs reports.	Periodical NAs held.
Students performance gradually increased.	The percentage of students pass GCE OLs/qualifying for GCE ALs increased; Percentage qualifying for universities/tertiary education increased.	GCE OL & AL examination results UGC/TVEC reports	Physical/human resources at schools ensured.
Students are emotionally and physically balanced and actively participate in learning, sports and co/extra-curricular activities.	Percentage of students acquired soft skills (measurable). Percentage of students won medals in sports/aesthetic competitions; No. of students' innovations/ creations.	School level records Surveys Research Assessments	Teachers' guide students after school.
Participatory decision-making culture inbuilt at school levels	No. of schools with active SDCs (No. of SDC meetings per annum/ participation in decision-making).	School records Surveys and studies	Autonomy delegated.
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Increased participation in sciences and commerce based streams at ALs and reduced in Arts.	Percentage participating in science ALs is increased from 22.5% in 2010 up to 40% by 2016; in Commerce stream, from 23% in 2010 up to 35% by 2016; and in Arts stream, reduced from 52% in 2010 up to 25% by 2016.	Public examination results	Provide required resources to schools.
ICT is used in teaching and learning.	Student-computer ratio increased up to 75:1 by 2016.	School Census	Resources ensured.

Commerce education opportunities promoted	Student participation in entrepreneurial activities/stock market increased.	Research/ Surveys	
Students' participation in aesthetic activities, CCAs and sports increased.	Every secondary student participate in at least one aesthetic activity, at least two sports/games; at least two CCAs at school level	School Census School report cards Surveys	
Building capacity of teachers and principals	Percentage of school principals received professional development opportunities; Qualified subject specific TPR; Percentage of schools conduct SBTDPs; Average teacher attendance.	School Census Surveys Research	MoE and PEAs conduct HRD & CB programmes regularly.
Physical learning environment of the schools is enriched.	Necessary basic infrastructure, higher-order learning spaces and assets/books provided to: 300 in 2013; 300 in 2014 and 200 in 2015.	Physical facilities surveys School census	Provide required resources for needy schools.
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Provision of basic facilities for 1,000 secondary schools	drinking water; electricity; telephoning facilities; sanitary facilities; classrooms; Teacher quarters and Principal's quarters for needy schools		
Infrastructure facilities for higher-order learning	Constructed and equipped: computer labs (50 computers in each), mathematics labs, language labs, vocational guidance unit., Commerce Unit linked with stock exchange, 'Nenasa' learning unit in 1000 schools; Science OL laboratories (based on national norms) for 312 schools, GCE AL Biology, Chemistry and Physics laboratories (based on national norms) for 752 schools; School libraries/Reading rooms for 312 schools; Agriculture rooms /areas; Home Science and Technology rooms; Playgrounds/ areas; indoor gymnasiums; sports equipment		
HRD and CB programmes	HRD and CB for principals and teachers.		
Ensure enabling learning environment	SBLIG for higher-order processes/ purchase of equipment and books; Quality development of subjects.		
Offer full-curriculum in five main areas: language education	First language, English and foreign languages; sciences, mathematics and commerce subjects at GCE AL; aesthetics; ICT; and sports and physical education.		

## Primary education

### T2.1 LFA for improve the quality of primary education (2013 - 2017)

#### Estimated cost:

Ser. No.	Strategic area	Estimated Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Teachers-based	3.3 (R)	3.3 (R)	3.3 (R)	2.5 (R)	2.5 (R)
2.0	Student-based	5.0(R)	5.0(R)	5.0(R)	5.0(R)	5.0(R)
3.0	School-based	99.5 (C)	98.0(C)	98.0 (C)	98.0 (C)	98.0 (C)
4.0	National and provincial based	1.5 (R)	1.5(R)	1.5 (R)	1.5 (R)	1.5 (R)
	<b>Total</b>	<b>9.8(R)</b>	<b>9.8(R)</b>	<b>9.8(R)</b>	<b>9.0(R)</b>	<b>9.0(R)</b>
		<b>99.5 (C)</b>	<b>98.0(C)</b>	<b>98.0(C)</b>	<b>98.0(C)</b>	<b>98.0(C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Joyful learning environment in primary education ensuring self esteem, self learning and self evaluation.  Professionally qualified primary teachers employed in the school system.	Low absenteeism in primary grades  Children with necessary competencies to continue secondary education Self evaluation reports of the students Action researches done by teachers	Attendance registers ELC & subject based reports Self-evaluation reports, Research reports	Responsible person to handover the reports in secondary grades when children enter to grade 6.
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Schools creating child friendliness through implementing 6 dimensions in CFSF Stress free classroom Child-centred and inclusive education at primary grades Skilled primary teachers Reliable and valid assessment system in primary education	(i) No. of schools participating CFSF; practising ML teaching methodology; keep and use reflective journals and ELC, classroom-based assessment reports and profiles of achievement of students; teachers and students use technology as supplementary tool is increased. (ii) Learning environment improvement programme will cover 25% of schools in 2013, 40% in 2014, 60% in 2015 and 80% in 2016.	Qualitative data in the EMIS Monitoring reports	Qualified personal at zonal/provincial levels
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
-Provincial and zonal level resource groups available on CFS and ML teaching methodology -Provincial and zonal level resource groups capable of using education technology -Implement CCAs in primary sections/schools -Awareness on the findings and recommendations of the studies at provincial/zonal level resource groups -Quality inputs, science & mathematics equipment for teaching learning process in primary sections of national schools - Creating CFS environment	-Capacity building programmes conducted for school principals and teachers on CFS and ML from 1000 schools per annum (provincial level) -Updated EMIS on primary education at all levels & use. -1000 primary schools implement at least 2 CCAs in each, per year. -20% of primary schools in each zone and 20% of the education zones use NA and research based evidence in developing school plans.	Annual plans at provincial/zonal levels SDP Progress reports EMIS	Qualified personnel at all levels  Personnel computer for provincial/zonal level primary officials  Allocation of funds based on the activities in SDP
<b>Strategies/Components</b>	<b>Inputs</b>		
Creating CFS environment in primary schools/sections with special learning improvement programme in feeder primary schools.	Teachers-based: (i) introducing CFSF (1,000 schools per year); (ii) ML teaching methodology for grades 1, 2 and 3; (iii) introduce technology for quality primary education; (iv) Exposure visits (local and foreign) Student-based: (i) Introducing CCAs in primary education (ii) conduct competency-based achievement tests (ATs) (2 -CBs on CAs per year, 3-AT). School-based: Provision of quality inputs and SBLIGs; furniture, equipment and buildings (Rs 150mn for 20% of NSs per year; Rs 500mn for 20% of feeder primary schools per year) National and provincial based: (i) conducting small scale studies; (ii) record and disseminate good practices (RGP) (iii) dissemination workshops (WSs) of the findings of national level studies and researches National and provincial based: (i) development of a database (DB) on primary education; (ii) provision of laptops for the provincial officers (11). (1-DB, 11- LTs per year)		



## T2.2 LFA for curriculum revision (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Revision of primary education curriculum; secondary education curriculum; CD of ISAs, Subject Directors, Resource persons and GCE AL teachers.	210(R&C)	210(R&C)	210(R&C)	210(R&C)	210(R&C)
<b>Total</b>		<b>210.00</b>	<b>210.00</b>	<b>210.00</b>	<b>210.00</b>	<b>210.00</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Ensure young citizens contribute to the socio-economic development of the country	<p>Citizens with rich personalities, competent in mother tongue, 2NL, English language and other 10 foreign and classical languages.</p> <p>Community with aesthetic interest, creativity, sensitivity and tolerance.</p> <p>Responsible community for a world of safety Scientifically, mathematically and technically skilled personalities.</p>	Impact evaluations	<p>Shortage of staff</p> <p>Variations among teacher</p> <p>Competencies</p> <p>Financial and physical resource</p> <p>Limitations</p>
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
<p>High quality school curriculum formulated.</p> <p>Curriculum materials developed and curriculum implementation process commenced.</p> <p>Teacher competencies developed.</p>	<p>Enhanced quality of teaching learning process.</p> <p>Students achieve the expected competencies.</p> <p>Improved survival rates from primary /secondary levels.</p> <p>Enhanced number of primary and college graduates.</p> <p>Increase mathematics pass rates of GCE OL from 61%-80%.</p> <p>Increase number of technically qualified personnel</p>	SBA marks Summative exam results	Assumption of examination results indicate the competencies achieved by the students.
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
<p>Field studies for all subjects specified for primary /secondary (grades 6-11 &amp; GCE AL)</p> <p>Supplementary materials</p> <p>Evaluation materials</p> <p>Different type of dissemination materials</p> <p>Quality enhanced curriculum materials</p>	<p>Field studies</p> <p>Training packages for GCE OL &amp; AL teacher training</p> <p>Sets of audio/video printed materials</p> <p>Sets of e-learning materials</p> <p>Sets of printed FBA guidelines</p> <p>Journals, newsletters, video clips and audio cassettes.</p> <p>05 sets of syllabus and teachers' introduction manuals for grades 6-13</p>	Monitoring reports Quarterly progress reports	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Revision of primary education curriculum; secondary education curriculum; CD of ISAs, Subject Directors, Resource persons and GCE AL teachers.	<p>Identify issues and amend the current curriculum.</p> <p>Develop supplementary materials</p> <p>Prepare e-learning materials</p> <p>Prepare SBA guidelines for secondary level. (grades 6-13)</p> <p>Prepare dissemination materials</p> <p>Develop modernised curriculum materials</p>		

## T2.3: LFA for first languages and 2NLs (languages and humanities) (2013-2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Sinhala language	10.0(R)	10.0 (R)	10.0 (R)	10.0(R)	10.0 (R)
2.0	Tamil language	9.85 (R)	10.8 (R)	11.75 (R)	12.5 (R)	14.0 (R)
3.0	2NL	10.0 (R)	10.0 (R)	10.0 (R)	10.0 (R)	10.0 (R)
4.0	Social science subjects	13.5 (R)	14.0 (R)	14.5 (R)	15.0 (R)	15.0 (R)
<b>Total</b>		<b>43.35 (R)</b>	<b>44.8 (R)</b>	<b>46.25 (R)</b>	<b>47.5(R)</b>	<b>49.0 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Produced school leavers with fluent language skills	Percentage of personnel fluently used language in their professional and personal life	Research and surveys	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Students developed enthusiasm to learn language	Percentage of students acquired better results of public examinations and school-based assessments	Examination results SBA records	
Improve the students learning achievements in all subjects through improving their mother language	Percentage of students acquired learning competencies as a result of first language abilities	Examination results, SBA records, NA records, Surveys	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Improved quality and performance of social science subjects	No. of capacity development programmes conducted	Progress reports	
Improved achievements of 2NLs	No. of students learn 2NLs No. of schools conducted 2NLs	Progress reports	
Provide opportunities for teachers and students to improve their creativity through publishing annual magazines	No. of copies printed Nuwana and Kurumathi and distributed to schools, zones and provinces and other NEAs.	Nuwana and Kurumathi magazine	
Improved public examination results of languages	Increased GCE OL examination results by 5 per cent No. of language camps conducted.	Examination results Progress reports	
Conduct all-island completions on Sinhala and Tamil	No. of students participated in all-island language competitions No. of students obtained merit marks for university entrance	Competition reports UGC reports	
<b>Strategies/Programmes/ Components</b>		<b>Inputs</b>	
Implement learning achievement improving programmes			
Conduct student assessment, teacher training, student language camps: Pirivena teacher training programmes to improve proficiency levels of students in 2NLs			
Publish additional reading materials		Nuwana and Kurumathi magazine, annually	
Conduct literacy programmes (Sinhala and Tamil) and assessment programmes for grade 6-11			
Improve student performance in first language		Conduct all-island competitions on Sinhala and Tamil languages (1 national competitions per year)	
Improving the quality of teaching in social sciences and humanities.		Implement targeted programmes	

## T2.4: LFA for development of science education (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Provision of learning resources and office equipment	575.0(C)	420.0(C)	150.0(C)	70.0(C)	70.0(C)
2.0	Conduct field study centre programme (FSCP)	280.0 (R)	290.0(R)			
3.0	Implement capacity development programmes	105(R)	65.0(R)	70.0(R)	22.0(R)	12.0(R)
4.0	Conduct gifted education programme for gifted students	10.0 (R)	10.0 (R)	10.0(R)	10.0(R)	10.0(R)
<b>Total</b>		<b>970.0</b>	<b>785.0</b>	<b>230.0</b>	<b>102.0</b>	<b>92.0</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Developed scientific labour force to meet the demand of labour market (local and international) and environment through scientific literacy	Percentage of individuals join the labour market after completing science based education is increased by 10% per year. Scientific literacy ratio	Surveys Labour force survey	Continue the priorities for science education
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Increased access to participate in science education for GCE AL up to 40% by 2016	No. of students participating GCE AL will be increased up to 587,000. No. of students enrolled into the science related degree courses at universities, tertiary institutes will be increased by 5% per year.	Examination results UGC reports University reports	Continue the priorities for science education
Established environmental friendly society which will lead to sustainable development	No. of environmental and sustainable development programmes conducted.	Public health report	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Physical capacity development of national and provincial level Science Branches	No. of Branches provided office facilities	Inventory records Progress reports	
Provided equipment and chemicals for science laboratories in all schools	No. of schools provided science equipment and chemicals	School census Surveys	
Established FSCs to improve the quality of science education	No. of FCS is increased from 36 in 2011 to 96 in 2016; No. of national centres is increased from 1 in 2011 to 10 in 2016.	Physical facilities surveys School census	
Provided opportunities to improve the capacities of officers and ISAs	No. of officers (225) and ISAs (450) locally trained; Foreign exposures received by 495 officers, ISAs and teachers; No. of Masters degree (local) programmes offered (225)	Progress reports	
Establish special education programmes for gifted students	No. of students selected for gifted education programmes	Progress reports Surveys	
Adequately provided laboratory facilities, human and physical resources for 1,000 secondary schools Fully equipped grades 6-11 and GCE AL laboratories in all 1,000 secondary schools (cf. LFA of 1,000 schools)	No. of laboratories developed (renovated 632 GCE OL labs and 365 GCE AL labs). No. of trained science teachers and lab assistants No. of fully equipped grades 6-11 GCE OL labs (680) and GCE AL laboratories (1221) by 2016	Physical facilities surveys School census Surveys	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Strengthening technical capacity of staff			
Provision of learning resources and office equipment	Supply of science equipments and chemicals for all schools (All sch. per year) Supply of science mobile labs for type 2 schools [334 (2013)] Provision of office equipment		
Conduct field study centre programme (FSCP)	Programme for CD of FSC managers (95 programmes per year) Infrastructure development of FSCs [11 (2013), 64 per year (2014-2016)] Upgrading the FSC up to national level 99 FSCs per year Combine activities at the FSCs with the 'school net' and IT programmes (96 per year) FSC foreign exposure programme (19 (2013 & 2015), 20 (2013), 18(2016) in all provinces)		
Implement CD programmes	Conduct standard training programmes (at zonal level) for national, provincial and zonal resource persons (N/P/Z/RPs) and teachers Higher education (Masters degrees) for ADEs; and foreign exposure for ADEs and ISAs and selected teachers (25 ADEs/ ISAs, 55 ADEs /ISAs per year) Deployed qualified supporting staff for science in all schools (all schools per year)		
Conduct gifted education programme for gifted students	9 programmes per year		
Improve the science education in proposed 1,000 secondary schools	Construction of science laboratories for grades 6-11 (338 schools in 2013-14). Renovation of science laboratories for grades 6-11 (314 schools in 2013-14) Uplifted science laboratories for grades 6-11 (144 schools in 2013-14) Fulfil the science teacher vacancies (grades 6-11) (1,046 schools in 2013-14) Commencing GCE AL classes in identified schools (374 schools and 372 schools in 2013-14) Construction of new laboratories for GCE AL (612 labs and 609 laboratories in 2013-14) Renovation of laboratories for Biology, Chemistry and Physics (200 labs and 165 labs in 2013-14) Fulfil the teacher requirements (ALs) CD programmes for GCE OL and AL science teachers (5585 teachers in 2013, 5500 teachers in 2014 and 9 programmes per year) Conduct monitoring system for the 1,000 secondary schools by zonal and provincial levels		

## T2.5: LFA for development of mathematics education (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	System analysing, planning, monitoring and evaluation	6.5 (R)	7.15 (R)	7.87 (R)	8.65 (R)	9.52 (R)
2.0	Supply higher-order learning facilities	33.7(C)	37.07 (C)	40.77 (C)	44.85 (C)	49.34 (C)
3.0	Capacity development of teachers, ISAs and officers	27.95 (R)	30.75(R)	33.82 (R)	37.2 (R)	40.52 (R)
4.0	Policy initiative and quality assurance to improve the students learning achievement in mathematics	19.55(R)	21.5 (R)	23.65 (R)	26.01 (R)	28.62 (R)
5.0	Flagship secondary and primary school learning environment improving programme	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)
	<b>Total</b>	<b>55.0 (R)</b> <b>33.7(C)</b>	<b>60.4 (R)</b> <b>37.07 (C)</b>	<b>66.34 (R)</b> <b>40.77 (C)</b>	<b>72.86(R)</b> <b>44.85 (C)</b>	<b>79.65 (R)</b> <b>49.34 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Produce young generation with higher-order thinking, analytical skills which are demanded by local and international labour market	Improvement of assess rate to higher education, vocational education and technical education and position in the international ranking system (TIMSS)	Research and surveys	
Lay foundation for knowledge hub through producing qualified young people for higher education, tertiary education and vocational education			
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
School leavers acquired mathematical skills and analytical skills for their lifetime activities	Improvement of assess rate to higher education, vocational education and technical education and position in the international ranking system (TIMSS)	Research and surveys	
Provide access for mathematics education in the system without discrimination	Percentage of students learn mathematics	School Census Surveys	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Established M&E framework.	Research findings Reports on national, provincial and zonal level.	Reports Minutes	Well established monitoring and evaluation frame work.
Establish model mathematics laboratories in all 1000 secondary schools. Establish six national-level resource centres	No. of mathematics laboratories established No. of mathematics centres established	Physical facilities surveys	
Provided qualified teachers, ISAs and officers	No. of qualified staff	School Census	
Increase pass rate of mathematics in public examinations by 5%. Achievements in international and national level competitions	No. of pass rate of GCE OL mathematics No. of students qualified for GCE AL mathematics Awards in international and national mathematics competition	Public examination results Olympiad records	
<b>Strategies/Programmes/ Components</b>		<b>Inputs</b>	
<b>System analysing, planning, monitoring and evaluation:</b> Conduct steering committee meeting and 'navigation network' meeting and preparing guidelines, Establish national, provincial and zonal level monitoring framework and tools, Analysis of textbooks, curriculum national and internal level examinations, Conduct planning and review sessions quarterly, International ranking (TIMSS)		12 meetings and a review per year	
<b>Supply higher-order learning facilities</b> Established mathematical laboratories in 1,000 secondary schools Promote NCoE or TC as mathematical resource centres		400 labs (2013 & 2014), 2 RCs (2013-2014)	
<b>CD of teachers, ISAs and officers</b> Teacher up lifting programme for non-mathematics teachers and preparing model Continuous subject oriented teacher development programmes Empowering ISAs and subject directors (local training and foreign exposure)		2000 T (2013-2016), 05 workshops and 1 ARs per year	
<b>Policy initiative and quality assurance to improve the students learning achievement in mathematics:</b> Conduct remedial education programmes for grades 6 & 11 Conduct gifted education programmes Conduct competitions, exhibition, working camps and media component Promote an action research		94 + 94 programmes, 6 camps and 10 workshops per year	
<b>Flagship secondary and primary school learning environment improving programme:</b> Provide national level policy and technical advocacy to establish of primary and secondary school learning environment improving programme.			

## T2.6: LFA for English and foreign language (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Providing opportunities for all students to learn English through activity-based learning	522.0 (C)	375.0(C)	550.0(C)	375.0(C)	400.0(C)
2.0	Professional development of officers and teachers of English	33.0(R)	34.0(R)	38.0(R)	38.0(R)	38.0(R)
3.0	An online course for GCE AL general English		0.5(C)	0.5(C)	0.5(C)	0.5(C)
4.0	Providing opportunities for students to learn English through competitions	0.8 (C)	0.8 (C)	0.8 (C)	0.8 (C)	0.8 (C)
5.0	Monitoring and evaluation of the ELT process	0.25(R)	0.25(R)	0.25(R)	0.25(R)	0.25(R)
6.0	Programme for improvement of GCE OL results	0.2(R)	0.2(R)	0.2(R)	0.2(R)	0.2(R)
7.0	Providing opportunities for all students to learn foreign language	0.25(R)	0.3(R)	0.3(R)	0.3(R)	0.3(R)
<b>Total</b>		<b>33.7 (R)</b>	<b>34.75 (R)</b>	<b>38.75 (R)</b>	<b>38.75 (R)</b>	<b>38.75 (R)</b>
		<b>522.8 (C)</b>	<b>376.3 (C)</b>	<b>551.3 (C)</b>	<b>376.3 (C)</b>	<b>401.3 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
School leavers communicate confidently in English/foreign languages to meet current academic/professional demands of the country	The percentage of school leavers proficient in English  The percentage of school leavers entering local/international, professional/academic domains (e.g. higher/tertiary education programmes) which demand English and foreign language proficiency.	Research studies CBSL Reports Labour force survey report UGC reports	Commitment of the central and local government/s to improve English Language at all levels
Ensuring the access to English and foreign languages for all by streamlining the process of ELT and FLT with international standards and improving the quality of English and foreign languages teaching in the school system to meet the present requirement of cooperate and public sectors of having employees confident in English, foreign languages, communication skills and soft skills	No. of confident and skilled school leavers in English language, communication skills and soft skills  No. of youth securing employment opportunities at international job market	Exam results University statistics Feedback forms Questionnaire	Commitment of the government to improve English language at all levels
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Enhanced student performance in English and Foreign languages at school level  Ensuring the quality of TL process of E&FLs at school level	Students use English/foreign languages confidently in school activities  Pass rates of GCE OL in English and foreign languages (national, provincial, rural & urban, male & female) (as a proxy indicators for student achievements) No. of students sit for and pass general English at GCE AL	Examination results Zonal/provincial Databases NEREC reports Students' progress reports School reports	Intrinsic motivation of students to learn English / foreign languages  Parental support, Teacher commitment
Smooth conducting of zonal and provincial level ELT training programmes	Properly organised workshops /seminars	M&E reports Feedback forms Perfected questionnaires Zonal/provincial level statistics on education	Resource persons are committed to their work
Providing access to English Language / capacity building and professional development, using open and distance learning technologies in order to increase participation	More teachers obtaining PGDE (TESL)  Teachers use ICT in ELT process  More student participation at senior level	LMS logs University reports Zonal /provincial databases	Access / connectivity / communication infrastructure in remote areas will increase adequately
Ensuring the quality of ELT process  Ensuring the process of ELT streamlined to improve standard of English at primary, junior and senior levels in school system	Improved ELT process at school level  A comprehensive database on ELT process at divisional, zonal and provincial level	Students' progress reports Exam results NEREC reports School reports Zonal / provincial databases	ISAs, ADEs, DDEs perform M&E process in time
Smooth delivery of learning content at school level	No. of students passed Improved result rates	Student note books Student mark sheets Results of GCE OL & AL	Schools / teachers / principals committed
Improving English language of GCE AL students and prepare them for the higher studies / employment	No. of students sit for GCE AL examination	School reports Exam results	Schools motivate students to follow the course
Improve students' language skills, Develop communication skills, provide opportunities for talented students	No. of students participated at national level competitions	National level results	Schools provide opportunities and encourage students to participate in competitions

Ensuring the process of ELT streamlined to improve standard of English at junior and senior levels in school system	No. of Students passed Improved result rates Using English at school levels by teachers students, principals	Results, Reports, Feedback forms	Principals / parents / teachers / students are motivated and committed to achieve results
Smooth delivery of leaning content and streamlined ELT process	Improved result rates	Results at GCE OL & AL	Commitment of all ELT stakeholders concerned
Improving the achievement levels of English language and quality of teaching	Improving the achievement levels of English language and quality of teaching	GCE OL results	Relevant ELT officials at provincial and zonal levels, school authorities
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
A consistent process for monitoring and evaluation of the medium-term plan of the EFLs.	Divisional/ zonal /Provincial level M&E framework of EFLs No. of suggestions derived out of M&E processes to enrich ELT policy, EFL MT plan and TL processes.	EFLB- database Zonal/Provincial databases	Support of middle level management at zones/provinces
Well-equipped and maintained EFL training infrastructure (PEFLSCs)	No. of well equipped provincial/regional English & foreign language support centres (PEFLSCs) in operation  No. of beneficiaries of each PELSC, per year	Zonal /Provincial databases Zonal/Provincial publications RESC / PESC reports	funds allocated/imprest/ received in time
Ensuring access to English language & providing capacity building / professional development through technology supported (e-learning/m-learning) virtual learning environments for students / school leavers and teachers for distance learning	Moodle based LMS for "English for All"(Virtual Learning Environment) No. of teachers complete the on line PG Dip in TESL Confident / competent school leavers in English in academic / professional work	Examination results LMS logs University reports Impact survey reports	Teachers / Subject matter Experts / instructional designers committed to complete work in time.
A cadre of key teachers / education administrators, professionally qualified and confident in pedagogical practices in ELT	No. of teachers / SLEAS officers obtaining Master degrees / postgraduate diploma in TESL  No. of teachers following in-service courses	Zonal /Provincial / Ministry databases Progress reports	Teachers / Education Administrators are motivated / committed to obtain higher education
Production of workbooks /activity books/ Audio video base Activities / TIMs/ computer - based language activities / language games /activities prepared by teachers based on text books are used in order to pro mote activity based learning in ELT.	Percentage of schools using the said productions in TL process in ELT, out of identified low performing educational zones	School / division / zonal reports EFLBr, MoE Reports	Teachers adopt the said productions to prepare activities  Required funds received and disbursed in time
Cadre of competent ISAs, ADEs and resource persons	Competent ISAs, ADEs, and resource persons	Zonal /provincial level statistics	
Cadre of key teachers confident in ELT at school level	No. of teachers trained at zonal / provincial level	Reports	Teachers are motivated to participate in training programmes
An online course for GCE AL students to improve their English / prepare for general English paper	The course itself	Reports	Required bandwidth throughout the country
Briefing sessions for ADEs, DDEs, Training programs for judges, national level competitions, awards ceremony	No. of ADEs, DDEs trained; No. of judges trained	Reports	Middle level management at zones, provinces, divisions, committed
English and foreign languages courses conducted for school leavers . Teacher training program mes for teachers in the province. M&E programmes conducted. Prepare databases of teachers in the province . English and professional development courses for principals. Soft skills and communication skills development for school leavers . Special training program mes for teachers and principals in 1,000 schools development programme.	Databases prepared No. of language courses conducted No. of teachers trained M&E programmes conducted	Database on teachers and ELT process M&E reports Progress reports Zonal / provincial statistics Feedback forms	All officials concerned at provincial and zonal level are motivated to achieve goals
A uniform and consistent M&E frame work	M&E forms Observation schedules Questionnaires	Completed feedback forms / Questionnaires / Observation schedules	Support from Schools /Zones / Provinces
Teacher training and preparation of materials targeting low performing students	Printed model papers	-do-	-do-



Strategies/Programmes/ Components	Inputs
M&E of the ELT process	3 PRM , 27 RRV & 200 booklets per year A consistent EFL M&E mechanism at national and provincial levels and publishing a booklet at the end of the year to show the progress and to provide feedback
Strengthening the ELT training Infrastructure	Design structures/ acquisition of lands (2012), 2 PEFLSCs (2013-2015) Constructing 6 proposed PEFLSCs and improving existing 3 centres Providing equipment for already constructed 3 PEFLSCs in NWP, NP and UP Providing equipment for existing 30 RESCs
Integrating ICT and media in ELT	04 per year An on-line English course (General English) for GCE AL student An on-line English course (English for All) for school leavers and general public An on-line Postgraduate Diploma (TEFL) for Teachers of English An on-line ELT network for ELT practitioners
Professional development of officers and teachers of English:	02 officers, 13 courses and 03 programmes per year. Provide opportunities for SLEAS officers (ADEs, DDEs) to obtain postgraduate qualifications (local /foreign) Conducting professional development programs for the RESC / PESC staff and ISAs Continue professional development course for SLEAS, SLPS, SLTES (non-English cadres) (CELE, Peradeniya). Advance pedagogical course for teachers of English (CELE, Peradeniya)
Providing opportunities for all students to learn English through activity-based learning	18 WS, 3 PRM, 10 workshops and 2 competitions per year. Promote teachers to design interactive activities to achieve the expected / desired competencies (based on textbooks / TIMs etc.) Promote children to engage in projects/ assignments using available resources /facilities e.g. ICT, English language and drama competitions
Professional development and CB of education administrators. Professional development programmes for SLEAS officers local and foreign universities. Researching and developing new strategies in ELT.	Instructional materials Funds required for training programmes/ scholarships
Train English language teachers to improve quality of ELT in schools (through RESCs/PESCs): - Prepare the year plan for RESC - Send allocations to RESC - Obtain progress reports	Required funds Training materials Resource persons
An online course for GCE AL general English: - developing lesson materials - instructional design - publishing the course - maintenance / improvements	Necessary funds Resource Persons Subject matter experts Instructional designers Lesson materials IT Hardware / software
Providing opportunities for students to learn English through competitions. Training judges. Briefing ADEs, DDEs on the circular and conducting competitions. Conducting national level language competitions. Marking scripts / issuing results. Certificate awarding.	Required Funds Resource Persons Trained judges
Improving English language teaching at provincial level: - providing equipment - construction of Language Labs - training staff - conducting courses	Well-equipped resource centres Require funds for construction and maintenance Resource persons Training materials
Design and implementation of uniform and consistent Monitoring and evaluation framework for ELT: - design the M&E framework - training the zonal/provincial ADEs, DDEs - briefing the provincial education management - providing feedback. - publishing a newsletter	Resource persons Funds
Programme for improvement of GCE OL results: - workshop for provincial and zonal level subject directors to instruct for implementation of special programmes for low performing schools - special teacher training programme for low performing national schools - preparation and printing of models papers targeting the low performing students - preparation and printing of a supplementary resource book for GCE OL	Necessary funds Resource Persons Subject matter experts
Workshop for foreign language teachers representing all 09 provinces. Preparation and printing of models papers on GCE AL foreign languages. Preparation and printing of a supplementary resource book for GCE OL foreign languages.	Necessary funds Resource Persons Subject matter experts

## T2.7: LFA for development of ICT education (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Improve ICT skills of students	26.1(R)	26.4 (R)	34.1(R)	35.5(R)	40.4(R )
2.0	Use of ICT for education: schools using ICT as a tool for teaching other subjects	209.7 (R)	203.9(R)	203.9(R)	203.9(R)	203.9(R)
3.0	CB programmes for ICT and ICT related activities	74.5(R)	53.1(R)	48.5(R)	52.8(R)	53.1(R)
4.0	Institutional-based development	947.7 (C)	697.6(C)	609.1(C)	609.6 (C)	626.3 (C)
5.0	Conduct monitoring and supervision	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)
<b>Total</b>		<b>311.3 (R)</b> <b>947.7 (C)</b>	<b>284.4 (R)</b> <b>697.6 (C)</b>	<b>287.5 (R)</b> <b>609.1 (C)</b>	<b>293.2 (R)</b> <b>609.6 (C)</b>	<b>298.4 (R)</b> <b>626.3 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
ICT literate and skilled persons contributing to economic and social development of Sri Lanka	Percentage of ICT literate and skilled persons employed in the labour market both local and global	Surveys and research Labour market bulletins	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Provide equitable access and opportunities for learning ICT education in primary and secondary education	No. of students leave from the school system with ICT skills	Labour force surveys Surveys Examination results	
Established ICT based education in the system of education in Sri Lanka	No. of other subjects reflect use of ICT as a tool for teaching	National curriculum TIMs	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Established monitoring and supervision system for ICT education	No. of progress review meetings conducted No. of supervision programmes conducted ICT education development plan	Progress review reports	
Adequately equipped ICT modern technologies for schools, ICT centres and offices	No. of schools provided ICT facilities No. of ICT centres provided ICT facilities No. of education offices provided ICT facilities	School Census Surveys	
Increased ICT literate and professionally qualified teachers/resource persons and officers deployed in the system	No. of teachers trained on ICT education No. of resource persons and professionally qualified staff on ICT education employed in the system	HRD reports Progress reports	
Used ICT as a tools for teaching other subjects	No. of other subjects used ICT for teaching at classrooms	ISAs' reports Progress reports	
Improved ICT skills of school students	No. of schools introduced ICT as a subject No. of school leavers qualified with ICT skills No. of winners in ICT competitions and quiz	National curriculum for ICT education	Curriculum revisions take in place
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Conduct monitoring and supervision	Conduct progress review meeting (9 programmes per year)		
	Conduct supervision programmes (9 programmes per year)		
	Conduct planning workshops (1 programmes per year)		
Institutional based development	Provision of ICT facilities for schools, ICT centres, and offices (1,700 sch.(2012)		
CB programmes for ICT and ICT related activities	Conduct CB programmes on ICT education for teachers, resource persons, administrators at national and provincial levels (20,000 per year)		
Use of ICT for education: schools using ICT as a tool for teaching other subjects	Introduce electronic contents and established content repository for school curriculum		
Improve ICT skills of students	Introduce ICT as a subject for grades 6-13		
	Provide ICT skills for school leavers (50,000 per year)		

## T2.8: LFA for Bilingual education (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Strengthen the existing policy	15.6 (R)	14.6(R)	7.3(R)	7.3(R)	5.5(R)
2.0	Support all relevant stakeholders	6.7(R)	6.7(R)	6.1(R)	6.0(R)	6.0(R)
3.0	Improve the qualities of BLEP through a comprehensive CD framework	17.0(R)	18.0(R)	19.0(R)	20.0(R)	21.0(R)
4.0	Strengthen process, output, outcome-oriented M&E database and mechanisms at all levels	3.2(R)	3.2(R)	3.2(R)	3.2(R)	3.2(R)
<b>Total</b>		<b>42.5 (R)</b>	<b>42.5 (R)</b>	<b>35.6 (R)</b>	<b>36.5 (R)</b>	<b>35.7 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
School leavers with ability to handle first language and second language ensuring Sri Lankan identity.	Percentage of academics, professionals and skilled labour force followed BLEPs contributed to the knowledge-based economies	Research and sample studies Labour market surveys	Funds allocated for research/studies; DCS to collaborate with the MoE
Developing citizens with equal ability to handle L1 and L2 respecting the Sri Lankan identity. Quality of BEP.	No. of bilingual learners and academics in the workforce .	Reports of the national level survey	Support of the relevant institutions
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Enhanced social harmony	Percentage of students and teachers from different ethnic groups participated in different activities in BLEPs	Progress reports Research and studies	Data of all PEAs recorded, collated and analysed.
Improved equal access to and participation in BLEPs in the system	Percentage of students followed BLEPs; Pass rates of GCE OL and AL (proxy indicators for outcomes) of students followed BLEPs.	School Census Research and studies DoE Data	Facilitated implementation of BE policy in a significant number of schools.
Streamlining of the program due to the explicit policy: Equal access, streamlining and improving quality and quantity of BE, creating knowledge hubs and improving learning achievements of students, social harmony through CCAs, professional development of teachers, expansion of access, increasing availability of quality teachers in BE, strengthening M&E of the BEP.	No. of students in the BEP. No. of competent bilingual subject teachers. Basic interpersonal communication (BICS) and cognitive academic language proficiency skills (CALPS) level of bilingual learners. Learning achievement level of bilingual learners. Self evaluation Index for bilingual teachers. Percentage of school evaluation visits.	M&E reports Study reports related to BICS and CALPS School census report GCE OL and AL results	Support of NEC and DoE practicing the CLILF equally in schools.  Support of MoE, PEAs
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Established monitoring framework and tools Established steering committees at national, provincial zonal levels.	Monitoring framework and tools No. of steering committees established and functioned. No. of research and reviews conducted	Progress reports Research and review reports	M&E processes continued and progress reported.
Developed comprehensive capacity development framework	No. of CD programmes conducted. No. of teacher training programmes conducted. No. of subject specific teachers trained. No. of action research conducted at school level.	Progress reports Action research reports	Adequate financial resources allocated.
Provided supplementary materials, and resource packages, (b) implemented ALCs, (c) implemented CCAs, (d) implemented school linking programmes	No. of schools provided supplementary materials. No. of TCs provided resource packages. No. of schools implemented ALCs. No. of schools implemented CCAs. No. of participated for linking school programme.	Progress reports School Census	Adequate financial resources allocated.
Explicit policy on BE, (a) national BE model and CLILF, (b) 1,000 new schools having BEP	National policy on BE. CLILF. No. of schools implement BEPs.	Policy reports School census report	Expansion of the programme is agreed upon by the MoE, PEAs, and schools.

<p>Explicit policy on BE. National BE model and CLILF. 500 schools more having BEP. Steering committees at national, provincial zonal levels. Professional development of BE teachers. BE resource packages to 1000 schools. Materials for accelerated learning campaigns. No. of BE activities in 1000 schools No. of different CCAs. 20 professional CD programmes per year Train 1000 science teachers and 1000 mathematics teachers per year. 40 resource teachers for each subject per province. M&amp;E framework and well established monitoring system. Findings of studies.</p>	<p>Draft of the BE model and CLILF. No. of schools having BEP. No. of steering committees established and functioned. No. of resource packages distributed. No. of competitions and camps. Teacher quality evaluation based on self evaluation format. GCE AL and GCE OL results. No. of dissemination activities done by the teachers got professional development. No. of schools started BEP using teachers completed the TC training. No. of teachers trained by the resource persons at provincial level. Percentage of officers and ISAs involving in school evaluation programmes. No. of the relevant institutions that the M&amp;E framework introduced. Database of provincial, zonal coordinators and ISAs. No. of dissemination sessions of research findings.</p>	<p>Monitoring and evaluation reports School census report</p>	<p>Follow available policies equally in the system.  Support of the relevant institutions. Able to complete professional development programmes on time.</p>
Strategies/Programmes/ Components		Inputs	
<p>Strengthen process, output, outcome-oriented M&amp;E database and mechanisms at all levels (i.e. national-level monitoring framework and tools, approved ca rder for BE, analysis of results and textbooks, research)</p>		<p>M &amp; E and tools developed. Carder approved. Results and textbook analysed. (2012), Conduct 2 research (2013-2016)</p>	
<p>Improve the qualities of BLEP through a comprehensive CD framework: (i.e. CD for managers, operational level, ISAs and teachers at local and overseas, BE teacher training for monolingual teachers, action research, provincial resource pools)</p>		<p>2 MAs, CDs for teachers at 60 TCs, 18 resource pools, 30 action reaches per year</p>	
<p>Support all relevant stakeholders with necessary resources</p>		<p>Provide materials for: 250schools, 25 TCs (2013 -2016)</p>	
<p>Strengthen systems established for smooth functioning of BE and relevant institutions (i.e. provide materials, school linking program mes, CCAs, ALCs etc.)</p>			
<p>Strengthen the existing policy and develop a Sri Lankan BE model and CLILF based on the BE policy</p>		<p>BE policy (2013), CLILF(2013), CLILF piloting (2014), CLIL review (2015) &amp; System-wide implementation (2016)</p>	
<p>Strengthening the existing policy and developing a Sri Lankan BE model and CLILF based on the BE policy: (i) Developing a CLILF, relevant stakeholders trained and framework introduced to the system. (ii) Expansion of BEPs in secondary network.</p>		<p>Total Cost – Rs 198.25 mn  Total human resource requirement - 200</p>	
<p>Supporting all the relevant stakeholders by providing necessary resources : (i) Bilingual activities in 1000 schools programme . (ii) Promoting CCAs. (iii) Improving learning outcomes of BE students .</p>			
<p>Improving qualities of BLEP through a comprehensive CD framework incorporating all levels (managers, operational level as ISAs and teachers) : (i) Professional development programmes for teachers in local and overseas . (ii) Development of monolingual non -language subject teachers as bilingual teachers. (iii) Strengthening provincial level resource pools . (iv) Language improvement programmes for the relevant officers and ISAs .</p>			
<p>Strengthening process, output, outcome-oriented M&amp;E database and mechanisms at all levels. Strengthening systems established for smooth functioning of BE and relevant institutions: Awareness programmes at provincial level , Media programmes, 2 research per year , Progress review programmes , Publishing annual report</p>			

## T2.9: LFA for development of commerce, accountancy, business studies, business statistics and economics studies (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Student based programme	2.35 (R)	2.1(R)	1.9(R)	1.5(R)	1.5(R)
2.0	CB programmes on new syllabus in commerce subjects	2.1(R)	2.175(R)	1.5(R)	1.6(R)	1.4(R)
3.0	Develop infrastructure facilities:	104 (C)	104(C)	101(C)	101(C)	101(C)
4.0	Conducting, monitoring & evaluation programmes	0.2(R)	0.2(R)	0.2(R)	0.2(R)	0.2(R)
<b>Total</b>		<b>4.65 (R)</b>	<b>4.475(R)</b>	<b>3.6 (R)</b>	<b>3.3 (R)</b>	<b>3.1 (R)</b>
		<b>104(C)</b>	<b>104 (C)</b>	<b>101(C)</b>	<b>101 (C)</b>	<b>101 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Produce skilled labour for the knowledge-based economies	Percentage of Sri Lankans contribute to global and local labour market	Research and studies	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
School leavers competent joining higher studies and professional/ vocational studies or labour market or in entrepreneurship	Percentage of school leavers join higher/professional/vocational studies or labour market or become entrepreneurs	Research and studies Labour force surveys	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Established M&E mechanism	M&E framework developed and implemented.	Progress reports	
Introduced GCE AL commerce stream for 426 more secondary schools Established 1,000 commerce labs in secondary schools	No. of schools introduced GCE AL commerce stream No. of commerce labs established at secondary schools	School Census; Physical facilities survey/ MoE	
Improved the quality of teachers	No. of teachers, principals participated in capacity development programmes	Progress reports	
Increased number of students in GCE AL Commerce stream up to 35% by 2017 Increased number of students passed at GCE OL examination	No. of students reading subjects in commerce for and passed GCE AL examinations No. of students passed of GCE OL and AL examination	School Census  Public examination results	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
M&E programmes for GCE OL & AL commerce subjects.	18 M&E programme per year		
Develop infrastructure facilities:	Establishment of commerce Labs at 1,000 secondary schools. (200 schools per year) Strengthen capacity of the provincial dept of education to manage school commerce labs (9 provinces (2013 & 2014) Provisions of learning resources, equipment etc.		
CB programmes on new syllabus in commerce subjects:	CB programmes on new syllabus in commerce subjects (CB for: provincial level subjects co-ordinators, zonal level directors, ISAs), including exposure visits local/foreign) 18 CBs 9 local /1 foreign visit per year Professional development programmes (PDPs) for: subject coordinators, directors and ISAs (i.e. communication, ICT and new technology, teaching methodologies skills, planning skills) 9 PDPs per year Special programmes for 1,000 secondary schools (i.e. recruitment and deployment of teachers, CD of newly recruited teachers, introduce commerce stream for new 426 secondary schools) 100 schools (2013, 2015 & 2016), 126 schools (2014) <b>Awareness programmes for resource persons in provincial level (50* 9 province) (200 persons in 2013 &amp; 250 in 2014)</b>		
Awareness programmes towards increasing participation in GCE AL commerce stream from 25.2% in 2010 to 35% by 2017	Increase number of students in GCE AL commerce stream up to 35% by 2015 (baseline 25% in 2010) 28% (2013), 30% (2014), 32% (2015), 34% (2016), 35% (2017) Conduct national-level competition on commerce subjects. (prepare circulars and guidelines, conduct school, zonal, provincial & national level competitions) (1 competition at 5 levels in each year) <b>Conduct students' camps in zonal level 3 (2013), 3 (2014), 2 (2015)</b>		

## T2.10: LFA for development of Agriculture (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Capacity building programmes	3.7(R)	4.0(R)	4.0(R)	4.0(R)	4.0(R)
2.0	Establishment of school farms	2.0(R)	2.0(R)	2.0(R)	2.0(R)	2.0(R)
3.0	Environment programmes	5.24(R)	6.0(R)	6.0(R)	6.0(R)	6.0(R)
4.0	Preparation of AL Agriculture papers	0.15(R)	0.15(R)	0.15(R)	0.15(R)	0.15(R)
5.0	Purchasing agriculture & GLOBE equipment	7.25(C)	8.0(C)	8.5(C)	9.0(C)	9.0(C)
6.0	Provide agriculture laboratories to schools.	20.0(C)	20.0(C)	20.0(C)	20.0(C)	20.0(C)
	<b>Total</b>	<b>11.09 (R)</b> <b>27.25 (C)</b>	<b>12.15 (R)</b> <b>28.00 (C)</b>	<b>12.15 (R)</b> <b>28.5(C)</b>	<b>12.15 (R)</b> <b>29.00(C)</b>	<b>12.15 (R)</b> <b>29.00 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Students skills developed for protection & conservation of environment	Assessment, achievement of students, project done by students, competitions	Project reports, awards	Improve the practical skills of students
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Schools with edible landscaping and school farms.	No. of schools having school farms	Progress reports, observation by zonal officers	Allocation of funds for establishing the school farms
Continuous maintenance of the farm	No. of well maintained school farms	Observation reports	Maintenance is done by the school
Development of practical skills in students & teachers	No. of schools implementing different Agriculture programmes	School records	
Dissemination of agricultural technology to the community	No. of exhibitions held	School records	Provincial Dept. of Agriculture provides technical assistance
Student projects, research activities on environment develop.	No. of projects, no. of students involved in research activities.	Reports	
Planning culture develop, communication skills and practical skills in SLEAS (Agriculture) officers	Awareness of officers on planning by identifying issues (research findings, observation, media etc.) Effective communication & practical skills in officers.		
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Establish unit of school farms	No. of schools having school farms	Progress reports	
Developed practical knowledge of teachers on school gardening			
Provincial/zonal resource groups to establish the farms & monitoring the programme.	No. of schools participated in capacity building/training programme	Progress reports	
Provincial level resource group to introduce new technology to school farms	No. of schools having farms	Progress reports	
Skilled agriculture teachers to establish maintain and motivate students to participate in practical agriculture.	No. of awareness programmes conducted, No. of teachers	Progress reports	
Prepared students for GCE AL examination	No. of seminars conducted/No. of students	Progress reports	
Agriculture laboratories in schools	No of schools having agriculture laboratories	Progress reports	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Establishment of school farms	200 farms per year, including urban farming where necessary		
CB programmes	20 per year CB programmes for officers on planning /communication skills and CB programmes for officers/ ISA's on new Agricultural technologies (including exposure visits local/ foreign). Conducting practical agriculture programmes for teachers. Awareness programmes for students on sustainable Agriculture and environment protection.		
Purchasing of equipments	Agriculture equipment for national schools, 5 computers + printer for branch ministry of education		
Preparation of AL Agriculture model papers	GCE AL agriculture model paper I & II with a marking scheme in Sinhala & Tamil		
Providing agriculture laboratories	Agriculture laboratories		
Conducting GLOBE & green school environment programme	Schools conducting GLOBE & green school programmes		



## T2.11: LFA for technical subjects (technical subjects, home economics) (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2012	2013	2014	2015	2016
1.0	Establishment of school technical units	2.0(C)	2.0(C)	2.0(C)	2.0(C)	2.0(C)
2.0	Conducting practical programmes for teachers	1.0(R)	1.0(R)	1.0(R)	1.0(R)	1.0(R)
3.0	Awareness programmes for student on new inventions	1.0(R)	1.0(R)	1.0(R)	1.0(R)	1.0(R)
4.0	CB programmes	3.5(R)	3.5(R)	3.5(R)	3.5(R)	3.5(R)
5.0	Providing technical equipments	6.0(C)	6.0(C)	6.0(C)	6.0(C)	6.0(C)
<b>Total</b>		<b>5.5 (R)</b> <b>8.0 (C)</b>	<b>5.5 (R)</b> <b>8.0 (C)</b>	<b>5.5 (R)</b> <b>8.0 (C)</b>	<b>5.5 (R)</b> <b>8.0 (C)</b>	<b>5.5 (R)</b> <b>8.0 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Produced school leavers with higher-order skills such as technical skills, creativity and inventors and contributed to the knowledge-based economics	Percentage of school leavers contributed to the labour market in the field of technical and vocation Percentage of school leavers established self-employment on technical and vocational field	Surveys and research	
Competent students with positive attitudes towards technology	Assessment, achievement of students, project done by students, competitions	School records, project reports, awards	Improve the practical skills of students
Professionally developed officers, ISA's & teachers	Research projects	Reports, records	
	Campaigns, projects, research done by teachers & students	Reports, articles	Students aware & protect the new technology
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Teachers and officers provide advocacy to students on future demand in the labour market on the home economic field			
Students participated to learn home economics			
Teachers and officers involved in invention programmes and provide advocacy to improve students creativity and technical skills required world of work	No. of inventions produced through the schools by teachers and students Types of teaching and learning materials produced by teachers	National & provincial level reports	
Students involved in invention programmes	No. of inventions produced through the schools	National & provincial level reports	
Technical units	No. of schools having school technical units	School records, Progress reports,	Allocation of funds for establishing the practical works
	No. of well maintained technical units	Observation reports	Maintenance of the technical unit in school
Development of practical skills in students & teachers	No. of schools implementing different technical & home economics programmes	School records	
Developed planning culture, communication skills and practical skills in SLEAS (Technical) officers.	Awareness of officers on planning by identifying issues (research findings, observation, media etc.) Effective communication & practical skills in officers.	Progress review reports	Appoint SLEAS special carders Technical officers for all provinces & zones to co-ordinate
Student projects, research activities on new Inventors environment development.	No. of projects, No. of students involved in research activities.	Reports	
Dissemination of new inventions to the community	No. of exhibitions	School records	Provincial technical and vocational institute provides technical assistance to establish the technical units, Practical skill and new technical knowledge
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Improved quality of teachers and officials with practical skills	No. of CB development programmes conducted. No. of participants for CD programmes	Progress reports	
Established home economics units and popularised home economic among the school students	No. of schools established home economic units No. of students learn home economics	School Census Physical facility surveys Surveys	

Improved quality of teachers and officials with technical capacities	No. of CD programmes conducted. No. of participants for CD programmes	Progress reports	
Established school technical units and popularised technical subject among the school students	No. of schools established technical units No. of students learn technical subjects	School Census Physical facility surveys	
Established school technical Units	No. of schools having technical units	Progress reports	
Developed practical knowledge of teachers on new technology	Workshops & practical activities	Progress reports	
Skilled technical teachers to establish maintain and motivate students to participate in practical Activities.	No. of awareness programmes conducted, No. of teachers	Progress reports	
Prepared students for GCE AL examination	No. of seminars conducted and No. of students	Progress reports	
Technical workshops in schools	No of schools having workshops	Progress reports	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Conduct CB programmes for teachers and officials:	Conduct practical programmes		
Establishment of home economic units: (a) provide resources, (b) conduct awareness programmes for students			
Conduct CB programmes for teachers and officials:	Conduct practical programmes, (awareness for teachers on new inventions and technologies)		
Establishment of school technical units:	Provide resources, (b) conduct awareness programmes for students on new inventions		
Establishment of school technical units	No. of technical units established during the year		
Conducting practical programmes for teachers on new technology	No. of programmes, No. of participated, No. of CB programmes, No. of practical sessions, Exposure visits (local/foreign)		
Awareness programmes for student on new inventions	No. of programmes, No. of participated No. of CB programmes, No. of practical sessions		
CB programmes for officers/ISA's on new inventions and technologies (including exposure visits foreign)	No. of programmes, No. of participated officers/ ISA's trained officers, ISA's teachers students		
CB programmes for officers on planning/communication skills	No. of programmes, No. of participated office ISA's/t eachers students		
Purchasing of equipment (2 computers □ printer)	Purchased equipments, Supporting institute/departments CF funds		
Providing technical equipments for established	Purchased equipments CF funds		

## T2.14: LFA for Aesthetic education (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Provide learning opportunities to students for aesthetic education	31.1 (R)	31.1(R)	31.1(R)	31.1(R)	31.1(R)
2.0	Conduct CB programmes	13.4(R)	13.4(R)	13.4(R)	13.4(R)	13.4(R)
3.0	Provide physical and infrastructure facilities	122.6 (C)	122.6(C)	122.6(C)	122.6(C)	122.6(C)
<b>Total</b>		<b>44.5 (R)</b> <b>122.6 (C)</b>	<b>44.5 (R)</b> <b>122.6 (C)</b>	<b>44.5 (R)</b> <b>122.6(C)</b>	<b>44.5 (R)</b> <b>122.6 (C)</b>	<b>44.5 (R)</b> <b>122.6 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Transformed the Sri Lankan heritage of aesthetic education to next generations	Percentages of Sri Lankan artist with theoretical and practical skills and talents in the country	Public performance	
School leavers produced with higher-order skills and creativity of aesthetic education	Percentage of Sri Lankan artist produced creative products to the society and to the labour market	-do-	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Produced talents students from aesthetics field	No. of school students performed in different aesthetic discipline	Performance reports	
Provide learning opportunities to students across the system of education on different aesthesis discipline	No. of students followed different aesthetic subjects (Arts, Music, Dancing, Drama) No. of schools offer aesthetic education in the system of education in Sri Lanka	School Census Surveys	
Produced teachers with theatrical and practical skills of aesthetic education	No. of teachers performed in different aesthetic discipline No. of events and creative items produced by annum	Performance report	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Provide learning resources and infrastructure facilities to schools	No. of schools establish aesthetic units No. of schools provided learning materials	Physical facilities surveys School census	
Improve the quality of teachers, ISA and officers of aesthetic field	No. of school teachers, ISAs, and officers produced creative programmes on relevant aesthetic subjects	School, Provincial & national level reports	
Improve the students achievements of aesthetic education	No. of sit for GECE OL and AL for aesthesia education No. of students participated aesthetics activities and provincial and national level competitions No. of GCE AL students obtained merit marks for university entrance	Examination results Provincial and national level competition reports and results UGC reports	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Provide physical and infrastructure facilities			
Conduct capacity development programmes for teachers, ISAs and officers in Arts, Dancing, Music, Drama:	Conduct teacher training programmes, conduct research, awareness programmes Implement Ves Dance, Siu Pabasara, Classical music programmes, National festival programmes, all-island competitions, Saturday schools, Sodurupubuduwa, Practical sessions, Music festival		
Provide learning opportunities to students for aesthetic education			
strengthen quality of aesthetics education ensuring Sri Lankan identity			
Improve aesthetic skills and talents of students			
that all aesthetic subjects are taught in the proposed 1,000 secondary schools			

## T2.15: LFA for Sports and physical education (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Introduce physical fitness development programme for secondary schools children and school sports development programme	152.2 (R)	160.0(R)	170.0(R)	180.0(R)	190.0(R)
2.0	Provide opportunities for talent students	4.7(R)	10.0(R)	15.0(R)	25.0(R)	50.0(R)
3.0	In service teacher training camp	23.75(R)	25.0(R)	50.0(R)	75.0(R)	100.0(R)
4.0	Provide sport equipment	230.0 (C)	245.0 (C)	260.0 (C)	275.0 (C)	290.0 (C)
<b>Total</b>		<b>180.65 (R)</b>	<b>195.0 (R)</b>	<b>235.0 (R)</b>	<b>280.0 (R)</b>	<b>340.0 (R)</b>
		<b>230.0 (C)</b>	<b>245.0 (C)</b>	<b>260.0 (C)</b>	<b>275.0 (C)</b>	<b>290.0 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Improved physical and mentally sound young citizens	Percentages of reducing illness of young citizens	Health reports/records	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Implementation of school sports development programme in each school.	Percentage of increasing active, healthy and creative population.	Health reports/records	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Increased participation of provincial, national and international sport games	No. of students represent in provincial, national and international sport games	Provincial & national level sport games records	
Conduct physical fitness programme in school.	No. of students engaged sports activities	School level reports	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Provide opportunities for talent students	Organise national-level sports training programme for sports coordinators.		
	Organise zonal-level sports training programme for school s teachers.		
	Conduct of tests for grading of students for six games.		
	Conduct of pool training for talented students.		
	Conduct training camps for coaches of pool training		
	Organise all island school sports competition		
	Organise national-level sports training programme for non-physical training instructors.		
	Organise kid's sports competition.		
Introduce physical fitness development programme for secondary schools children and school sports development programme	Organise all island school sports competition (All schools per year)		
	Maintain morning physical fitness programme (All schools per year)		
	Introduce physical activities programme for grade 5 (All schools per year)		
	Maintenance of sports school project.		
In-service teacher training camp	Organise teacher's sports meet.		
	Conduct training camps for teachers		
Provide sports equipment for six sports proposed to develop physical fitness programme	Conduct training camps for teachers		
	Provide sports and physical education equipment for every game		
	Provide sports and physical education equipment for primary education sector		
	Provide sports equipment for sport schools		
	Provide sports equipment for six sports proposed to develop physical fitness programme		

## T2.16: LFA for development of CCAs, peace education and social cohesion (2013 - 2017)

### Estimated cost

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Implement CCAs	6.7 (R)	7.0(R)	7.0 (R)	7.0 (R)	7.0 (R)
2.0	Drug prevention	5.7 (R)	5.7(R)	6.0 (R)	6.0 (R)	6.0 (R)
3.0	Communication and media studies	1.7 (R)	1.7(R)	2.0 (R)	2.0 (R)	2.0 (R)
2.4	Conduct different types of programmes and projects related to peace education in order to establish social cohesion	46.05(R)	50.0(R)	50.0 (R)	50.0 (R)	50.0 (R)
<b>Total</b>		<b>60.15 (R)</b>	<b>64.4 (R)</b>	<b>65.0 (R)</b>	<b>65.0 (R)</b>	<b>65.0 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Create society members with balanced minded and self-disciplined and health persons with balance personality	Societies with good disciplinary behaviours Percentages employees exhibits good leadership qualities	Surveys and research	
Create school environment for a tobacco, alcohol and drugs free society by year 2015	Society with people not addict in tobacco, alcohol and drugs	Research	
Established working places and society with less issues	No. of working stations and societies functioning with less issues	Surveys and research	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Established peace and social integrity at school level	Percentage of schools functioning with peacefully ensuring social cohesion	Surveys and research	
Create new ideas and attitude change of school children	Percentage of school students not taking tobacco, alcohol and drugs	Reports	
Provide opportunities to students to improve higher-order skills (i.e. leadership capacities, develop personal capacities, teamwork, etc.)	Percentage of school students actively participate CCAs	Surveys	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Promote schools to establish learning environment with peace and social harmony	No. of schools implement peace education and social cohesion programmes No. of provincial and national level programmes conducted under the peace education social cohesion	Progress reports	
Create drug free school environment	No. of school students not taking tobacco, alcohol and drugs	Progress reports	
Students participated different types of CCAs at schools	No. of schools implement different types of CCAs/programmes No. of students participated different types of CCAs/programmes	School, zonal, provincial and national levels records	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Implement CCAs: implement student cadet activities at selected schools	Scout and girl guide programmes in all schools, St John Associations, Saukyadana Movements, Red-cross Societies and organise Tower-hall Dramas		
Conduct different types of programmes in drug prevention:	Conduct awareness programmes, tobacco and cancer prevention programmes, exhibitions, students camps		
Conduct different types of programmes and projects related to peace education in order to establish social cohesion	Implement 'Denuwera mituro', experiences exchange programme, student Parliament programme, Senehasaka Taksalawa" programme, "Senehasaka Thotupala" programme, cultural integration programmes, establishment of friendship schools		

## T2.17: LFA for development of school libraries (2013-2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Promotion of reading habit among schoolchildren	4.0 (R)	5.0(R)	5.0(R)	6.0(R)	6.0(R)
2.0	Provide school library facilities	300.0 (C)	300.0(C)	300.0(C)	300.0(C)	300.0(C)
3.0	Media & TV educational programmes	6.0(R)	5.0(R)	5.0(R)	5.0(R)	5.0(R)
4.0	CB of teachers and officers	1.5(R)	5.0(R)	5.0(R)	5.0(R)	5.0(R)
5.0	Monitoring, evaluation and coordination	3.0(R)	3.0(R)	5.0(R)	5.0(R)	5.0(R)
<b>Total</b>		<b>14.5 (R)</b> <b>300 (C)</b>	<b>18 (R)</b> <b>300 (C)</b>	<b>20 (R)</b> <b>300 (C)</b>	<b>21 (R)</b> <b>300 (C)</b>	<b>21 (R)</b> <b>300 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Develop a literate/reading society contributing to future knowledge hub	No. of youth reading books, magazines, news papers, etc.	Research and studies	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Fully conversant library staff	No. of library services offered by each schools	School census	
Library integrated teaching mechanism	Fully occupied library resources	Research and surveys	
Frequent reading promotion programmes in school level	No. of promotion programmes	Progress reports	
Community empowered by information	Information-based productions of students	Surveys and studies	
Develop capable officers	Increase the number of involvements and cases regarding library activities	Surveys and studies	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Conducted lessons using library resources	No. of library reservations	Surveys and studies	
Library equipped with furniture	No. of schools provided with library furniture	-do-	
Library space with required facilities	No. of LLRCs & Reading Rooms constructed/renovated	-do-	
Increase circulation of school library materials	No. of issuing		
Audio and video productions in all three mediums	No. of audio video educational materials produced	Surveys School census	
Capable library & monitoring staff	No. of trained teacher librarians. No. of trained officers. No. of trained resource persons	School census	
Increase functionality of school libraries	No. of supervisions programmes conducted No. of monthly monitoring meetings conducted	Progress reports	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Promotion of reading habit among schoolchildren:	Conducting reading camps 10 models per year (Including 1000 schools & national schools)		
	Integrating reading into Subjects in the curriculum 20 programmes per year		
Provide school library facilities:	Establish LLRCs (construction & equipment) 100 schools per year (including 1000 secondary schools & national schools)		
	Provision of reading rooms (primary section of national schools) 10 schools per year		
	Provision of library materials 850 schools (2013), 350 schools (2014, 2015 & 2016)		
Media & TV educational programmes	Production of audio and video programmes - Implementation & conduct 'Nenasa' TV programme		
CB of teachers and officers	Including 1000 schools & National Schools) Teacher librarians/Library Staff, Zonal & Provincial coordinators, ToT programmes of resource personnel, 'Nenasa' Implementing team 600 person 10 PP (2013), 600 person 50 pp 10 PP(2014), 600 person 10 PP(2015), 600 person 50 pp 10 PP (2016), 600 person 50 pp 10 PP (2017).		
Monitoring, evaluation and coordination	Conducting M&E programmes (i.e. monthly monitoring meetings, school visits, conducting provincial programmes) - 12 MM per year		



## T2.18a: LFA for Tamil schools education (2013-2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Capacity development programme	2.0 (R)	2.0 (R)	2.0 (R)	2.0(R)	2.0(R)
	<b>Total</b>	<b>1.0 (R)</b>	<b>2.0 (R)</b>	<b>2.0 (R)</b>	<b>2.0 (R)</b>	<b>2.0 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Ensure the Tamil schools also provide the base for the knowledge-based economic and social development of the country	Performances of Tamil schools will increase by 10% annually	Examination results Teacher deployment	Poverty and ignorance of parents  Teachers willingness to serve remote schools
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
The Tamil school communities feel a transparent and supportive environment in the field of education	75% of non- infrastructural shortcomings in the schools are gradually minimized.	Progress reports	Commitments of managerial staff
Gap filling and lapse prevention activities are skilfully identified	50% of professional aspirations of school communities fulfilled	Survey reports	Time constraints
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Directorate of Tamil schools development , MoE coordinate with other directorates to make sure service delivery of the MoE to Tamil schools	A functional network established within the MoE	List of members	Time constraints
Effective monitoring mechanism established in cooperation with provincial authorities	Network between provincial authorities established.	List of activities	
Complementary and gap filling activities systematically take place.	Remedial actions sought	Plan of action	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Quality development of Tamil school education	Discussions/meetings with MoE focal points Meeting with provincial/ zonal focal points at MoE/PMoE Regular meeting with stakeholders Conduct survey for problem identification Principals' CD programmes Teachers' CD programmes Student enrichment programmes		

## T2.18b: LFA for plantation school development (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Improve the learning achievements of students					
2.0	Develop teacher quality through CD programmes	5.0 (R)	5.0(R)	5.0(R)	5.0(R)	5.0(R)
	<b>Total</b>	<b>5.0 (R)</b>	<b>5.0 (R)</b>	<b>5.0 (R)</b>	<b>5.0 (R)</b>	<b>5.0 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Improve the living conditions of the people lives in the plantation sector	Socio-economic condition of the people in the plantation sector	Research and Surveys CBSL reports DSC reports	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Increased access and participation in basic and secondary education	Gross enrolment rate Net enrolment rate Survival rate	School census Research and studies	
Primary students acquired mastery in learning competencies	Rate of mastery of learning competencies in primary students  Proportion of students entering post-secondary education	SBA reports NAs Surveys and research School census	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Improve the quality of teachers  Improved management capacities of school principals and management teams	No. of teachers participated for capacity development programmes  No. of school principals and management teams completed management training programmes	Progress report	
Increased public examination results of GCE OL	GCE OL pass rate increased by 5% by annum	DoE examination results	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Develop teacher quality through CD programmes	Conduct teacher training programme on multi level teaching for primary teachers, training programme for secondary education (mathematics, science, English) teachers, management training programme for principals. 50 programmes per year		
Improve the learning achievements of students in the plantation schools			

## T218c: LFA for Muslim schools (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	capacity development framework incorporating all levels (managers, operational level as ISAs and teachers)	3.0(R)	3.0(R)	3.0(R)	3.0(R)	3.0(R)
2.0	M&E programmes	2.0(R)	2.0(R)	2.0(R)	2.0(R)	2.0(R)
<b>Total</b>		<b>20.2 (R)</b>	<b>14.6 (R)</b>	<b>12.0 (R)</b>	<b>12.1(R)</b>	<b>12.1(R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Professional development of Arabic subject teachers	Performance of Arabic teachers	M&E reports	Support of the relevant institutions
Strengthening the well functioning M&E system for Muslim schools	Developed teachers	Progress reports on M&E	Support of the relevant institutions
Professional development of secondary Muslim schools principals under 1000 secondary schools programme	Performance of Muslim principals	M&E reports	Support of the relevant institutions
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Quality of Arabic teachers Increasing teacher availability Awareness among stakeholders	Self evaluation index for Arabic teachers No. of competent Arabic teachers Percentage of school evaluation visits	School census report Reports of the MoE Reports of PDEs	Support of schools, ZEOs, PDoEs
Progress improvement Process improvement	Percentage of M&E activities Percentage of providing inputs to improve the quality of Muslim schools	Reports of MoE, PDoE, School census report	Support of the relevant institutions
Quality of principal Awareness among stakeholders	Self evaluation index for Muslim schools principals No. of competent Arabic principals Percentage of school evaluation visits	School census report Reports of the MoE, PDoEs	Support of schools, ZEOs, PDoEs
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
12 professional development programmes per year Newsletter Exchange 10 teachers per year under the teacher exchanging programmes Volume of action research 40 Arabic resource teachers for each subject per province	No. of dissemination activities done by the teachers got professional development No. of schools started Arabic using teachers completed the TC training Volume of action research No. of teachers trained by the resource persons at provincial level Percentage of officers and ISAs involving in school evaluation programmes	Reports Minutes M&E reports	Able to complete professional development programmes on time
M&E framework Well established monitoring system Findings of studies	No. of the relevant institutions that the M&E framework introduced Database of provincial, zonal coordinators and ISAs No. of dissemination sessions of research findings	-do-	Utilisation of the prepared MEF
3 professional development programmes per year Newsletter	No. of dissemination activities done by the principals got professional development Volume of action research	-do-	Able to complete professional development programmes on time
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Improving qualities of Arabic through a comprehensive CD framework incorporating all levels (managers, operational level as ISAs and teachers)	Expertise resource persons Funds		
Strengthening process, output, outcome oriented M&E database and mechanisms for Muslim schools at all levels	Expertise Principals Funds Provision & equipments		
Improving qualities of Muslim schools principals through a comprehensive CD framework	Expertise resource persons Funds		

## T2.19: LFA for career guidance and counselling (CG&C) (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Establishment of 'career guidance school centres' at 1,000 secondary schools	250.00 (C)	250.00 (C)	250.00 (C)	250.00 (C)	250.00 (C)
2.0	Conduct psychosocial intervention and counselling programme and providing supporting materials related CG&C	86.00 (R)	30.00 (R)	25.00 (R)	30.00 (R)	30.00 (R)
3.0	Deployment of professionally qualified teachers to schools with specialised on CG&C					
4.0	Improve professional development of teacher counsellors and relevant officers					
5.0	Researches and publications related CG&C					
6.0	M&E					
<b>Total</b>		<b>86.0 (R)</b> <b>250.0 (C)</b>	<b>30.0 (R)</b> <b>250.0 (C)</b>	<b>25.0 (R)</b> <b>250.0 (C)</b>	<b>30.0 (R)</b> <b>250.0 (C)</b>	<b>30.0 (R)</b> <b>250.0 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
School students enjoyed education smoothly during the school years School leavers get future opportunities in further education and labour market	Percentage of students success education without disturbances and get opportunities of the labour markets	Research and surveys	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Reduced students' stress of education	Percentage reduced the students with education and examination stress	School reports Surveys	
Provided CG&C for senior secondary students	No. of students received CG&C	-ditto-	
GCE OL students identified future education avenues according to their skills	Percentages of GCE OL students select university education, vocational and technical education, and high-demand labour market field at local and global levels	DoE reports UGC reports UNIVOTEC reports LMS	
GCE AL students identified future education avenues according to their skills	Percentages of GCE AL students select different courses at university levels	UGC & University records	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Established 1,000 'career guidance school centres' Students received CG&C for better education	No. of centres established and functioned No. of students benefited CG&C from schools	Progress reports	
Employed professionally qualified teachers to schools specialised on CG&C to schools Established school CG&C programmes in the system of school education	No. of professionally qualified staff engaged on CG&C programmes at school levels No. of schools implemented student CG&C programmes	School Census Progress reports	
Conducted national and provincial level media programmes on CG&C for GCE OL & AL students	No. of electronic media programmes conducted through government and private Television channels, Radio chandelles and FM channels No. of opportunities sent through the mobile phone text service No. of schools received annual directory on career guidance	Progress reports Surveys	
Established 'national councils for career guidance' collaboratively inter-sectoral ministries	No. of hits on national website on career guidance	Progress reports	
Organised 'career guidance open days' in 1,000 secondary schools biannually for GCE OL and AL students with the public-private partnerships	No. of schools conducted 'career guidance days' No. of students participated for open days	Progress reports	
<b>Strategies/Programmes/ Activities / Components</b>	<b>Inputs</b>		
Establishment of 'career guidance school centres' at 1,000 secondary schools	Establish 2,500 school units and 12 resource centres of MoE & province.		
Conduct psychosocial intervention and counselling programme and providing supporting materials related CG&C	9000 schools		
Deployment of professionally qualified teachers to schools with specialised on CG&C	Recruitment of professionally qualified teachers (2500 Teachers)		
Improve professional development of teacher counsellors and relevant officers	Conduct training programmes (2600 persons)		
Researches and publications related CG&C	Establish MoE, national psychosocial resource centre and provincial PRC's.		
M&E	Conduct national and provincial levels M&E programmes.		

## T2.21: LFA for Teacher education (2013-2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Conduct series of training programmes, workshops for teacher educators	1.0(R)	1.2 (R)	1.3 (R)	1.4 (R)	1.5 (R)
2.0	Implement in-house SBTD activities are in schools	2.0 (R)	3.0(R)	4.0 (R)	5.0 (R)	6.0 (R)
3.0	Delivery of interactive multi-ethnic teacher training programmes	3.0 (R)	4.0 (R)	5.0 (R)	6.0 (R)	7.0(R)
4.0	Equipping and staffing the existing TTCs for CTE	10.0 (C)	11.0 (C)	12.0 (C)	13.0(C)	14.0 C)
5.0	Provide infrastructure and HR for institutional building of NCoEs	45.0 (C)	46.0(C)	47.0 (C)	48.0 (C)	49.0 C)
6.0	Action research programme for teacher educators of NCoEs, TTCs & TCs	1.0 (R)	1.5(R)	1.5 (R)	1.5 (R)	1.5 (R)
7.0	Six NCoEs upgraded as degree awarding institutes	1.0 (C)	5.0(C)	10.0 (C)	10.0 (C)	10.0 C)
<b>Total</b>		<b>7.0(R)</b>	<b>9.7 (R)</b>	<b>11.8(R)</b>	<b>13.5(R)</b>	<b>16.0 (R)</b>
		<b>56.0 (C)</b>	<b>62.0(C)</b>	<b>69.0 (C)</b>	<b>71.0 (C)</b>	<b>73.0(C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Pedagogical needs productively fulfilled in the school system through teacher education	Annual 5% increase in schools performance	Examination results	Delay in recruitment and deployment of teacher educators
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Professional development of teacher educators improves their didactic activities	70% teacher educators uses advanced and congenial training strategies in NCoEs and training programmes.	Supervision reports Workshop participants comments	Availability of competent Master trainers/resource persons locally in sufficient
Professional development of teachers takes place within the schools	Minimum of 30 SBTDPs implemented in each zone	Reports	
Bring together teachers communities unimportant of their various background	Build up professional friendship among teachers specially in multi-ethnic area	Survey	Scarcity of dynamic teacher centre managers
Teachers frequently up-dated by CTE	Each TC will conduct 3 residential long-term CB according to SLTS minutes	Reports	Reluctances of teachers for retraining
The quality and content of pre-service teacher education enhanced.	6 NCoEs will function as degree awarding institution.	Convocations	Academic freedom for teacher educators
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Development and delivery of standard CD programmes	70% teacher educators in NCoEs under go and training programmes.	Records	Participation of teacher educators concern with their personal difficulties
In-house SBTD activities are in action	Minimum of 300-350 teachers' pedagogical and classroom	School performance results	Disturbance to on-going school programmes
Delivery of interactive multi-ethnic teacher training programmes.	management skills improved in each zones	Workshop reports	Scarcity of bilingual/trilingual resource persons
Existing TTCs equipped for continuing teacher education	Annually 7000 teachers will receive retraining	Reports	Releasing of teachers for short/long term from schools.
NCoEs accomplish the task of degree awarding	6 NCoEs will produce 1500 BEd graduates from 2014	No. of graduate appointments	Teacher vacancies at school level according to subject very with time.
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Improve the teacher quality	Conduct series of training programmes, workshops for Teacher Educators. Implement in-house SBTD activities are in schools Delivery of interactive multi-ethnic teacher training programmes. Equipping and staffing the existing TTCs for CTE Provide infra-structure and HR for institutional building of NCoEs		
Establish SBTDPs			
CD of teacher education institutions			
Action research programme for teacher educators of NCoEs, TTCs & TCs.			
Six NCoEs upgraded as degree awarding institutes			

## T2.22: LFA for quality assurance (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Ensure SQs	10.0(R)	6.0(R)	3.0(R)	3.0(R)	3.0(R)
2.0	Ensure QSs and QAGs for educational institutions and teachers education institutions	2.2(R)	0.6(R)	1.0(R)	1.1(R)	1.1(R)
3.0	CD programmes	8.0(R)	8.0(R)	8.0(R)	8.0(R)	8.0(R)
<b>Total</b>		<b>20.2 (R)</b>	<b>14.6 (R)</b>	<b>12.0 (R)</b>	<b>12.1(R)</b>	<b>12.1(R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective/overall goal)</b>	<b>Impact Indicators</b>		
Quality of the education system is assured.	Schools producing competent students. Quality services provided by all educational institutes	Studies.	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
More than 50% schools accredited with more than 60% of scores for each theme on the basis of SEQIs. Teachers as professionals Educational institutes provide efficiency and effective services to the public	No. of schools accredited with more than 60% of scores for each theme on the basis of SEQIs. No. of well qualified teachers from NCoEs More than 80% public satisfied on services of Educational institutes	SEQI reports. Qualitative studies.	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
CD programmes: Short- and long-term (local and foreign) CD programmes implemented.	No. of programmes implemented; No. of beneficiaries.	Monitoring reports	Trained persons contribute their maximum.
Ensure QSs and QAGs for educational institutions and teacher education institutions	QSs and QAGs available and are used by the zonal, provincial and national institutions QSs and QAGs available and are used by the TCs and NCoEs.	Evaluation reports.	Develop quality in zonal, provincial, national institutions
Ensure school QSs: Revise QAGs	QAG is available and used at each school.	School evaluation reports	Well developed guidelines
Schools accredited with SEQIs	No. of schools accredited with SEQIs; No. of zones implemented.	School evaluation reports	
Professionally qualified school evaluators to support schools.	No. of school evaluators participated in relevant professional development programmes, by zones.	Provincial and national reports.	Trained persons contribute their maximum.
DRSs are used by schools.	No. of schools using DRSs.	School evaluation reports.	
Good practices of QA are shared.	No. of published/digital exemplars of evidence are available at schools.	Survey reports.	Identify good practices in schools
Feedback on SEQI available.	Impact evaluation completed.	Impact evaluation report.	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
CD programmes	Organise and implement short-term (local/foreign) CD programmes for zonal, provincial and national level staff 4 ST programmes./ 120 officers per year Organise and implement long-term CD programmes for selected zonal, provincial and national level staff 02 LT programmes per year		
Ensure QSs and QAGs for educational institutions	Introduce QSs and QGAs for ZEOs and PDEs Conduct impact evaluation Introduce a DRS for ZEO and PEDs		
Ensure QSs and QAGs for teachers educational institutions	Introduce standards and QAGs for NCoE, TTCs and TCs Impact evaluation Introduce a DRS for teacher educational institutions		
Ensure school QSs	Update and revise QAG for schools in line with the ESDFP (2013-2017) (revision updated QAGs, test in selected zones, distribution/awareness and implement Continue existing internal & external QA programmes providing special support for needy schools Introduce a DRS for the SBQM Sharing good practices of schools with other schools Introduce SRC Prepare standards for subjects Prepare an annual report based on the evaluation Conduct an impact evaluation on SEQI.		



## T2.24: LFA for textbooks and education publications (2013-2017)

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Production of textbooks	3500.0(C)	3500.0(C)	4000.0(C)	4000.0(C)	4000.0(C)
2.0	Quality development of textbooks	6.0(R)	6.0(R)	6.0(R)	6.0(R)	6.0(R)
3.0	In time distribution of textbooks	1.0(C)	1.0(C)	1.0(C)	1.0(C)	1.0(C)
4.0	Production of e-learning materials	1.0(C)	1.0(C)	1.0(C)	1.0(C)	1.0(C)
5.0	Continuing the re-use policy	1.0(R)	1.0(R)	1.0(R)	1.0(R)	1.0(R)
6.0	Production of Supplementary reading books	15.0(C)	15.0(C)	15.0(C)	15.0(C)	15.0(C)
7.0	Conducting educational research	1.0(R)	1.0(R)	1.0(R)	1.0(R)	1.0(R)
8.0	Conducting Human resource Development Activities	6.0(R)	6.0(R)	6.0(R)	8.0(R)	8.0(R)
9.0	Construction of buildings	150.0(C)	25.0(C)			
10.0	Purchasing vehicles			10.0(C)		
	<b>Total</b>	<b>14 (R) 3667 (C)</b>	<b>14 (R) 3545 (C)</b>	<b>14 (R) 4027 (C)</b>	<b>16 (R) 4017 (C)</b>	<b>16 (R) 4017 (C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Ensure the free education policy	Percentage of students entering the school education system	Annual enrolment data	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Supplying textbooks free of charge for grades 1-11 students	No. of students receiving free textbooks	School census data	
Quality study materials	Content and physical quality of printed books	Printed books	
In time distribution of textbooks	No. of textbooks in schools	Data from Schools	
Minimising the cost of textbook production	Cost of textbook production	School data	
Giving the competency to the students to use ICT effectively	ICT competent student in schools	Data from school ICT centres	
Supporting GCE AL students to facilitate their learning	Books produced for GCE AL curriculum	Printed books	
Maximum competencies to the students through Textbooks	Textbook quality standards	Prepared report	
CB of EPD staff	No. of trained officers	MoE reports	
Developing Infrastructure facilities	Completed buildings	MoE reports	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Produced textbooks	No. of titles of produced text books	EPD reports	
Good quality textbooks	Textbook quality standards	Reports of reviewing panels	
Textbooks to schools	No. of textbooks in schools	Data from Schools, Surveys	
Improved re-use percentage	Percentage of reuse island wide	EPD reports, School data	
e-learning materials	Produced CDs and e-books	EPD reports, Internet	
Supplementary reading books according to the new GCE AL curriculum	No. of books produced per year	EPD reports	
Preparing Research reports	Prepared report with findings	EPD reports	
Well trained staff	Trained officers	EPD reports	
Developed infra structure	Completed work	EPD reports	
<b>Strategies/Programmes/ Components</b>			<b>Inputs</b>
Improve the content quality of school textbooks			Annual budget
Introduce e-textbooks to students			
Capacity development programmes and public awareness programmes			

### T3.1: LFA for programme for school improvement (2013 - 2017)

#### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	PSI programme	2.0 (R)	2.0 (R)	2.0(R)	2.0(R)	2.0(R)
2.0	Conduct CB programme	5.0 (R)	2.5 (R)	2.5 (R)	2.5 (R)	2.5(R)
	<b>Total</b>	<b>7.0 (R)</b>	<b>4.5 (R)</b>	<b>4.5 (R)</b>	<b>4.5 (R)</b>	<b>4.5 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Providing quality education with necessary competencies for all the students	Strengthening autonomy and decision-making process in the society	National level reports	Support of PDE & ZEO Practicing the SDC in schools
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
School-based planning School-based development Development of infrastructure facilities of school Exhibit greater transparency Increasing involvement of community Overall development of schools Improved efficiency	Reports and minutes Seminars and reports Reports and financial documents Resource information Evaluation reports Public opinions and awards	Reports Minutes M&E report	Controversial arguments on PSI Lack of participation of official for SDS meetings Lack of leadership of principals shortage of education officers
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
School based planning School based development Development of infra structure facilities of school Exhibit greater transparency Increasing involvement of community Overall development of schools Improved efficiency	Reports and minutes Seminars and reports Reports and financial documents Resource Information Evaluation reports Public opinions and awards	Reports Minutes M&E report	Controversial arguments on PSI Lack of participation of official for SDS meetings Lack of leadership of principals shortage of education officers
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
PSI implemented	40% (2013), 70% (2014), 80% (2015), 100% (2016) of zones		
Conduct CB programme	40% (2013), 70% (2014), 80% (2015), 100% (2016) of zones		
Organisation of SDSs, SDCs, SMCs	SDCs and SMCs organised for the PSI in at least 40% ( 2013), 60% ( 2014), 80% ( 2015), 100% ( 2016)		

## T3.2: LFA for capacity buildings and HRD (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	HRD programme	100 (R)	100 (R)	100 (R)	100 (R)	100 (R)
<b>Total</b>		<b>100 (R)</b>	<b>100 (R)</b>	<b>100 (R)</b>	<b>100 (R)</b>	<b>100 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Effective management of human resources in the Education sector and formulate a comprehensive plan for developing the human resource capability and thereby contribute	No. of participants for training programmes Measuring the performance after the training programme	No. of participants Financial Verification	Financial / Allocation Problems
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Increase the level of the organisation work performance and individual work performance	Performance appraisal (individual performance)		
Suitable recruitment placement procedures	measuring the service quality		Lack of building facilities(training place)
Better performance appraisal system			Lack of training equipments
By updating database vacancies of the cadre can be decided			Lack of evaluation
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Professional training	Percentage of participants		
No. of officers trained	Evaluation (presentation, tests)		
Performance appraisal forms			
Structure for MoE			
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Capacity building	Induction training programme for SLEAS new recruits, open-10 months-102, limited-3 months- 287,merit-1 month-133		
	MPM Programme for SLEAS/SLAS officers		
	Short-term foreign study visit for HRIS and EMIS. MoE and provincial officers - (2 weeks)		
	Leadership and management training programme for national school principals and zonal directors (5+1)=6,2 days		
	Workshop on IT based planning techniques-relevant MoE and provincial staff-2 days		
	Productivity improvement programme for MoE executives,2 days,Gr.11 and 111		
	Workshop on decision making by using techniques such as in basket exercise for senior level MoE officers.2 days		
	HRM	Workshop for management procedure and office management skills for administrative staff of MoE. 1 day For Ministry Evaluation committee approved local master programmes long term Training programme on Management skills development for development assistants, 2 days Workshop on office management procedure for management assistants of MoE, 2 days Junior staff training for MoE staff, 1 day Non-academic junior staff training - National schools,1 day	
Performance appraisal	Programme for update SLEAS database,1 day Programme for develop a database regarding the locally and foreign trained officers,1 day		
Planning research and development	Programme of designing database for training requirements, 1 day Workshop for carryout pre and post training assessment for evaluate the training achievements, 1 day		

### T3.3: LFA for School supplies (2013 - 2017)

#### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Running stores functions and distribution of educational equipments & special education items to relevant schools and institutions	3.086(R) 30.8(C)	3.394(R)	3.734(R)	4.107(R)	4.518(R)
<b>Total</b>		<b>3.086(R)</b> <b>30.8(C)</b>	<b>3.394(R)</b>	<b>3.734(R)</b>	<b>4.107(R)</b>	<b>4.518(R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
To ensure well equipped educational environment for teaching- learning process in national schools and identified special schools.	Comments of students, teachers and principals on the quality of teacher learning progress	Observation reports Impact evaluation reports	Competency and awareness of school academic staff about the usage of equipment is needed
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Improving the availability of educational equipment in national schools and identified special schools.	Percentage of increasing the availability of educational equipment	Physical resource survey report Monitoring & impact evaluation reports	Keen attention of subject directors on requirements is needed
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Well functioning stores	Distribution ratio	Progress reports 219 inventory certificates	Readiness and keen assistance of receiving end is required
Receiving educational equipment decided by subject directors to relevant schools.	No. of educational equipment received by relevant schools		Sufficient transport facilities and allocations are needed in time
Receiving special educational items by the identified schools	No. of special items received by selected schools/institutions		
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Running stores functions and distribution of educational equipments & special education items to relevant schools and institutions	Distribute educational equipments Distribute special education items donated by well-wishers		

## F1: LFA for education sector development rolling plan (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Carry out education policy and planning research, studies and surveys	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)
2.0	Carrying out education policy analysis, organising symposiums	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)
3.0	Development /updating of education planning technical instruments and tools	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)
4.0	Coordinate external assistance for education	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)
5.0	School structure matters					
6.0	Organise and assign national assessments of grade 4 and 8	9.0 (R)	9.0 (R)	9.0 (R)	9.0 (R)	9.0 (R)
7.0	Delegating powers and decision-making authorities to school levels	200.0 (R)	200.0 (R)	200.0 (R)	200.0 (R)	200.0 (R)
8.0	Academic coordination of the ESDFP ( 2012-2016 & 2013-2017)	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)	1.0 (R)
9.0	Allocate financial resources					
10.0	Formulation of education sector development rolling plan	0.9 (R)	0.9 (R)	0.9 (R)	0.9 (R)	0.9 (R)
<b>Total</b>		<b>214.9 (R)</b>	<b>214.9 (R)</b>	<b>214.9 (R)</b>	<b>214.9 (R)</b>	<b>214.9 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Established and inculcated evidence-based policy and planning culture in the system of education in Sri Lanka	No. of education institutions and agencies followed evidence-based policy and planning practices	Plan documents Research and studies	Commitment and implement plan-based development funding mechanism
Enhanced economic efficiency and equity of resource allocation	No. of education institutions and agencies benefited through rational distribution of resources	Plan documents Budget estimates Research and studies	-ditto-
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Rationally allocated education resources based on norms, criteria and needs of the system	Percentage of utilised investments on education	National plan document Provincial plans Institutional plan documents	Ensure the increasing investments on education
ESDRP linked to policy on education financing	ESDRP used for funding policies on education	Budget estimates ESDRP	Policymakers need to follow the practices
Participatory decision-making and planning practices promoted at implementation levels.	No. of schools developed through participatory approach.	Circular and handbook on SBLIG	Commitment to provide financial assistance for schools
Levels of learning achievements of students diagnosed	Levels of achievements by subject and by province	Grade 4 NA report Grade 8 NA report	Implement assessment cycle
Efficacy of external resources improved	Percentage of utilised external investments on education	ESDRP Budget estimates Development partners coordination meetings	Receiving assistance from the development partners
Education planning and budgeting instruments and tools updated and used by education policymakers and planners for education policymaking and planning	Updated and modified education policy and planning instruments and tools	Revised education planning guidelines Revised teacher deployment circular Revised physical facilities norms and criteria	Acceptance of the respective authorities and receiving legal coverage.
Technically competent staff employed for education planning	No. of technically qualified and competent planning staff employed in zonal, provincial and national levels	Staff profiles	Adequately allocated resources for executing activities
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Education policies analysed and education sector development rolling plan developed	ESDRP Provincial education plans Institutional development plans	ESDRP Provincial plans Institutional plans	
ESDRP linked to education financing	Plan-based budget estimates	Budget estimates ESDRP	

Financial resources ensured: - SBLIG - higher-order learning spaces and capital assets - maintenance of capital assets			
School empowered with decision-making powers and authority	SBLIG provided for all schools	Circular and handbook on SBLIG	Commitment to provide financial assistance for schools
NAs of learning outcomes of students conducted to regular cycle for key subjects in grades 4 and 8	Results of NAs used ESDRP by MoE and PEAs	Grade 4 NA report Grade 8 NA report	Implement assessment cycle
External resources optimally utilised	Development partner (DP) assistance coordinated	ESDRP Budget estimates DPs coordination meetings	
Provincial and zonal planning officers trained	No. of trained officers		
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
Carrying out education policy analysis	Organise national symposium		
Formulation of ESDRP (medium-term) AIP	1MT AIPs per year		
Allocate financial resources: SBLIG	Rs 170.00 for phase 1- 409 schools of the national programme		
Academic coordination of the ESDFP (2012-2016 and 2013-2017)			
Delegating powers and decision-making authorities to school levels: - Provide SBLIG for schools - conduct awareness creation among school principals and relevant staff on revised circular and handbook	All schools per year		
Organise and assign NAs of grade 4 and 8	Grade 8 (2012, 2014 & 2016), Grade 4 (2013, 2015 & 2017)		
School structure matters: - 1,000 secondary school development - 5,000 feeder primary school development - other national and provincial schools			
Coordinate external assistance for education:	Conduct DPs forums 2 forums per year Conduct joint DPs implementation support mission 2 missions per year		
Development /updating of education planning technical instruments and tools:	Revise education planning guidelines - Revision of teacher deployment circular - Revision of physical facilities norms and criteria Conducting CB programmes for provincial and zonal planning staff		
Carry out education policy and planning research, studies and surveys: - Teacher absenteeism - ESDFP completion report (2012-2016)			
Conduct CD and HRD programmes on education policy and planning			



## F2: LFA for data management (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Improvement of system's capacity/scope of current EMIS	0.5(R) 5.0 (C)	0.5(R) 4.0 (C)	0.4(R) 3.0(C)	0.4(R) 3.0 (C)	0.4(R) 3.0 (C)
2.0	Conducting school census and data surveys	3.0 (R)	8.0 (R)	3.3 (R)	6.5 (R)	6.5 (R)
3.0	Analysis of school data	0.6 (R)	1.0 (R)	0.6 (R)	1.0 (R)	1.0 (R)
4.0	Data entry processes	2.0 (R)	2.3 (R)	2.7 (R)	3.0 (R)	3.2(R)
5.0	Upgrading the computer system & infrastructure of the data management branch	7.8 (C)	1.0 (C)	1.0 (C)	1.0 (C)	1.0 (C)
6.0	CB of the personnel	18.21 (R)				
<b>Total</b>		<b>24.31(R) 12.8(C)</b>	<b>11.8(R) 5.0(C)</b>	<b>7.0(R) 4.0(C)</b>	<b>10.9(R) 4.0(C)</b>	<b>11.1(R) 4.0(C)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact (Development objective / overall goal)</b>	<b>Impact Indicators</b>		
Facilitated to establish evidence-based education policy, planning and development culture		Research studies	Functioning of sound data management system
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
A culture of using data and information for enriching education policy, planning and development processes is established.	Processes of preparation of medium-term/AIP associate prevailing databases.  No. of education policy papers, concept papers, working papers and project proposals produced based on education data and information	Medium-term ESDRPs plans (national and provincials)  AIPs (national and provincial)  Education policy papers, concept papers, working papers and project proposals	
Increase efficiency of dissemination and providing data	Time reduction by 50% to provide requested data and information	Responses of the clients	
Use data and information by education counterparts, stakeholders, researchers, academic s and other local and foreign development partners for education policy ,planning and development	No. of medium-term education sector development plans and AIPs based on education data and information  No. of education policy papers, concept papers, working papers and project proposals produced based on education data and information	Medium-term Education Sector development plans (national and provincials)  AIPs (national and provincial)  Education policy papers, concept papers, working papers and project proposals	
Retention of the service with technically experienced officers	No. of technically competent officials in the DMB	Service records	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
EMIS strengthened.	Data and information posted in the MoE web based EMIS by 2013/2017.	Improved EMIS	
Facilitated the policy formulation/revision, planning and programming processes with necessary data and information; Provide data and information to counterparts, stakeholders, researchers, academic s and other local and foreign development partners.	Timely provision of data and information with improved accuracy and reliability.	Responses of the clients; use of data and information in policy, planning and programming processes.	
Completed data sets (Annual School Census; Bi-annual essential data survey; physical resources survey)	Completed data sets available for: School census data of each year available by November; Bi-annual essential survey data by April 30 <sup>th</sup> and December 31 <sup>st</sup> each year; Physical resources survey data by August 31 <sup>st</sup> in every three year.	School census Reports Bi-annual essential data report Physical resources report	
Data entry for selecting Grade 5 scholarship holders for secondary schools completed on time.  Data entry for selecting trainees to NCoEs completed on  Data entry for selecting children of Armed forces' personnel to popular schools completed on time.	Related processes are facilitated by the DMB in time and the processes are completed on time.	Records of the relevant branches school activity branch, NCoEs, national schools. School records	

Enhance physical capacity of the system	No. of computers and accessories provided	Progress reports	
6 Systems Analysts and 14 SLEAS officers who are engaged in data management trained. (selected from MoE & provinces)	6 SAs and 14 SLEAS officers trained.	Service records.	
<b>Strategies/Programmes/ Components</b>	<b>Inputs</b>		
CB of the selected personnel from MoE & provinces who are engaged in data management	Foreign training of systems analysts and SLEAS officers.		
Improvement of system's capacity/scope of current EMIS	Improve system's capacity/scope of current EMIS and strengthen sharing of information through web based EMIS. Monitor & guide the updating done by zonal EMIS coordinators.		
Analysis of school data	<input type="checkbox"/> Publish and disseminate analytical reports based on school census data per year <input type="checkbox"/> Publish and disseminate analytical reports based on school physical facilities survey <input type="checkbox"/> Upgrade statistical data and information in MoE website. <input type="checkbox"/> Supply of data reports on request.		
Conducting school census and data surveys	Annual school census; Bi-annual essential data survey twice a year; Physical resources survey, in every three years; Public Expenditure tracking survey, each year;		
	Facilitating the following processes with data entry & report generation: (i) Grade 5 scholarship based selection of students for secondary schools, (ii) Selection of trainees to NCoEs, (iii) Selection of the children of personnel served/serving in armed forces' to Grade 1 popular schools.		
	Upgrading the computer system of the data management branch (networking, procurement of computers and accessories and furniture) and maintenance		

## CA1: LFA for monitoring and evaluation (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	CB of subject teams and provincial teams	0.6 (R)	0.6 (R)	0.5 (R)	0.5 (R)	0.4 (R)
2.0	Printing and distribution of handbook for M&E	0.2(R)				
3.0	Conduct meetings	0.127(R)	0.127 (R)	0.137 (R)	0.137 (R)	0.147 (R)
4.0	Professional development of officers	0.3 (R)	0.3 (R)	0.2 (R)	0.2 (R)	0.2 (R)
5.0	Improve the school based information sources/implementation	0.15 (R)	0.2 (R)	0.1 (R)	0.005 (R)	0.005 (R)
6.0	Preparation of report for budget debate, Report for budget monitoring department, Annual performance report, SAARC progress report, progress reports for district/provincial meetings	0.4 (R)	0.4 (R)	0.5 (R)	0.5 (R)	0.6 (R)
7.0	Supply of equipments	0.15 (C)				
<b>Total</b>		<b>1.777 (R)</b> <b>0.15 (C)</b>	<b>1.627(R)</b>	<b>1.437 (R)</b>	<b>1.342 (R)</b>	<b>1.352 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
Achieving of development results in every aspect is ensured.	The level of achievement of each development result	Results frameworks with targets and achievements at each level	Financial resources will be provided.
Evidence based decision making is improved.	The extent to which information are being used in planning and decision making	Reviews and reports by external evaluators	Political willingness to evidence based decision-making
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Improved monitoring mechanisms in national, provincial, zonal and school levels	Availability of adequate financial resources for monitoring in each subject area at each level The level of acceptance of the monitoring as a duty of subject coordinators at provincial and zonal levels The level of completion of monitoring responsibilities set in the plans The degree of dissemination of information at the national, provincial and zonal level; Availability of good quality and policy relevant information at each level	Financial progress reports A review by external evaluator Progress report Progress report with data analysis	Adequate financial resources, Policy level priority at each level, awareness on monitoring of higher level decision makers
Strengthened capacity of subject directors on M&E	The level of appropriate skills, technical expertise and knowledge on M&E	An evaluation form	Strong commitment
Effective problem solving and decision making	Identified issues, decisions taken and follow up actions	Minutes of the meetings	Time allocated for monitoring by decision makers
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
An electronic information system for monitoring and performance review	Availability of an electronic information system for monitoring and performance review	A web-based system	An approval by Secretary,
A development results frameworks for each subject area at each level	Percentage of subject areas which have results frameworks at each level Percentage of policy goals which have converted into measurable outcomes and targets	National a results framework consists of each subject	Knowledge on monitoring
A set of indicators to measure the results of each subject area	Availability of a set of indicators to measure the results of each subject area	National a results framework consists of each subject	
Monitoring plan for each subject area and monitoring tools for each level	Availability of a monitoring plan for each subject area Availability of Monitoring tools for each indicator	Monitoring plan Monitoring tools	
Handbook on M&E	Availability of handbook on M&E in Sinhala and Tamil	Handbook on M&E	Time for preparation
Technical guidelines on preparation of indicators	Availability of Technical guidelines on preparation of all indicators	Technical guidelines for each subject indicators	Time for preparation
Annual Progress Reports	Availability of annual progress report	Annual progress report	
Officers with knowledge and skills on M&E in each subject	Percentage of subject officers who participated in workshops	List of participants	

Strategies/Programmes/ Components	Inputs
CB of subject teams and provincial teams	Conduct M&E workshops in provincial level
Printing and distribution of handbook for M&E	
Conduct internal performance review meetings, education development committee meeting	
Professional development of officers	Conduct training programmes on use the database and testing and finalising the system/ Improvements by ICT experts, resource persons
Improve the school-based information sources/implementation	Conduct discussions and preparation of tools
Preparation of report for budget debate, Report for budget monitoring department, Annual performance report, SAARC progress report, Progress reports for district/provincial meetings	Reports submitted by each division, data entry operators,
Supply of equipments	Purchase of colour printer for Monitoring Branch

## CA2: LFA for research (2013 - 2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Identification of research requirements of the general education system	0.25 (R)	0.25 (R)	0.25 (R)	0.25 (R)	0.25 (R)
2.0	Improve knowledge and skills of regional officials on educational research	1.0(R)	1.0(R)	1.1(R)	1.3(R)	1.5(R)
3.0	Coordinate all research activities	0.05(R)	0.05(R)	0.05(R)	0.05(R)	0.05(R)
4.0	Dissemination of research findings:	0.3 (R)	0.3 (R)	0.3 (R)	0.3 (R)	0.3 (R)
<b>Total</b>		<b>1.6 (R)</b>	<b>1.6 (R)</b>	<b>1.7 (R)</b>	<b>1.9 (R)</b>	<b>2.1 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
To advance knowledge about education and to promote the use of research to improve education and serve the public good. Enable educationists to take informed decisions towards improving the quality of education	Use of research findings to improve education policies and programmes.	MoE's Subject Directors' Reports.	
Establish a research culture in the field of General Education	Research culture established.	Research journal; Teachers' action research.	
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Original critical investigation of issues will be identified.	Identified issues		
Promote and encourage original critical investigation of issues relevant to educational development in Sri Lanka	Investigation of issues		
Orderly investigate subject matters A research culture will be established in the Education sector.	Investigation of subject is Research culture in education field sues		
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Continue research studies on identified themes with the help of universities / NIE	Research Study Report		
Disseminate research findings to policy makers/planners and practitioners.	No. of workshops, findings, Reports		
Quarterly /Yearly report will be produced Provide a local/international forum for the interactions of ideas on education and discuss research findings.	Quarterly/Yearly report Local/international interaction of issues and discussions.		
<b>Strategies/Programmes/ Components</b>		<b>Inputs</b>	
Dissemination of research findings: Conduct seminar / sessions on different themes related to education; Publish a Quarterly/Annual research report/Magazine establish a 'Research Board' for Research studies. (Editorial Board); Provide advocacy for the general education system on the importance of educational research		40 per year  01 per year 01 per year	
Coordinate all research activities commissioned to the universities/ external firms, conducted by the MoE; Coordinate / assist all research studies conducted by external agencies / development partners.			
Improve knowledge and skills of regional officials on educational research; Conduct a research competitions education forum 'role of education in transforming economy international conference on education			
Identification of research requirements of the general education system: Provide guidance to identify issues and research requirements in each subject area; Provide assistance to programming alternative activities for identified issues and findings.			

## CA3: LFA for Education for All: (2013-2017)

### Estimated cost:

Ser. No.	Strategic area	Cost SLRs million				
		2013	2014	2015	2016	2017
1.0	Implement the inclusive education tool-kit in all primary & secondary schools island wide, after the successful monitoring of the pilot programme in 4 divisions (programme is ongoing in Soranathota, Meegahakivula, Kandeketiy and Mannar)	2.75 (R)	1.0 (R)			
2.0	Incorporate the inclusive concepts to the Teacher Education programme.	0.4 (R)	0.5(R)			
3.0	CB programmes for EFA assessment and monitoring.	1.57 (R)	0.3 (R)		0.4 (R)	
4.0	CB programmes to enhance the vital knowledge to collect required data and information for the preparation of EFA assessment and monitoring reports	0.5 (R)	1.5 (R)	1.0 (R)	0.5 (R)	0.5 (R)
5.0	Awareness programmes on right to education of children in school and out of school.	0.75(R)	0.8(R)	0.5 (R)	0.6 (R)	0.6 (R)
6.0	Create and coordinate a national structure for ECCE and prepare ECCE guidelines for pre-schools.	0.5(R)	0.7 (R)	0.7 (R)	0.8 (R)	0.5 (R)
7.0	Life skill improvement programmes for disadvantaged youth through the alternative education	0.2 (R)	0.5 (R)	0.6 (R)	0.7 (R)	0.5 (R)
<b>Total</b>		<b>6.67 (R)</b>	<b>5.3 (R)</b>	<b>2.8 (R)</b>	<b>3.0 (R)</b>	<b>2.1 (R)</b>

Strategy of Intervention	Key Performance Indicators	MOV	External Factors
<b>Impact</b> (Development objective / overall goal)	<b>Impact Indicators</b>		
EFA by 2015, Every child can learn & every has equal right to education, contribute for the socio-economic growth	Enrolment rate, Dropout rate, survival rate, transition rate	EFA Data base, ECCE Data base, DHS survey, Literacy survey, Labour data, Census Data, CBSL report	Accuracy of data
<b>Outcome / Purpose</b>	<b>Outcome Indicators</b>		
Establish an inclusive culture as every child gets equal opportunities and decreasing exclusion from education	Increase the enrolment by 100%	School records, ECCE data base, EFA data base	Reliability of data base
Ensure the inclusive in teaching and learning environment of classroom	Attractive and learner friendly environment in class rooms	School records, school level evaluations, EFA data base	Schools will provide with correct information.
A comprehensive action plan on EFA	Achieved 51 EFA indicators	School records, ECCE data base, EFA data base	A comprehensive action plan on EFA
Assess the achievement of Sri Lanka in relation with the EFA goals.	Each child receive the education with equal opportunities	EFA Data base, DHS survey, Census Data, Labour Data, ECCE Data, Budget estimate.	Assess the achievement of Sri Lanka in relation with the EFA goals.
Every child has right to education	Ensure the rights of child by 100%	EFA Data base, DHS survey, Census Data, Labour Data, ECCE Data, Budget estimate	
Establish a national structure for ECCE & improve the learning achievements of students in primary grade 1	Increase the basic competency level by 100%	School records National guidelines for ECCE National level ECCE Data base EFA Data base	Provincial level officers will collect data from all ECCE centres in the country Accuracy & reliability of the data
Social and economic growth	Increase the per capita income rate Decrease the misbehaviour rate	School Data record, Central Bank report, DHS survey	
<b>Outputs / Deliverables</b>	<b>Output Indicators</b>		
Ensure the inclusiveness in each class room in the Sri Lankan school system.	Every child receive quality education and cover the requirement level of grade remain		
Inclusive education learning package for primary key stage I teachers with CD/DVD mode.	No. of teachers trained, quality of teaching methods		
An Action plan to accelerate the progress	Met the EFA targets by 2015		
End-Decade Assessment report and Mid-Decade Assessment report - 2015	Level of achievement towards EFA goals	EFA Data base, DHS survey, Census Data, Labour Data, ECCE Data, Budget estimate.	
The rights of children will be acknowledged by the society. So every child in compulsory education age will receive equal right to education.	Increase the awareness on the rights of children to gain quality and equal education		
National structure on ECCE and ECCE guidelines.	Learning competency by 100%	School records National guidelines for ECCE National level ECCE Data base EFA Data base	
Develop the essential life competencies among disadvantage youth	Increase the participant of literacy & life skills programs	School Data record, Central Bank report, DHS survey	



Strategies/Programmes/ Components	Inputs
Implement the Inclusive Education tool-kit in all primary & secondary schools island wide, after the successful monitoring of the pilot programme in 4 divisions (programme is ongoing in Soranathota, Meegahakivula, Kandeketi and Mannar)	Trainings & monitoring (2013), Level of implementation (2014), Each child participate in learning process (2015), Inclusive of class & quality education (2016)
Incorporate the inclusive concepts to the Teacher Education programme.	Printing (2013), Implement in classrooms (2014), Assess & monitor the progress (2015), Ensure the CFS (2016)
CB programmes for EFA assessment and monitoring.	Preparation of general guidelines (2013), Awareness programmes & Draft (2014), Submission of draft to Unesco, Bangkok (2015), Review, print and launching (2016)
CB programmes to enhance the vital knowledge to collect required data and information for the preparation of EFA assessment and monitoring reports	EFA End d-Decade assessment report (2013), Ensure the quality of data (2014), Initiatives for Mid decade assessment report.(2015), EFA 2015 report (2016)
Awareness programmes on right to education of children in school and out of school.	Design handouts on child rights (2013), Get print and other media for awareness (2014), Society has clear understanding on rights of children (2015), Increase the enrolment and decrease the dropout and out of school (2016)
Create and coordinate a national structure for ECCE and prepare ECCE guidelines for pre-schools.	Preparation of guidelines.(2013), Awareness raising programmes (2014), Ensure the quality of ECCE (2015)
Life skill improvement programmes for disadvantaged youth through the alternative education	Awareness programmes (2013), Enhance the ability for an employment (2014), Reduce the No. of unemployment (2015)



ISBN 978-955-28-0040-5



9 789552 800405