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கல்வி அமைச்சு  
Ministry of Education

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Ministry of Education

January 1, 2020

Circular No. 03/2020

Instructions and Guideline No. 01

To All: Secretaries of Provincial Ministries of Education  
Provincial Directors of Education  
Zonal Directors of Education  
Deputy/Assistant Divisional Directors of Education

**Increasing the number of National Schools up to 1,000 by upgrading the schools  
selected from existing schools in the school system into National Schools  
and**

**Establishment of 20 full-fledged trilingual secondary National Schools at District Level  
and**

**Establishment of a school network with a core school networking the said schools**

## 1.0 Introduction

Assuring equity in access for education and opportunities for quality education for all school students is a prime objective of the education. The government's contribution in relation to the education has been clearly stated in the programme, "Reawakening of School Education" under the theme of "A Productive Citizen and a Happy Family" in the government policy; "Vistas of Prosperity and Splendor".

The following key activities have incorporated in the programme, 'rationalization of the school system' under the new education reforms.

- Increasing the number of national schools up to 1,000 by upgrading the schools selected from existing schools in the school system into national schools.
- Establishment of 20 full-fledged trilingual secondary national schools covering all districts.
- Establishment of a 'school networks' with a core-school networking the aforesaid schools.

## 2.0 Objectives

- Assure equal and high-quality opportunities in access in and participation for education so that free and compulsory rights to education are optimally guaranteed.
- Assure the resource utilization at optimum level through rationalizing the schools wherein subject streams of secondary education are in function.

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- Implement special programmes so that vertical equity principle is assured in terms of the schools which are not covered by the schools to be developed under this programme.
- Upgrade the quality of entire education.
- Improve the learning outcomes of students.

### **3.0 Expected outputs and outcomes**

#### **(a) Expected outputs:**

- Increased the number of existing national schools up to 1,000.
- Developed physical infrastructure and human resources in the schools selected for this programme.
- Established 20 full-fledged trilingual secondary national schools covering all districts.
- Established a school network with a core-school networking the entire school system.

#### **(b) Expected outcomes**

- Guaranteed equitable and high-quality opportunities of access in and participation for quality education for all school students without any discrimination.
- Minimized existing school-based bi-polarization.
- Minimized disparities in resource distribution prevailing in the school system and increased efficiency in education investments.
- Provided opportunities for quality education covering the entire system.
- Maintained and secured a sustainable balanced regional development.
- Improved quality of education.

### **4.0 Methodology**

#### **4.1 Increasing the number of national schools up to 1,000 by upgrading the schools selected from existing schools in the school system into national schools.**

This programme is being implemented based on the scientific methods under the education planning techniques. The said process is implemented under the following steps through school rationalization and school mapping exercises.

- Step 1:** Identification of core-schools and school network connected to that core-schools.
- Step 2:** Verification of the selection of school networks for the development.
- Step 3:** Preparation of school development plans (long-term, medium-term and short-term) and implementation of development programme.
- Step 4:** Function the selected schools as 'model and efficient cost and resource management centers'.
- Step 5:** Monitoring, evaluation and impact assessment

### **Step 1: Identification of core-schools and school network connected to those core-schools.**

Identification of core-schools and school network connected to those core-schools are done through the school mapping techniques. The core-schools are herein identified under two (02) stages.

**Stage 1:** The priority should be given to the Divisional Secretariat Divisions (DSDs) which currently do not have a national school.

**Stage 2:** Core-schools should be selected for DSDs in which national schools are already situated.

The schools should be identified in line with following factors/criteria in identifying the core schools in the identified school network.

- i. Access in and participation for education.
- ii. Student flow.
- iii. Feasibility of expanding the infrastructure facilities.
- iv. GCE AL student flow and student population.
- v. Possibility to conduct trilingual studies.
- vi. Socio-economic factors.
- vii. Student population in primary and secondary schools in the school network (Type 2 and Type 3).
- viii. Number of schools per network.
- ix. School size of the core-school in the network.
- x. Public investment for the core-school of the network (including the purposes/value of investment in Rs. million).

#### **i. Access in and participation for education**

- There should be a verification regarding the students' access for and participation in the core-schools selected for the development. The students are the key factor in the course of identifying the core-schools. The proceedings should be made in a manner that no student is deprived or discriminate of the opportunities of education.
- The right to education for all children should be assured with no prejudice to the students based on any geographical, socio-economic and other particulars.

#### **ii. Student flow**

- The student demand for each school within the period of last 05 years within the identified school network should be analyzed. The said analysis needs to be conducted by school, by grade and by subject streams.
- Calculation of the attendance of students to each school in the network can be done at Grama Niladhari Division (GN Division) levels. The following formats can be used for this purpose.

**Format 1:** Student flow by student information

**Format 2:** Student flow by grade

**Format 3a:** Student flow by school (number of students from each GN Division)

**Format 3b:** Student flow by GN Division (example)

**Format 4:** Student flow by school and by grade

**Format 5:** Format for submission of school list with structure proposals

**iii. Feasibility of expanding the infrastructure facilities**

- Adequate space should be available in the identified core-schools to facilitate the prospective developments i.e. upgrading the entire school learning environment of the school attractively and provision of infrastructure and other physical facilities.
- The said school should have adequate space for laboratory facilities, other subjects related higher-order learning spaces, facilities for sports, spaces for studies and extra-curricular activities.
- The core-school should be situated in a risk-free land certified by the Nation Building Research Organization.

**iv. GCE AL student flow and student population**

It is observed that the allocation of resources in conducting GCE AL subject streams for a very limited number of students is not effective. Especially, though there are less than five (05) students for GCE AL science streams, such schools have to be provided with all the facilities. This situation has a direct effect on the learning and teaching process. Consequently, the schools having adequate number of students for GCE AL streams need to be identified and the schools wherein the GCE AL streams are in progress need to be rationalized (e.g.: such as schools with GCE AL: schools with science stream, schools with aesthetic education stream, schools with technology stream, schools with Arts stream, schools with commerce stream etc.).

**v. Facilities for trilingual studies**

- The schools selected as core-schools for this programme should be able to be provided with all required facilities for trilingual.

**vi. Socio-economic factors**

- Some special socio-economic factors in each area should be considered. There should not be a hindrance for any child-based on such special circumstances.

**vii. Student population in primary and secondary schools in the school network (Type 2 and Type 3)**

- It is sufficient to have a student population of 1,000 - 3,000 in the schools identified for the entire school network.

**viii. Number of schools per network**

- The maximum number of schools which entailed for one school network should be approximately 5-8 schools.
- All the schools should belong to any network
- Even the schools identified as isolated should also be nominated to be connected to any of the core-school, and distinctiveness of such schools (isolation) should be noted.
- Schools which have already been developed, having higher number of students should also be named as a member school of the relevant network.

**ix. School size of the core school in the network**

- The core-school should be a secondary school having grades 6-13.
- Minimum number of students that needs to be in the core-school should be 750. A greater number of students should not be condensed to a one school and the students of the schools belong to the network should have the ability to access the core-school.

**x. Public investment for the core-school of the network (including the purposes /value of investment in Rs. million)**

- The investments made by the government within the past periods through varied government and development partner institutes as well as through varied financial sources for the selected core-school should be taken into consideration.
- Proceedings should be done ensuring the maximum utilization of those investments.

**General remarks:**

- In line with the aforesaid criteria, three (03) schools in each DSD should be identified. If there are special circumstances, such events should be justified.
- Provincial Deputy/Assistant Directors of Education (Education Planning) should decide the schools selected under this programme in collaboration with the provincial education authorities (provincial, zonal and divisional) by January 15, 2020 and inform the Ministry of Education accordingly.
- It is anticipated to discuss with all the Provincial Education Authorities and the relevant officials in the Ministry of Education about the schools selected under this programme in January 2020. The structural proposals on GCE AL streams in the schools should also be presented therein.

**Step 2: Verifying the selection of school networks for the development.**

It is due to have an assessment from a third party institution regarding the schools proposed by each province and to have recommendations on the feasibility of the selected school as a school having a development approach.

**Step 3: Preparation of School Development Plans (long-term, medium-term and short term) and implementation of development programme**

- All the schools should prepare the following plans under the rolling plan method in this step.
  - Medium-term development plan (2020 - 2025).
  - Annual implementation plan based on the medium-term development plan (should be prepared annually).
- A special development plan should be prepared in line with vertical equity principles on behalf of the students of the schools which are not covered by the proposed school network and the actions will be taken to develop such schools providing physical, human and other resources with special considerations thereto.

- Subsequent to the approval of the School Development Plan included with the cost, this programme should be implemented in those schools.

**Note:**

The particulars on preparation of plans, costing and resource package will be given in due course.

**Step 4: Function the selected schools as model, efficient, cost and resource management centers.**

- It is proposed to prepare a School Development Plan for these schools by identifying their real needs on priority basis and to provide physical, human and other resources, separately identify the budget allocations for each school and to maintain these schools as model, efficient, cost and resource management centers.

**Step 5: Monitoring, evaluation and impact assessment**

- The schools to be developed under this programme will be monitored and evaluated according to a scientific method.
- Also, an impact evaluation is expected to be done after the implementation of this programme.

**4.2 Establishment of 20 full-fledged trilingual secondary national schools covering all districts**

An appropriate area for the establishment of the proposed schools should be identified in line with the following criteria.

1. Each district needs to be covered.
2. Establishment of these schools especially in association with new development zones, cities and sub-cities in national development.
3. Establishment of these schools in the areas with high student demand and high competition.
4. All the schools established are secondary schools (Grade 6-13) and implemented as mixed and trilingual schools.
5. Maintain all the subject streams of GCI: AL.
6. All required physical, infrastructure and human resources should be provided to these schools. A Development Plan is prepared for all the schools and the proceedings are made accordingly. These schools are maintained as model, efficient, cost and resource management centers.
7. These schools are developed as students' and teachers' innovation centers.

**Note:**

- Further instructions on the establishment of these schools are to be issued in due course.

**4.3 Establishment of a school network with a core-school connecting the aforesaid two categories of schools as it covers all the schools.**

- Following factors should be taken into consideration in establishment of these school networks.
  - Exchange of physical and human resources within the proposed school network.
  - School network-based recruitment of teachers.
  - Each school belongs to any of the school network.
  - Isolated schools also belong to the school network.
  - Identifying a core-school for each school network and networking the other schools to that school.

5.0 A separate 'school profile' should be maintained in respect of each school. That profile should be included with the justification report on the selection of these schools and relevant information.

6.0 Once the schools are identified, a report as per the Format No 05 including the structural proposal in relation to that should be submitted by each Province to the Ministry of Education.

7.0 If any policy issue arises regarding this program, the authority of final decision on that is vested in the Secretary, Ministry of Education.



**N.H.M. Chithrananda**  
Secretary  
Ministry of Education

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