

Sri Lanka: General Education Sector Development Plan (2020 - 2025)

**Ministry of Education
Sri Lanka**

Sri Lanka: General Education Sector Development Plan (2020 - 2025)

Approval of the Ministry of Education

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The Government of Sri Lanka acknowledges education as a human right; and provides free education from grade 1 of government schools to the first degree level at the state universities since 1947. As a result, Sri Lanka enjoys a high literacy rate, higher primary and secondary enrolment rates and higher survival/retention rates compared to other countries which share similar status of GDP. Ministry of Education (MoE) as the responsible Ministry for the general (school) education continuously works towards improving the quality of education in consultation with all national and provincial level education authorities and all other stakeholders. This medium-term strategic development plan elaborates the key development areas of the general education sector which have been formulated by the MoE in collaboration with all stakeholders.

Hon. Minister of Education, Hon. State Minister of Education Services, the Secretary, MoE, State Secretary, State Ministry of Education Services, Additional Secretary (Policy, Planning and Performance Review Division), Additional Secretary (Education Quality Development Division), and Additional Secretary (School Affairs Division) provided policy directions and advocacy for the preparation of this medium-term plan for 2020-2025. Additional Secretary (Education Services and Establishment), Additional Secretary (Administration), Additional Secretary (Services, Supplies and Procurement), Director General (Financial Management), Chief Financial Officer, Chief Commissioner of Teacher Education, all Directors of Education, Chief Accountants and other officials who are responsible for various subjects of the MoE have contributed largely in this process. Further, Director General of the National Institute of Education (NIE), Commissioner General of Examinations, Department of Examinations (DoE) and Commissioner General, Department of Education Publications (DEP) strongly contributed to this plan with their institutional plans. All Provincial Directors of Education and all DDEs/ADEs of provincial education planning contributed to formulate the provincial education development plans incorporating zonal, divisional and school level requirements and assisted to develop this overarching education sector plan.

Harmonising all the collaborative plans, the Policy and Planning Branch of the MoE prepared the 'Sri Lanka: General Education Sector Development Plan (2020-2025)' as a medium-term, consolidated plan which elaborates the prospective development programmes of the entire general education sector in Sri Lanka for the next medium-term phase.

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Foreword

Dullas Alahapperuma
(MP)
Minister of Education
Sri Lanka

Education is a crucial factor in developing a country with a strong economy and in establishing a prosperous future based on social justice. Hence, more than any other area of government activity, education sector has a greater challenge in changing the country for the better. The government is committed to provide required investments for education in line with the international level for improving the quality of education through enhancing learning outcomes of students.

Sri Lanka shows extraordinary success in terms of high level of literacy, school enrolment and survival. Education in Sri Lanka is viewed as a basic right and the government has adopted policies to encourage compulsory schooling among children.

However, we are in a stage of re-awakening the school education system. As we know, by and large, our school curriculum needs timely updates and modernisations in order to match it with the demands of the local and global labour markets. Improving knowledge and professionalism of teachers is a prerequisite to prepare children to be fit with the 21st century and beyond. This is a

crucial issue in the system we have to address urgently.

Government of Sri Lanka provides fee-free education from grade 1 to the first degree level at public universities. Initially, the general education sector development plan was prepared for the period from 2020 to 2025 comprising of an overview of the general education system, current status, issues and challenges, proposals to achieve expected educational outcomes addressing those issues and challenges and the costs. We must constantly strive to reaffirm our success. As we head towards 2030, we have to have an outstanding plan in this effort. I am confident that by 2025 we will achieve the targets set out in this development plan. I wish to thank the officials who made their extensive contributions in preparing this visionary development plan within the national policy framework and directives with the view of realising wide-ranging educational outcomes inclusive of productive citizens and happy families in Sri Lanka in line with the government policy directives of the 'Vistas of Prosperity and Splendour'.

Message from the Secretary, MoE

N.H.M. Chithrananda
Secretary
Ministry of Education
Sri Lanka

Sri Lanka is in a well secured place in terms of literacy, access and gender parity in education compared with other middle income countries with similar GDP. I consider this as a huge achievement and currently the Ministry of Education (MoE), is committed to increase students' achievements through an efficient education system. At present, Sri Lanka is working towards developing its human capital. Thereby education system has a greater responsibility in achieving national goals of economic development. Hence the MoE is working towards transforming the entire education system as a basic foundation for the future knowledge-based economy with the fullest contribution of the stakeholders. As the government has already taken several measures to achieve this task by formulating a national education policy, curriculum modernization plans, reforms in testing and evaluation systems and various other programmes for developing primary and secondary education, strengthening science, mathematics, technology, ICT education, and English and foreign languages, I believe we will be able to meet the requirements of the future labour markets

both in global and local arena.

This education sector development plan for general education was updated for the period from 2020 to 2025 and it has amalgamated activities, projects and programmes to meet the issues the system is faced with, as in the education sector development programme 2020 to 2025.

Indeed, I am happy to announce that the MoE has taken concrete actions to revise and update the education act and education policies in line with the contemporary developments of education locally and globally. This medium-term plan will be the strategic plan for implementation of agreed education policies.

As the Secretary of the ministry, I'm confident that implementing this development plan, will pave the way to improve the education system for the future and it will benefit all Sri Lankans. Finally, I wish to thank all officials who contributed in the preparation of this strategic plan in line with the government policy directives.

Message from Addl. Secretary, PPRD, MoE

**Dr. (Mrs.) Madura M.
Wehella
Additional Secretary
Policy, Planning and
Performance Review
Ministry of Education
Sri Lanka**

No doubt, education is the most powerful machinery that helps to uplift socio-economic development of a country. However, as we all wish, to upgrade mother Lanka to the status of ‘a developed country’ in the future, there are areas to be focused and strengthened further within the current education system.

Comparatively, Sri Lanka is ahead of other countries in the South Asia region in the attainments of the field of education. However, as we still encounter with certain challenges, a strong emphasis should be given to improve such crucial areas. This plan has been prepared to achieve our anticipated medium-term targets gradually, year-by-year, and thus, to overcome such challenges.

I hope that this plan will be a helpful guide for all those who are engaged in education, in Sri Lanka, as it provides the future directions and pathways to reach the targets set forth for the school education sector in the future, working in collaboration with all stakeholders of the general education sector in Sri Lanka.

Education is identified as the underpinning sector for achievement of all sustainable development goals by 2030. Hence, the

international community has given attention for development of education in their respective countries, and Sri Lanka has also fully committed to enhance our education system to achieve nationally and internationally accepted goals and targets as agreed.

As we all know, currently the world is switching towards more digitalized world. Being a part of the global society, certainly Sri Lanka also needs to set the scene to enable our younger generations to acquire the right competencies to suit to the unprecedented futures and the increasingly digitalised world. Therefore, the MoE has already taken care of modernising and reforming the education system in line with the national and international policies.

It is with great pleasure, that I am contributing this message to the medium-term strategic development plan (2020-2025) for the general education sector. I wish to thank all officers who contributed immensely to complete this endeavour successfully.

Preface

The Ministry of Education (MoE) in collaboration with the Provincial Education Authorities (PEAs) and national-level education institutions has developed this medium-term strategic plan for the period from 2020 to 2025. This sector development plan has been prepared based on the principles of ‘learning for all’ in primary and secondary stages of education. Also, the education sector development programme has especially been focused on the bottom 40 per cent of the targeted group. Hence, many developmental programmes have been developed by way of location-based, targeted interventions as to ensure the sustainability of these programmes. In addition, social inclusion is also largely considered and duly addressed through this development plan.

Investments in education are to ensure that the population has the skills demanded by efficiency-enhancing enterprises. Ultimately, the education development of the country will lead to reduction of poverty, by enhancing and re-distribution of income and wealth. So, in preparation of this development plan, consultations and discussions were held with the national and provincial education counterparts. Accordingly, a blend of bottom-up and top-down as well as horizontal approaches to planning was used.

Moreover, since the country has faced with an emergency situation during the COVID-19 pandemic period, components to respond to the ‘period of COVID-19 outbreak and ‘post-COVID-19 pandemic disruptions and remedial measures needed to be taken to mitigate the consequences of school closure on scheduled examinations, school terms, children’s mental and physical well-being, and for preparing school communities for re-opening of schools according to the guidelines of the health authorities have been incorporated into this plan.

This development plan is organised under the following key thrust areas:

Thrust area 1:

Strengthen equity in education: equitable learning opportunities for all children.

Thrust area 2:

Improve quality of general education.

Thrust area 3:

Strengthen stewardship and service delivery of general education.

Thrust area 4:

Enhance evidence-based education policymaking and planning.

As an immediate output of this exercise, provincial- and national-level education agency and institution will be ready with their own institutional medium-term and annual implementation plans (AIPs) with a greater focus on improving learning outcomes of students as well as quality of education and hence with a move from input-oriented planning and budgeting approach to outcome-oriented planning and budgeting approach. Also, in terms of service delivery point of view, the development plans will lead the system towards better governance, enhanced accountability and transparency and better service delivery through strengthening stewardship of general education. Hence, this can be considered as a historical milestone of the education system. Thus, as a result of the implementation of these plans, the general education system will yield the anticipatory medium-term educational outcomes in relation to equity, quality, efficiency, effectiveness, relevance, and adequacy considerations. We wish that, in the long run, these outcomes will definitely and positively impact on the socio-economic development of the country and finally for poverty reduction in a sustainable manner.

Policy and Planning Team
Ministry of Education, Sri Lanka

January, 2020

May, 2020

Abbreviations and Acronyms

2NL	-	Second National Language
AAT	-	Association of Accounting Technicians
ABOE	-	Activity-Based Oral English
ADB	-	Asian Development Bank
ADE	-	Assistant Director of Education
AGD	-	Auditor General's Department
AIP	-	Annual Implementation Plan
ANTRIEP	-	Asian Network of Training and Research Institutions in Educational Planning
BCM	-	Balanced-Controlled Model
BST	-	Bio-system Technology
CB	-	Capacity Building
CBSL	-	Central Bank of Sri Lanka
CCAs	-	Co-curricular Activities
CD	-	Capacity Development
CDC	-	Content Development Centre
CELD	-	Centre for Education Leadership & Development
CF	-	Consolidated Fund
CFS	-	Child-Friendly Schools
CG&C	-	Career Guidance & Counselling
CLCs	-	Community Learning Centres
CLIL	-	Content and Learning Integrated Learning
CoL	-	Commonwealth of Learning
CPD	-	Continuing Professional Development
CPLD	-	Continuing Professional Learning & Development
CRC	-	Computer Resources Centre
CSR	-	Community Social Responsibility
DDE	-	Deputy Director of Education
DEP	-	Department of Education Publications
DoE	-	Department of Examinations
DRTC	-	Digital Resource Teacher Centre
ECAs	-	Extra-curricular Activities
EFL	-	English and Foreign Languages
EGMA	-	Early Grade Mathematics Assessment
EGRA	-	Early Grade Reading Assessments
ELC	-	Essential Learning Competencies
ELLE	-	English Language Learning Enhancement
EMIS	-	Education Management Information System
EPSI	-	Enhanced Programme for School Improvement
ET	-	Engineering Technology
FELDM	-	Faculty for Educational Leadership Development Management
FLCs	-	Functional Literacy Centres
GCE AL	-	General Certificates of Education (Advanced Level)
GCE OL	-	General Certificates of Education (Ordinary Level)
GDP	-	Gross Domestic Product
GIZ	-	Gesellschaft für Internationale Zusammenarbeit
GLOBE	-	Global Learning and Observations to Benefit the Environment
GoSL	-	Government of Sri Lanka
HDI	-	Human Development Index
HRD	-	Human Resource Development

IAAs	-	International Assessments
ICT	-	Information Communication Technology
IICPR	-	Inter-Institutional Coordination Committee for Education Policy & Reforms
IIEP	-	International Institute of Education Planning
ISAs	-	In Service Advisors
JICA	-	Japan International Cooperation Agency
KOICA	-	Korean International Cooperation Agency
KPI	-	Key Performance Indicator
LfA	-	Learning for All
M&E	-	Monitoring & Evaluation
MH&C	-	Mental Health and Counselling
MLE	-	Mathematics Learning Enhancement
MLS	-	Mathematics Learning Studios
MoE	-	Ministry of Education
MP	-	Member of Parliament
MTP	-	Medium-Term Plan
NA	-	National Assessment
NCoEs	-	National Colleges of Education
NEC	-	National Education Commission
NEMIS	-	National Education Management & Information System
NER	-	Net Enrolment Rate
NEREC	-	National Education Research & Evaluation Centre
NFE	-	Non-Formal Education
NIE	-	National Institute of Education
NSBS	-	Nearest School is the Best School
NVQ	-	National Vocational Qualification
OER	-	Open Educational Resources
ONUR	-	Office for National Unity & Reconciliation
OOSC	-	Out-of-Schoolchildren
OPEC	-	Organization of the Petroleum Exporting Countries
PCs	-	Provincial Councils
PDoE	-	Provincial Department of Education
PEAs	-	Provincial Education Authorities
PERU	-	Peace Education and Reconciliation Unit
PICTEC	-	Provincial Information and Communication Technology Centre
PISA	-	Programmes for Students Assessment
PME	-	Provincial Ministry of Education
PPCC	-	Policy and Programme Coordination Committee
PPP	-	Public Private Partnership
PPRD	-	Policy, Planning & Performance Review Division
PSI	-	Programme for School Improvement
QA	-	Quality Assurance
RBME	-	Result-Based Monitoring and Evaluation
RESC	-	Regional English Support Centre
SARTC	-	South Asian Regional Teacher Centre
SBA	-	School-Based Assessment
SBLEG	-	School-Based Learning Enhancement Grants
SBM	-	School-Based Management
SBPTD	-	School-Based Professional Teacher Development
SDGs	-	Sustainable Development Goals
SE	-	Special Education

SEN	-	Special Educational Needs
SEQI	-	School Education Quality Index
SFT	-	Science for Technology
SHN	-	School Health Nutrition Programme
SLEAS	-	Sri Lanka Education Administrative Service
SLESS	-	Sri Lanka Education Supervision Service
SLPS	-	Sri Lanka Principal Service
SLTES	-	Sri Lanka Teacher Educators Service
SLTS	-	Sri Lanka Teacher Service
SMTC	-	Science, Mathematics, Technology & Commerce
STEM	-	Science, Technology, Engineering and Mathematics
STEM+A+A	-	Science, Technology, Engineering and Mathematics + Arts + Agriculture
STEMA	-	Science, Technology, Engineering, Mathematics and Arts
STR	-	Student Teacher Ratio
TCS	-	Teacher Centres
TGE	-	Total Government Expenditure
ToT	-	Training of Trainers
TTCs	-	Teacher Training Colleges
TVET	-	Technical & Vocational Education and Training
UNESCO	-	United Nations Education, Science and Cultural Organization
UNICEF	-	United Nations International Children's Emergency Fund
ZEO	-	Zonal Education Office
ZICTEC	-	Zonal Information and Communication Technology Centre

Guide to this plan

Part 1

Our functions

Part 1 describes our vision, purpose, roles and responsibilities and summarises how we are going to achieve the national goals through the annals of education.

Part 2

Sri Lanka: Education at a crossroads

Part 2 presents the sector analysis for the general education sector.

Part 3

Our plan

Part 3 introduces the goals, long-term and short-term objectives and priorities of school education for the next medium-term. It provides framework for our plan and describes the thrust areas, components and key strategies.

Part 4

How we implement

Part 4 explains how we implement this plan, who are the stakeholders and how we secure financial assistance to implement this plan.

Part 5

How we monitor

Part 5 presents how we plan to monitor and evaluate our plan, and who are involved in monitoring and evaluation.

PART 1

Our functions

Part 1 describes our vision, purpose, roles and responsibilities and it also summarises how we are going to achieve the national goals through the annals of education.

Our Vision

Sri Lankans reaching excellence in the global society

Our Purpose

- Through result-based and object-oriented approaches, combined with intellectual and technical inputs/contributions of all stakeholders, education policymaking, strategizing and implementation are geared towards optimal level of equity, productivity and efficiency.
- Provide efficient, equitable and optimal services to the clients of the education system of Sri Lanka and create talented, creative and intelligent citizens with Sri Lankan identity who respect the motherland.

Our Roles

The Ministry of Education (MoE) is the government entity responsible for designing, implementing, monitoring and evaluating of education policies, enacting legislation, regulations and programmes for public school education in Sri Lanka. We are responsible and accountable for:

- providing quality education for children in order to accomplish the national objectives of the country.
- analyzing and formulating sector policy in order to establish cooperation between early childhood, primary, secondary and tertiary education.
- laying down national policies on school education, norms and standards of education based on recommendations of the National Education Commission (NEC).
- formulating national policy framework and policy guidelines.
- preparing education sectoral plans for development of the general education sector in collaboration with the national and provincial education authorities.
- implementing free-education policy and ensuring access to quality education at primary and secondary levels.
- Developing national curriculum, school syllabi and textbooks.
- Creating an environment which enables children to enter the competitive world with self-confidence and belief on success.
- Establishing national assessment and evaluation systems and administration of public examinations.
- taking necessary actions to provide human and physical resources for the schools.
- supervising schools according to the national education policy.
- maintaining quality standards in educational institutes.

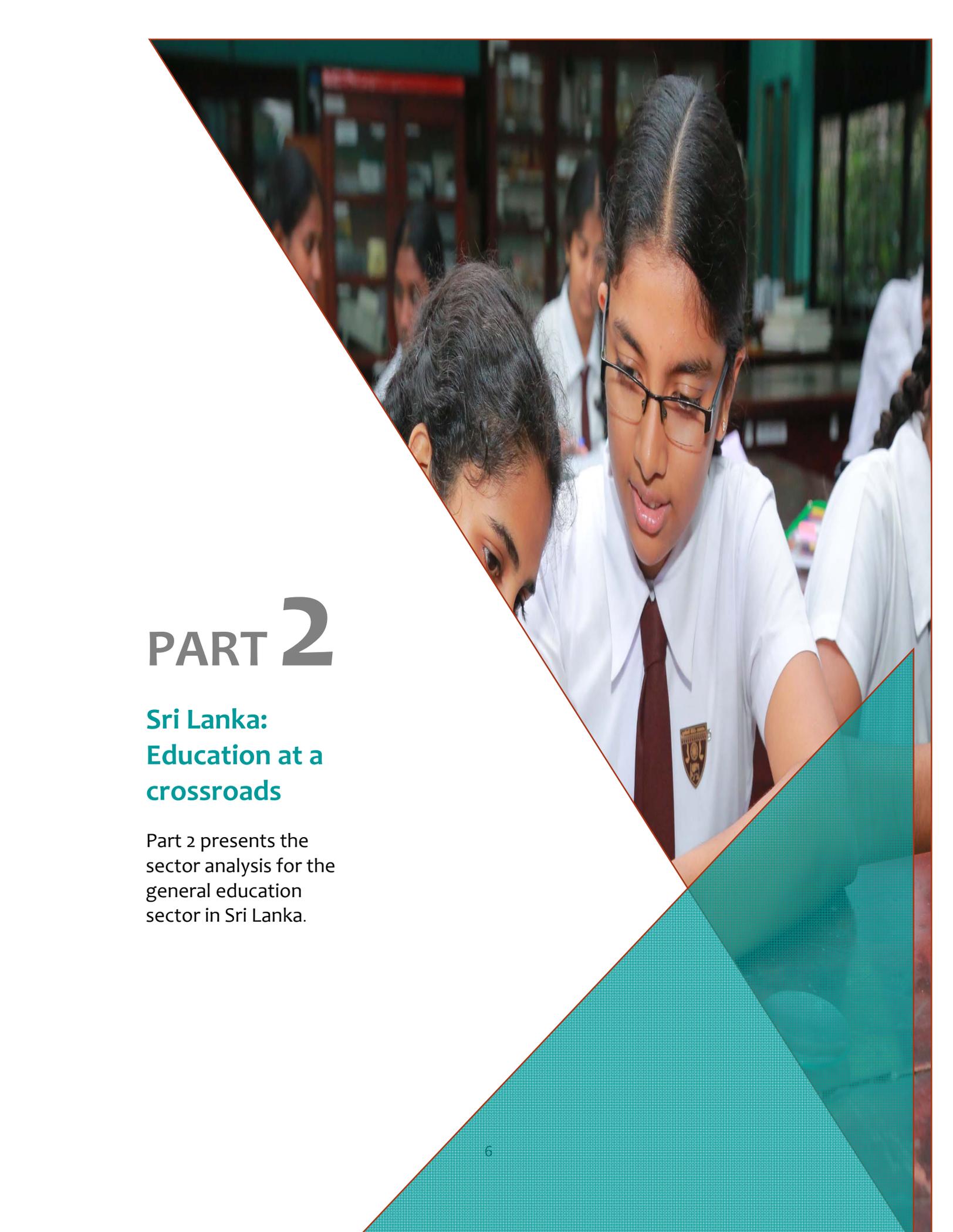
National objectives

We are working to achieve the national education goals within the national education policy framework.

- The achievement of social cohesion, national integrity and national unity.
- The establishment of ubiquitous pattern of social justice.
- The evolution of a sustainable pattern of living a sustainable life style which is vital for the year 2000 and beyond, when, for the first-time in the history of mankind even air and water cannot be taken for granted.
- The generation of work opportunities that are, at the same time, dignified, satisfying and self-fulfilling.
- In the above framework, the institution of a variety of possibilities for all to participate in human resources development, leading to cumulative structure of growth for the nation.
- The active partnership in nation building activities should ensure the nurturing of a continuous sense of deep and abiding concern for one another.
- In a rapidly, changing world, such as we live in today, it is imperative to cultivate and evolve elements of adaptability to change - learn to adapt to changing situations. This must be coupled with the competencies to guide change for betterment of oneself and of others.
- The cultivation of a capacity to cope with the complex and the unforeseen.
- An honourable place in the international community, based on justice, equity and mutual respect (NEC, 2016:3-4).

How we work

Other than working to achieve national goals and objectives within the national policy framework, we are also committed to fulfil the international education goals. Our success depends on the commitment and support of all stakeholders. This plan will be implemented in collaboration with all respective stakeholders including other relevant line ministries, relevant organisations, provincial education authorities (PEAs), school communities, third sectors and external development partners.



PART 2

Sri Lanka: Education at a crossroads

Part 2 presents the sector analysis for the general education sector in Sri Lanka.

Sri Lanka: Education at a crossroads

Government of Sri Lanka (GoSL) considers education as a fundamental right of their citizens and believes that country's social development and economic growth as well as sustainable development is closely tied-up with the human capital which is created through education. Therefore, since 1947 GoSL provides free-education from grade one to the first degree level in state universities with the aim of ensuring equity and equality of access and participation in education for all children in Sri Lanka.

The overall current education system consists

of the following four sub-sectors:

- Early childhood care and education;
- School education;
- Tertiary and university education; and
- Vocational and technical education.

The school education consists of primary and secondary level of education in which the span is 13 years (from grades 1 to 13) starting from age 5 to 18 years and at present age 5-16 is compulsory.

Since 1987, according to the 13th amendment of the constitution of Sri Lanka, school education is a devolved subject.

Accordingly, the MoE and nine (9) Provincial Education Authorities (PEAs) are responsible for delivering the needs of students in the school education system.

Having realized that quality and equitable access to primary and secondary education for all children is essential for the economic and social development, Sri Lankan government has established 10,175 government schools all over the country in which around 4 million students enjoy free education (MoE, 2018)

'Education experts are skeptical about imparting routine skills set through general education since future job market will be revolutionized with the rise of artificial intelligence. The jobs which involve more creative and social skills are less vulnerable. Thereby, sharpening communication skills, human related skills, emotional intelligence and most importantly creative and innovative skills are of vital importance'

- Frey & Osborne, 2017.

Snapshot: Sri Lankan context

Natural features of the country: Sri Lanka is an island located in the Indian Ocean with a total surface area of 65,610 sq.km and liveable land area of 62,708 sq.km. Distance between north to south and west to east is respectively 433 km and 226 km. Although, this is a small country, slight geographical variations can be seen throughout the country with mountainous area in the central parts, a wet-zone in the south-west and dry plains in the north and the east. However, access to any part of the country is not much hard except the very remote areas.

It has a tropical environment with two main monsoons from south-west and north-east bringing rain. Apart from rainy seasons, there are short inter-monsoonal periods in between. Life of the people of Sri Lanka has been greatly influenced by weather since ancient times and two clear ecological zones can be identified according to the amount of rainwater received in different areas, as wet zone and dry zone. Irrespective of the demarcated zones, some

of the districts in both zones are densely populated. Wet zone is mostly affected by floods and cyclones during the south-west monsoon and the dry zone with floods during north –east monsoon and drought during other months of the year. In addition, heavy rainfall sometimes causes severe landslides in mountainous areas resulting in displacement of the people creating social disruption.

Demographic nature: The midyear population of the country has been estimated as 21.8 million (CBSL, 2019) and out of this approximately 50 per cent are dependents comprising children and the elderly. Almost 30 per cent of the total population are under 15 years of age creating a high demand for education in the future. Population density has slowly increased with constant growth rate in several past years.

Midyear population: 21.8 mn

Age distribution:
0-14 years: 5.5 mn
15-64 Years: 14.6 mn
65 years and over: 1.7 mn

Population density: 348 person per sq.km

Dependency ratio: 49.4%
Average household size:

3.8 person

Growth of midyear population: 0.6

Source: CBSL (2019).

Urbanization is another challenge that education system has to consider carefully. In recent past, people largely migrated to the urban areas resulting in a great demand for education in urban areas. Around 18.2 per cent of population are living in the urban areas. Further, development in transport has exacerbated the pull to urban schools thereby creating a heavy strain on these schools.

Political sphere of the country: Sri Lanka became a semi-independent country in 1931 with the grant of universal franchise to elect representatives to the State Council under the British rule. In 1948 the country gained independence from British rule and became a dominion within the British Commonwealth of Nations. In 1972 it severed its connections with the British monarchy and was declared a republic. Under the new constitution of 1978 the country is designated as a Democratic Socialist Republic of Sri Lanka.

Accordingly, at present it is an independent unitary state governed by a mix of presidential and parliamentary systems with an elected executive president and a parliament. The country is divided into nine (9) provinces and 25 districts for administrative purposes. Under the 13th amendment to the constitution, nine provincial councils have been established and certain powers of governance devolved to the provinces. Under this dispensation the management of a large number of schools has been devolved to the provincial councils. Hence, both central ministry and the provincial councils are responsible in developing the education sector of Sri Lanka in terms of the provisions of the 13th amendment to the constitution.

Sri Lanka is a post-conflict country that was badly affected from the 30 years of civil war. During the conflict people living in the Northern and Eastern parts suffered heavily and were displaced off and on depending on the vagaries of the conflict. Ending of the war is a major milestone in the Sri Lankan political landscape enabling the people to

come back to their normal lifestyles.

Under the existing system of government parliamentary elections are held every five years and there is the likelihood of the party in power losing the election and a new government forming every five years. This may lead to changes in policy, thus inhibiting the implementation of a long term national policy. This lack of continuity in policy has been a major constraint in carrying out long term education policies. Continuity of education policies over a long period irrespective of changes of the government in power is essential for achieving the long-term objectives of the education system of the country.

Macro-economic framework: There are three main pillars of the Sri Lankan economy that is Agriculture, Industry and Services sectors and share of the economy of these three sectors respectively, 7.0 per cent, 26.4 per cent and 57.4 per cent (CBSL, 2019).

In the past main income of the country has been from the agricultural sector but currently, the service sector has come to the fore.

Sri Lankan economy records moderate growth at present while real growth rate has decreased slightly from 2012 to 2018. When comparing with the last few years, economic vulnerability is highly visible in 2018 due to political uncertainties of the country. Annual growth rate of the GDP is 2.3 in 2019, declined gradually from 9.1 in 2012 of peak rate. However, projected GDP growth rate will be 5 per cent by 2024. These economic growth rates are maintained by the agriculture, industry and services sectors of the country respectively 4.8, 0.9 and 4.7. However, support extended by the industry sector has dramatically declined in 2018 compared to the previous years.

Furthermore, private and government consumptions as well as the investment backing greatly to improvement of the nominal GDP, meanwhile, consumption has expanded marginally while investment has been reduced from 2012 up to now.

Moreover, the inflation rate of Sri Lanka gradually increased and it has been projected to be at 6 per cent in 2020.

Deterioration of domestic savings over the years

also disturbs the development activities of the country. Foreign debt of the country has increased and it is about 41.2 per cent of GDP (CBSL, 2018).

Although in macroeconomic context, Sri Lanka faces various challenges, the government attempts to improve its economy in many ways. Anticipatory medium-term macro-economic context as follows:

In 2032:

Real GDP growth: 5.0

Per capita GDP: US \$ 5,122

Total investment: 31.1

Domestic savings: 28.8

National saving: 30.1

Source: CBSL (2018).

Social setting: In terms of social development, Sri Lanka is well ahead compared to the South Asian and developing countries. Based on the statistics, it is indicated that poverty of Sri Lanka has decreased considerably over the past years due to government mediations. Poverty headcount index of the country is 4.1 in 2016 and Gini coefficient of household income is 0.45. Disparities among the rural and urban sector, provinces and districts can be found regardless of the improvement of national level poverty status.

Poverty head count index is higher in estate and rural sectors than the urban sector. The estate sector requires intensive support for uplifting the livelihood of the people.

Sri Lanka is able to move in to high human development range, on account of the development of economic and social context of the country. Sri Lanka ranked 71 out of the 189 countries with HDI 0.78.

Continuous progress is visible pertaining to the level of health and education context over a span of few decades. Remarkable attainment has been revealed in education by recording higher average literacy rate than the global average at 92.6 per cent in 2017.

Public reforms introduced by the government periodically have led to the success of the education sector. Irrespective of gender, socio-economic conditions, majority of them are included in the literate group.

Literacy rate (2017):

World average: 86.3%

Male: 90.0%

Female: 82.7%

Sri Lanka: 92.6%

Male: 93.6%

Female: 91.7%

Culture influencing

education: Sri Lanka is a country with a unique culture. However, present Sri Lankan culture has been formed by amalgamating the traditional and modern cultures. Theravada Buddhism has contributed to the spiritual role in the development of culture, but it has vast diversity as a consequence of external influences.

Although, this is an independent island, its culture is mainly inspired by the Indian culture. European culture too, has been embedded to some extent as a result of European colonization. Presently, revolution of culture is triggered by the globalization and tourism. Sri Lanka is a multi-ethnic and multi-religious country with Sinhala Buddhist majority. Sinhala and Tamil languages are the official languages in the country and English is used as the link-language. Though, all ethnic and religious groups live throughout the country, some ethnic groups are dominant in some part of the country. However, most of the cities are multi-ethnic and multi-religious. Therefore, trilingual policy is being encouraged in every sector.

Education Sri Lanka: in a blink of an eye

The general education covers the 5 years of primary education, 4 years of junior secondary education, 2 years of secondary education and 2 years of upper-secondary education.

Progressive development in access and participation:

Reaching the education for all objective is not a huge challenge to the education system of Sri Lanka, since it has already reached very close by showing remarkable progress of access and participation of education with introduction of free education policy.

The education system was able to accomplish near universal enrolment at primary and junior secondary level respectively at 91.87 per cent and 98.62 per cent in 2018. Moreover, significant enrolment progress is shown in upper-secondary education with the commencement of 13 years of guaranteed education system from 2016. Subsequently, survival rates of the primary and junior secondary levels have been notably increased within recent past as a result of government

initiatives. Survival rate of compulsory age (up to grade 11) is significantly high with slight variation in regional basis and gender basis at 88.66 per cent. Nearly, 36,000 of students in compulsory age limit are dropping out from the formal education system at different grades. Highest survival rate (92.84%) is indicated in Western province whereas lowest survival rate (77.97%) indicated in the Eastern province. In considering the current figures, it is identified the need of implementing initiatives for attracting the male students for general education system and also more attention should be paid on secondary level as still considerable number of students are dropping out in this stage due to various reasons.

Primary enrolment ratio (Grades 1-5)	91.87 %
Junior secondary enrolment ratio (Grades 6-9)	98.62%
Secondary net enrolment ratio (Grades 6-11)	93.48%
Survival rate (up to grade 11)	88.66%

Source: primary data from: MoE (2018).

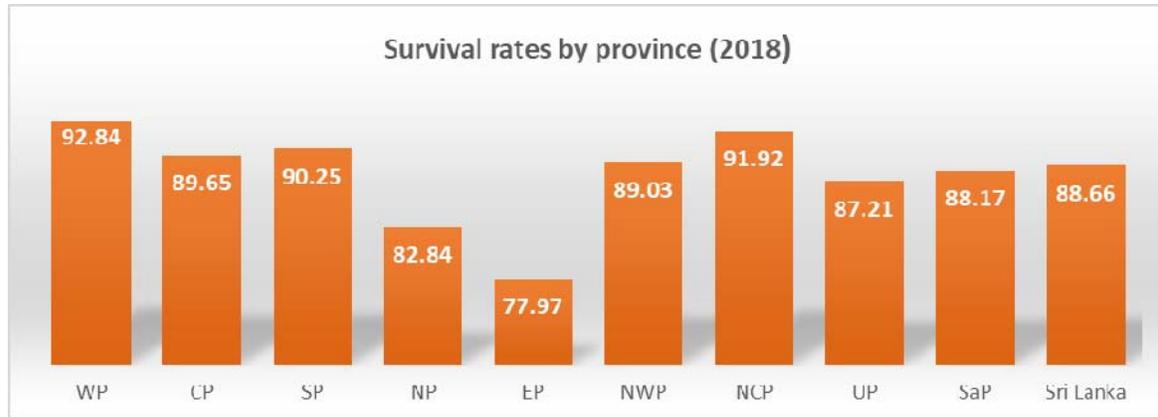
The education system practices the automatically transition from grade 1 to grade 11, while, transition to the upper-secondary

academic stream is restricted with the conditions regularized by the GCE OL pass rates. Yet, students who are willing to enter the vocational education stream can enrol in the recently introduced vocational stream despite their GCE OL pass rate.

This improvement on access and participation is mainly due to the government's commitment to education. The government pledges to provide school education opportunities for the children by establishing a wide network of schools with necessary facilities, throughout the country. Currently, there are 10,175 government schools, with a total enrolment of 4,214,772 children and 247,334 teachers. In addition, there are 81 government approved private schools, 25 special education schools and 749 Pirivenas are functioning with the support of the government. Moreover, around 300 'international schools' which are registered under the company law, offer education for the school – age foreign and local children, but not regulated by the Ministry of Education (MoE).

The survival rates (2018) by provinces are given in Graph 2.1.

Graph 2.1: Survival rates by province

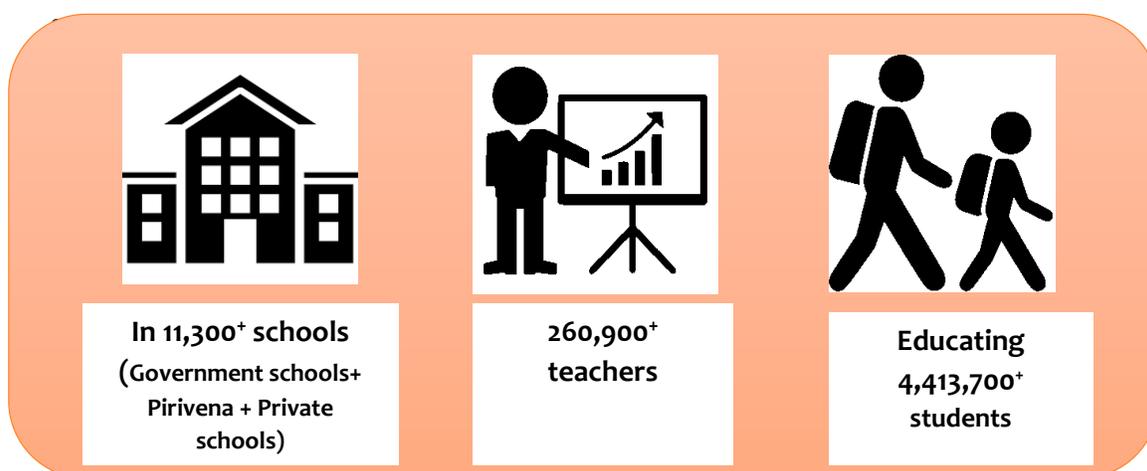


Source: primary data from: MoE (2018).

Basic data on education system in Sri Lanka given in Table 2.1

Table 2.1: Basic data on school education

Description	Value
Total number of schools	11,336
Total number government schools	10,175
• Primary	3,890
• Secondary	6,285
Other schools	
• Pirivenas	761
• Private Schools (including special education schools)	106
• International Schools	294
Number of government schools by administrative type:	
National Schools	372
Provincial Schools	9,803
Total number of students:	
Number of students in government schools	4,214,772
Number of students in Pirivenas	60,440
Number of students in Private schools (including special education schools)	138,526
Number of students	
Number of schools by medium:	
Sinhala medium schools	6,372
Tamil medium schools	3,037
Sinhala and Tamil medium schools	40
Sinhala and English medium schools	547
Tamil and English	165
Sinhala, Tamil and English	33



Data on number of government schools by type of schools and by province are given in Table 2.2.

Table 2.2: Number of government schools by type and by province (2018)

Province	No. of government schools by type (2018)				
	1AB	1C	Type 2	Type 3	Total
WP	202	248	453	453	1,356
CP	116	319	457	625	1,517
SP	148	220	331	411	1,110
NP	106	122	289	470	987
EP	105	185	342	482	1,114
NWP	113	254	414	469	1,250
NCP	64	132	221	398	815
UP	81	186	290	341	898
SaP	109	179	430	410	1,128
Sri Lanka	1,044	1,845	3,227	4,059	10,175

Source: primary data from: MoE (2018).

Data on school categorized by geographical and socio-economic status are given in Table 2.3.

Table 2.3: Number of difficult and very difficult schools by province (2018)

Province	Number of schools		
	Difficult	Very difficult	Total
WP	75	7	82
CP	328	112	440
SP	182	54	236
NP	163	355	518
EP	273	340	613
NCP	332	160	492
NWP	228	182	410
UP	163	70	233
SaP	287	45	332
Total	2,031	1,325	3,356

Source: primary data from: MoE (2018).

Details of divisional secretariat divisions (DSD) without national schools (2018) are given in Table 2.4.

Table 2.4: Number of DSDs without national schools (2018)

Province	No. of DSDs without national schools
WP	09
CP	11
SP	12
NP	20
EP	20
NWP	17
NCP	20
UP	04
SaP	09
Total	123

Source: primary data from: MoE (2018).

Data on number of students in government schools by gender and by province are given in Table 2.5.

Table 2.5: Number of students in government schools (2018)

Province	No. of students in government schools				
	Total No. of students	Male students	%	Female students	%
WP	975,517	482,740	49.5	492,777	50.5
CP	556,924	273,237	49.1	283,687	50.9
SP	538,628	268,379	49.8	270,249	50.2
NP	238,631	117,389	49.2	121,242	50.8
EP	393,571	195,851	49.8	197,720	50.2
NWP	516,956	257,248	49.8	259,708	50.2
NCP	299,836	147,605	49.2	152,231	50.8
UP	294,407	143,424	48.7	150,983	51.3
SaP	400,302	196,823	49.2	203,479	50.8
Sri Lanka	4,214,772	2,082,696	49.4	2,132,076	50.6

Source: primary data from: MoE (2018).

Data on number of schools with number of students by province are given in Table 2.6.

Table 2.6: Number of schools with number of students by province (2018)

Province	Number of schools with number of students							
	Only 1 student	Only 2 students	Only 3 students	Only 4 students	5-10 students	11-25 students	26-50 students	51-100 students
WP	-	-	-	-	2	18	59	127
CP	-	1	1	2	17	57	154	253
SP	2	-	1	-	6	39	73	164
NP	1	1	3	1	31	100	131	181
EP	1	-	1	2	13	42	90	178
NWP	-	-	-	-	2	36	96	179
NCP	-	-	-	-	2	16	94	138
UP	-	2	3	-	11	53	89	141
SaP	-	3	-	1	16	90	117	169
Grand Total	4	7	9	6	100	451	903	1,530

Source: primary data from: MoE (2018).

Data on number of schools with less than 50 and 100 students by province are given in Table 2.7.

Table 2.7: Number of schools with less than 50 and 100 students by province (2018)

Province	No of schools	
	Less than or equal 50 students	Less than or equal 100 students
WP	79	206
CP	232	485
SP	121	285
NP	268	449
EP	149	327
NWP	134	313
NCP	112	250
UP	158	299
SaP	227	396
Grand Total	1,480	3,010

Source: primary data from: MoE (2018).

Data on number of schools by applications received for grade 1 by province are given in Table 2.8.

Table 2.8: Number of schools by applications received for grade 1 by province (2018)

Province	Number of schools by applications received for grade 1 admission											
	Zero	1-10	11-20	21-30	31-40	41-50	51-100	101-200	201-500	501-1,000	1,001-3,000	Total
WP	5	107	146	124	108	79	187	196	169	72	23	1,216
CP	14	308	310	203	141	72	144	93	45	20	9	1,359
SP	10	173	192	140	100	53	120	79	81	29	1	978
NP	18	369	247	111	51	24	52	19	7	1		899
EP	12	245	255	162	96	53	119	43	19	2		1,006
NWP	6	190	259	168	115	93	165	84	52	16	2	1,150
NCP	3	138	195	109	77	39	109	38	17	3	1	729
UP	9	247	178	111	78	28	91	42	20	5		809
SaP	18	303	217	127	76	37	112	54	54	14		1,012
Grand Total	95	2,080	1,999	1,255	842	478	1,099	648	464	162	36	9,158

Source: primary data from: MoE (2018).

Polarization of the state school system is one of the critical issues that have to be faced when providing educational opportunities. Although the number of schools with less than 50 students has decreased from 1,556 in 2008 to 1,486 in 2017 it is a significant percentage of the total school system. The number of schools with more than 3000 students has risen from 53 in 2008 to 79 in 2017. Unavailability of defined norms and standards for the school size and disparity of resource allocation among the schools are the major reasons for this state of affairs and parent's keenness to enrol their students in popular schools has negatively impacted on society since corruption occurs in trying to admit children to the popular urban schools through unethical practices. However, majority of the schools have a student population of 201-500.

Universal basic education goals cannot be achieved without providing educational opportunities for differently abled children. MoE conducts a number of programmes to meet the needs of

these groups and practising inclusive education wherever possible is one of the strategies. There are 25 exclusive schools for those who are severely handicapped and unable to adapt to the conditions in a normal class and there is also 25 special education units in schools where trained instructors take care of these children at the start and once they are ready directed to a normal class.

NFE programmes serve the education needs of OOSC and adult groups in the community and the programmes are conducted mainly in three types of centres as follows:

- Functional literacy centres (FLCs).
- Community learning centres (CLCs).
- Vocational training centres.

Some dropped out students are participating in the functional literacy classes until they are enrolled back to the formal school system.

Gaps to be filled: Even though, government has taken several initiatives to improve access and

participation in education, still there are gaps which need to be filled in order to succeed as follows:

Issues

Poverty issues.

Disparities between schools due to unequal resources allocation.

Regional (urban and rural) disparities.

Learning difficulties.

Illness and disabilities.

Lack of facilities for differently abled-students.

Child labour and household commitments.

Parents' ignorance.

Cultural variations among different ethnic groups.

Paving way to quality education for all

The foremost objective of the general education system is to create holistic citizen with Sri Lankan identity.

Therefore, curriculum of the general education system is prepared centrally, allowing students to develop intellectually, spiritually, and emotionally.

Moreover, curriculum has been designed to improve cognitive skills, generic and socio emotional skills and practical skills of children which are demanded by the future world of work and the society.

Considering the new global education trends, curriculum is revised every 8 years. All the required competency levels, delivery methodologies, minimum compulsory time period for each subject and co-curricular activities (CCAs) are defined in the national curriculum with some flexibility.

The government provides all required facilities for teaching and learning process freely including textbooks, teachers' guides, classrooms and laboratory equipment, material resources,

physical resources, financial resources, in-kind resources etc. But still there are disparities in teaching learning materials and facilities among the schools.

Providing a quality education is a dream without ensuring equity. Hence, the main policy of the education system is to make sure equity for all children in the country. In this context, succeeding governments have launched several programmes to reduce the disparities among schools.

Continuing development of science, mathematics, technology and English education is vital on the way to producing global citizens, since the knowledge of these subjects are sprouting rapidly with new inventions. In this context, the government of Sri Lanka gives more priority to improve these subjects by providing necessary facilities. 73.7 per cent of secondary schools have at least necessary science practical facilities for GCE OL such as science laboratories, mini-laboratories or science rooms at schools. Only 1,660 out of the 6,313 secondary schools do not

have formal science practical laboratories. Moreover, expanding GCE AL science and technology stream is a core strategy in national development. Providing a quality education is a dream without ensuring the equity as a country. Presently there are 1,044 schools offering the GCE AL science stream and 256 schools offering the GCE AL technology stream.

Data on number of schools offering GCE AL streams by province are given in Table 2.9.

Table 2.9: Number of schools offering GCE AL steams by province (2018)

Province	No. of schools offering GCE AL streams:									
	Science/Mathematics		Technology		Commerce		Arts		Common	
	Number of schools	No. of schools as a % of total No. of schools	Number of schools	No. of schools as a % of total No. of schools	Number of schools	No. of schools as a % of total No. of schools	Number of schools	No. of schools as a % of total No. of schools	Number of schools	No. of schools as a % of total No. of schools
WP	202	14.90%	87	6.42%	377	27.80%	448	33.04%	11	0.81%
CP	116	7.65%	69	4.55%	273	18.00%	430	28.35%	17	1.12%
SP	148	13.33%	53	4.77%	256	23.06%	368	33.15%	13	1.17%
NP	106	10.74%	53	5.37%	156	15.81%	228	23.10%	21	2.13%
EP	105	9.43%	60	5.39%	158	14.18%	290	26.03%	9	0.81%
NWP	113	9.04%	50	4.00%	206	16.48%	366	29.28%	10	0.80%
NCP	64	7.85%	40	4.91%	116	14.23%	196	24.05%	7	0.86%
UP	81	9.02%	47	5.23%	171	19.04%	266	29.62%	14	1.56%
SaP	109	9.66%	51	4.52%	181	16.05%	288	25.53%	12	1.06%
Grand Total	1,044	10.26%	510	5.01%	1,894	18.61%	2,880	28.30%	114	1.12%

Source: primary data from: MoE (2018).

Basic infrastructure facilities and higher-order facilities are developed in order to provide conducive learning environment for the students in government schools by recently implemented development projects. As Table 2.9 shows, out-of all schools, there are only 10.26% of schools offering bioscience and physical science education for GEC AL examination. Further, only 5.01% of schools are offering technology stream and 18.61% of schools are providing commerce education. Only 1.12% of schools are providing educational opportunities for the common stream. Significantly, 28.30% of schools are offering Arts stream for GCE AL. Obviously, as we are promoting the knowledge-based economy and society, there is a need to implement efficient strategies to have skilled-labour for the economy as well as holistic development of the country.

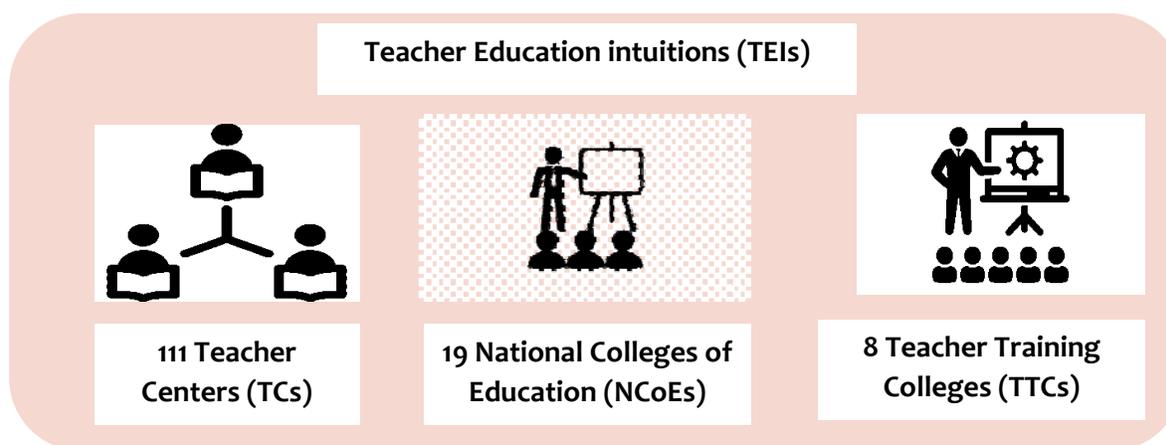
Further, when analysing student numbers in schools with GCE AL streams, especially science stream, many schools are running with a few number of students. Even though Arts steams are popular at GCE AL, when looking at students, numbers those following aesthetics are few in numbers. Data related to these matters are given in Table 2.10.

Table 2.10: Number of students in GCE AL steams by province (2018)

Province	Number of students in GCE AL:																			
	Bioscience/Physical science				Technology				Commerce				Art			Common				
	Total No. of schools	No. of schools by students numbers			Total No. of schools	No. of schools by students numbers			Total No. of schools	No. of schools by students numbers			Total No. of schools	No. of schools by students numbers			Total No. of schools	No. of schools by students numbers		
		1-10	11-20	More than 20		1-10	11-20	More than 20		1-10	11-20	More than 20		1-10	11-20	More than 20		1-10	11-20	More than 20
WP	202	34	26	142	87	5	7	75	377	30	46	301	448	15	36	397	11	2		9
CP	116	15	15	86	69	1	3	65	273	56	59	158	430	22	51	357	17	8	2	7
SP	148	32	26	90	53	2	1	50	256	56	44	156	368	27	42	299	13	6	3	4
NP	106	14	21	71	53	5	2	46	156	34	38	84	228	4	29	195	21	15	2	4
EP	105	10	18	77	60	3	4	53	158	29	35	94	290	8	25	257	9		1	8
NWP	113	20	15	78	50	3	3	44	206	41	41	124	366	20	42	304	10	5	2	3
NCP	64	10	14	40	40		2	38	116	28	28	60	196	7	20	169	7	3		4
UP	81	18	10	53	47	7	3	37	171	41	44	86	266	22	35	209	14	1		13
SaP	109	35	16	58	51		4	47	181	44	41	96	288	22	45	221	12	3	4	5
Grand Total	1,044	188	161	695	510	26	29	455	1,894	359	376	1,159	2,880	147	325	2408	114	43	14	57

Source: primary data from: MoE (2018).

As Table 2.10 shows, in 2018, there are 188 schools running GCE AL classes for less than 10 students in the science stream. Also 26 schools are running GCE AL classes with less than 10 students in a class of Technology stream. Further, 359 schools are running GCE AL classes for students less than 10 in the commerce stream. Meanwhile 147 schools are running GCE AL arts stream for students with less than 10 numbers. Indeed, 43 schools are running classes for common stream for GCE AL for less than 10 numbers. In terms of education economist's point of view this situation directly affect education budget as well as efficacy of education investment. This is evidently proven that the conducting GCE AL stream should be rationalized in the country.



Data on number of teachers in government schools by gender and by province are given in Table 2.11.

Table 2.11: Number of teachers in government schools by gender and by province (2018)

Province	No. of teachers in government schools (2018)				
	Total No. of teachers	Male teachers	%	Female teachers	%
WP	46,024	8,094	17.6	37,930	82.4
CP	35,641	8,779	24.6	26,862	75.4
SP	30,601	7,458	24.4	23,143	75.6
NP	18,158	5,418	29.8	12,740	70.2
EP	23,447	8,859	37.8	14,588	62.2
NWP	29,502	7,757	26.3	21,745	73.7
NCP	17,891	5,363	30.0	12,528	70.0
UP	20,494	6,192	30.2	14,302	69.8
SaP	25,576	6,390	25.0	19,186	75.0
Sri Lanka	247,334	64,310	26.0	183,024	74.0

Source: primary data from: MoE (2018).

Data on number of teachers in government schools and number of professionally qualified teacher in these schools by province are given in Table 2.12.

Table 2.12: Number of teachers in government schools by gender and by province (2018)

Province	Total No. of teachers	Teachers less than five years of experience	Percentage (%) of teachers less than 5 years of experience
WP	46,024	8,779	19.07
CP	35,641	8,228	23.09
SP	30,601	6,602	21.57
NP	18,158	4,314	23.76
EP	23,447	5,541	23.63
NWP	29,502	5,599	18.98
NCP	17,891	5,666	31.67
UP	20,494	4,536	22.13
SaP	25,576	6,731	26.32
Sri Lanka	247,334	55,996	22.64

Source: primary data from: MoE (2018).

Data on number of schools by teacher numbers by province are given in Table 2.13.

Table 2.13: Number of schools by teacher numbers by province (2018)

Province	No. of school by teacher numbers (2018)						
	1	2	3	4	5	>5	Grand Total
WP	-	4	2	1	7	1,342	1,356
CP	2	9	14	32	57	1,403	1,517
SP	1	-	-	4	12	1,093	1,110
NP	2	27	53	67	57	781	987
EP	1	20	15	21	51	1,006	1,114
NWP	-	1	4	10	17	1,218	1,250
NCP	1	1	1	8	11	793	815
UP	3	4	9	17	31	834	898
SaP	6	7	18	23	43	1,031	1,128
Grand Total	16	73	116	183	286	9,501	10,175

Source: primary data from: MoE (2018).

Teachers as key players for quality education

Teachers are playing a crucial role in delivering the curriculum in the classroom. It is a fact that, professionally qualified teachers are an asset in the quality education process. Therefore, the government of Sri Lanka has designed an effective mechanism to recruit and develop teachers continuously.

There are five entry levels into the teaching profession based on the qualifications possessed as follows:

- i. Bachelor of Education.
- ii. Graduates.
- iii. Pedagogy trained teachers.
- iv. Diploma holders.
- v. GCE AL qualified.

All teachers are recruited for particular subjects and both MoE and Provincial Councils (PCs) have the authority for recruiting teachers based on the 13th Amendment to the constitution.

Those teachers who hold following qualifications are considered as professionally qualified teachers:

- i. Teachers who are having National Colleges of Education (NCoE) diploma.

- ii. Graduate teachers with the postgraduate diploma in education (PGDE) or Bachelor of Education.

As a result of actions taken by the government, overall student teacher ratio has been reduced to 1:17 over the period of time and and professionally qualified teacher ratio is to 1:20 However, this ratio is varying among the schools, provinces due to teacher deployment issues and school size. Student teacher ratio at the classroom level is somewhat high in urban popular schools with congested in classrooms due to high demand for admission. In addition, teacher deficiencies can be found in rural schools for some key subjects.

Average years of teaching experience is another factor that influence the teaching learning process at the classroom, since it is believed that experienced teachers serve better.

When considering years of teaching experience, majority of the teachers (77%) in Sri Lanka have more than 5 years of experience, while only 23 per cent of teachers have less than 5 years of experience with slight differences among the

provinces. However, North Central Province has the majority of less experienced teachers around 32 per cent whereas, North Western province has the least percentage of in-experienced teachers which is about 19.8 per cent. Capacity development programmes need to be organized keeping this fact in mind.

Another challenge that the government is faced in teacher management is less attraction of males for the teaching career. Nearly 2/3 of the teachers are female teachers around 74 per cent and is the cause of several issues in the education system.

Though, professionally qualified teacher's percentage is high in the education system, the government has provided opportunities for teachers to update/develop continuously. A considerable amount of the budget is allocated for teacher training programmes and continuous capacity development programmes have been assured through the teacher service minute. Each teacher undergoes at least one in-service training session per year.

Data on STR and student-professionally qualified teacher ratios by province (2018) are given in Table 2.14.

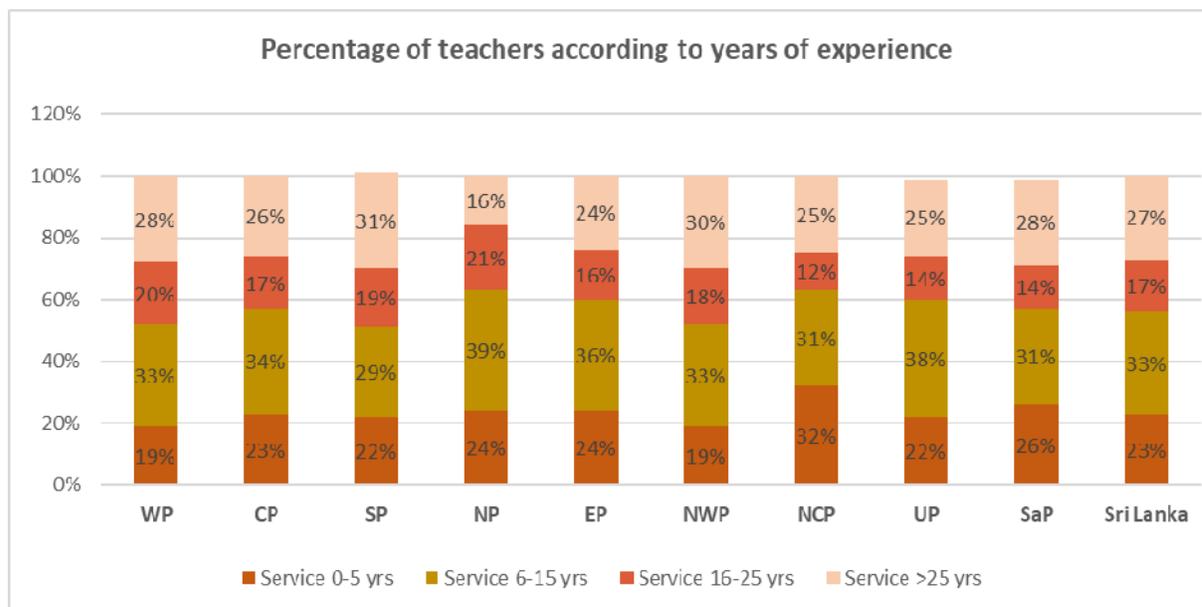
Table 2.14: STR and student-professionally qualified teacher ratios by province (2018)

Province	Student-teacher ratio (STR)	Student-professionally qualified teacher ratio
WP	21.2	26.6
CP	15.6	18.9
SP	17.6	20.8
NP	13.1	15.0
EP	16.8	20.0
NWP	17.5	21.1
NCP	16.8	21.5
UP	14.4	17.0
SaP	15.7	19.5
Sri Lanka	17.0	20.7

Source: primary data from: MoE (2018).

Data on percentage of teachers according to years of experiences by province (2018) are given in Graph 1.2.

Graph 1.2: Years of teaching experience (2018)



Source: primary data from: MoE (2018).

Continuously improving student's performance

Student's performance is the best indication of education quality of the system since any education system should assure the development of cognitive and practical skills of the students.

Both formative and summative evaluation principles are used in student's assessments at school level and at the national levels.

There are three national level examinations held with various purposes at different educational stages. Department of Examinations (DoE), under the MoE conducts all national examinations.

Grade 5 scholarship examination:

This examination is held at the end of grade 5 for the purpose of awarding bursaries to children with outstanding performance from economically disadvantaged families and selection for admission to secondary education with better facilities.

It shows that, the performance of the students in the grade 5 scholarship examination

has increased tremendously over the period of time. More than 75 per cent of students in each province scored more than 70 marks for both papers at the examination held in 2018 except the Eastern province.

GCE OL examination:

This examination held at the end of grade 11 which qualifies to select a suitable stream in GCE AL or to continue with vocational stream under 13 years guaranteed education.

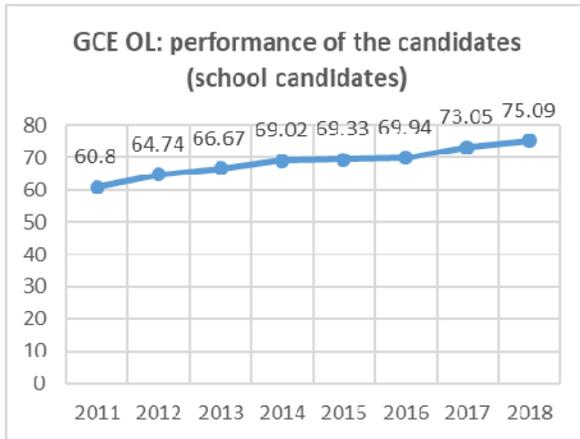
Performance of the students show progressive development at GCE OL examination with appreciating the commitment of the entire education system over the past decade. It shows that, nearly 70 per cent of students from each province get through the GCE OL examination while screening moderate variances among the provinces. Northern and Eastern provinces required extra care in terms of developing student's performances along with improving access and participation of children for education.

Fluency in mother-tongue is unquestionably impact on the improvement of

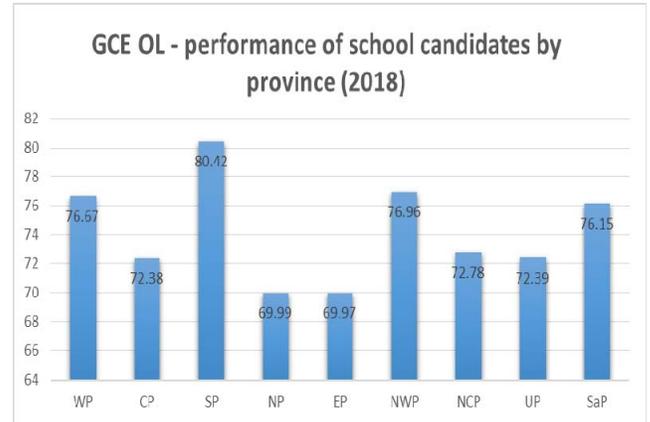
cognitive skills of the children. Results of the first languages are considerably high in both languages and results distribution is like a standard curve. However, other key subjects such as English, mathematics and science have deviated from the standard pattern indicating a need for improving achievement levels of these subjects.

Performance of GCE OL is given in Graphs 1.3 and 1.4.

Graph 1.3: GCE OL performance of the candidates (2012-2018)



Graph 1.4: GCE OL Performance by province (2018)



Source: primary data from: DoE (Various years).

GCE AL examination:

This is a school leaving examination as well as an examination for selection to universities. Those who do not perform well enough to enter the university through this highly competitive examination, could join other tertiary-level

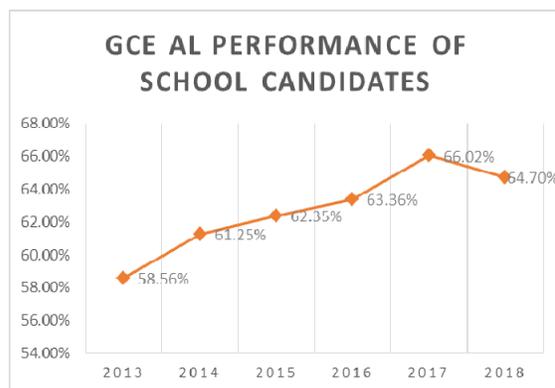
institutes or the world-of-work.

Performance of school candidates at GCE AL has shown a progressive trend till 2017. However, a slight drop down has been observed in 2018.

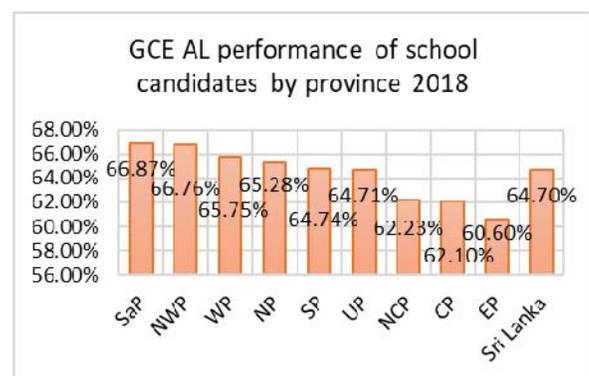
Provincial-wise performance of data illustrates, on the average

64 per cent of students from the provinces were eligible for university entrance. Performance of GCE AL school-candidates are given in Graphs 1.5 and 1.6.

Graph 1.5: GCE AL: performance of school candidates (2013-2018)



Graph 1.6: GCE AL: performance by province (2018)



National assessments

As the assessment of learning outcome is crucial for policymakers regarding the status of student learning, on

disparities in learning outcomes between geographical areas or population sub-groups national assessments are conducted for grade 4 and grade 8. This study is

conducted jointly by the National Education Research and Evaluation Centre (NEREC) and the Ministry of Education.



External efficiency ...

Rate of return (RoR) of education investment is high in Sri Lanka since its foremost asset is human capital.

The unemployment rate of the country is 4.4 in 2018 and it has increased gradually complicating social issues in the country.

Underemployment rate is noticeable in the Sri Lankan labour market at 2.8 per cent.

Underemployment is high in agriculture sector than the other two sectors.

Gaps to be filled:

In terms of quality of education, Sri Lankan education system has to rethink carefully on the following gaps:

Disparities of student's performance.

Unavailability of teachers for some key subjects mainly in rural areas.

Unavailability of teachers in rural areas due to lack of proper mechanism for teacher deployment.

Less attractive curriculum and delivery methods.

Gaps between curriculum and labour market expectations.

Less attractive teaching and learning methodology.

Less attention paid for improving socio-emotional skills of students based on their ages.

Examination-oriented education and highly competitive examinations

Some teachers are obsolete in term of using modern technologies and strategies

Teacher motivation on the development of their professional capacities is less.



Managing the education system for:



Education in Sri Lanka is a decentralized subject managed by both central government and the 9 provincial councils with shared responsibility under the 13th amendment to the constitution of Sri Lanka. Functions of the central government and the provincial councils are clearly defined with regard to provision of education. Therefore, all these institutions function with healthier collaboration to achieve the national goals of the education system.

National Education Commission (NEC)

NEC was established by a Parliament Act and it is responsible for presenting policy proposals for the education system in Sri

Lanka including pre-school education, general education, higher education and vocational education.

Central government

MoE and three national level agencies; Department of Examinations, Department of Education Publications and National Institute of Education are operating at the central level. In addition, teacher education institutes and national schools are directly administered by the MoE.

The central agencies are responsible for following areas:

Formulation of national policies, norms and standards.

Formulation of

education sector plan for entire general education sector.

Monitoring and maintenance of standards.

Establishment of service conditions for four educational services.

Recruitment of teachers, principals, administrators and teacher educators.

Teacher education.

Human resources management.

Management of specified schools.

Development of national curriculum.

Conducting of national level examinations.

Prepare and distribute textbooks.

Provide subsidies for students.

Coordinating financial assistance from the development partners.

Provincial education authorities (PEAs)

The Provincial Ministry of Education (PME) and the Provincial Department of Education (PDoE) in each province holding responsibilities on the general education of the province. PEAs are in-charge of the administration of provincial schools. There are several zonal education offices and divisional educational offices operating under the PDoEs in order to facilitate the education delivery at the school level. PEAs are in-charge following functions:

Establish provincial level norms and standards on the basis of national policies, norms and standards.

Preparation of provincial implementation plans in line with the national policy framework.

Managing provincial schools.

Recruiting graduates for the teacher service.

Ensuring availability of teachers in provincial schools.

Providing opportunities for continuous development of education officials.

Monitoring and supervision of education activities.

Conduct non-formal and special education programmes.
Management of pre-schools

School level

Power and authority on managing the school has been delegated to the school level with some limitations. Schools are responsible for administration and management of the curriculum delivery process, extracurricular activities, financial and physical resources, etc. with some limitation.

Although, there are two main governing bodies in the education system due to the decentralization, both levels work to accomplish the common country vision.

Appreciating this, national and regional level education institutes in Sri Lanka work in a cooperative manner.

Moreover, with the aim of making governance of education system strong, government has already taken action to strengthen the human resources in the education system. There are 1900+ education administrators, 984 teacher educators and 16,705 school principals and deputy principals are

employed in the education system. Management of these services are guided by the service minutes and based on that, qualified personnel are recruited for these services.

Professional development programmes for the education services are conducted by the CELD at Meepe. However the need of strengthening national training institute with competent staff and other resources enabling to offer diversified training programmes for education leaders and administrators has become a necessity.

Gaps to be filled:

Inadequate investment for education.

Resourcing disparities are existing.

Professional capacity gaps of the principals, education administrators, teacher educators and other supportive staff.

Gaps arising due to decentralization of the education system.

Inadequate link between the other relevant organizations, professional organization, higher and vocational education institutions sectors and sub-sectors.

Emerging parallel school system.

Achieving national goals through establishing planning culture

The MoE is responsible for the formulation of national education policies on general education based on the policy recommendation by the NEC. The legal provision of the current education system has been provided by the 1939 education ordinance and its amendments and also internationally agreed goals/ charters. After the establishment of NEC, education policy recommendations have been presented

periodically, yet it was unable to introduce national education policy due to uncontrolled factors. But education reforms have been introduced as necessary. As a developing country, a wide range of actors are influencing the policy making process with different interests which they hold. Formulation of new education policies in line with the new global education trends is crucial for the future education system in Sri Lanka.

Planning culture has been established long-time ago in the education system. Strategic and implementation plans are been prepared according to the national framework from grassroots level that is school to central level aiming at better utilization of education resources. Support for the implementation of the education plans are not a challenging task since strategic plan for entire education sector has been prepared in collaboration with central and provincial level agencies. Therefore, all levels of officers have knowledge and ownership on the education plan. Nevertheless, provinces have the authority to include specific

programmes for provincial plans based on their requirement without deviating from the national policies and guidelines.

Monitoring and evaluations are done by PEAs and central level separately except in special programmes, but, lack of proper system to monitor and evaluate national and provincial level programme together is a serious issue in the current system. Therefore, it is very difficult to get financial information such as expenditure data since those data are not included in the EMIS.

The education system maintains the national level EMIS in collaboration with the provincial level authorities. In addition, separate data-bases for teacher information and student information have been maintained nationally in the recent past. The EMIS provides comprehensive and useful data for policymakers and planners, but, still, there is an issue in obtaining real time data due to unavailability of online EMIS for the education system as a result of poor infrastructure facilities at the ground-level.

Investing for the country's future

With pressure arising from the general public, the government undertook steps to increase the percentage of GDP on education up to a reasonable level of the total government expenditure. In 2017, it has been increased up to 2.8 per cent (World Bank, 2017) but unfortunately, due to the vulnerability of the economy in 2018, it has again come down to 1.9% of the GDP (CBSL, 2018). When comparing to the global average of education expenditure, still Sri Lanka stands far below. Most of the

regional countries also spend more on education than Sri Lanka.

Notwithstanding of less education expenditure, Sri Lanka has achieved universal general education.

Government expenditure on education as a percentage of total government expenditure has been gradually increasing.

Expenditure of primary education (% of government expenditure on education) is 33.378, while expenditure of secondary education is (% of government expenditure on

education) 51.179 recording rather higher than the world average.

Gaps to be filled:

Following gaps are identified in transition to the evidence based planning culture in education system:

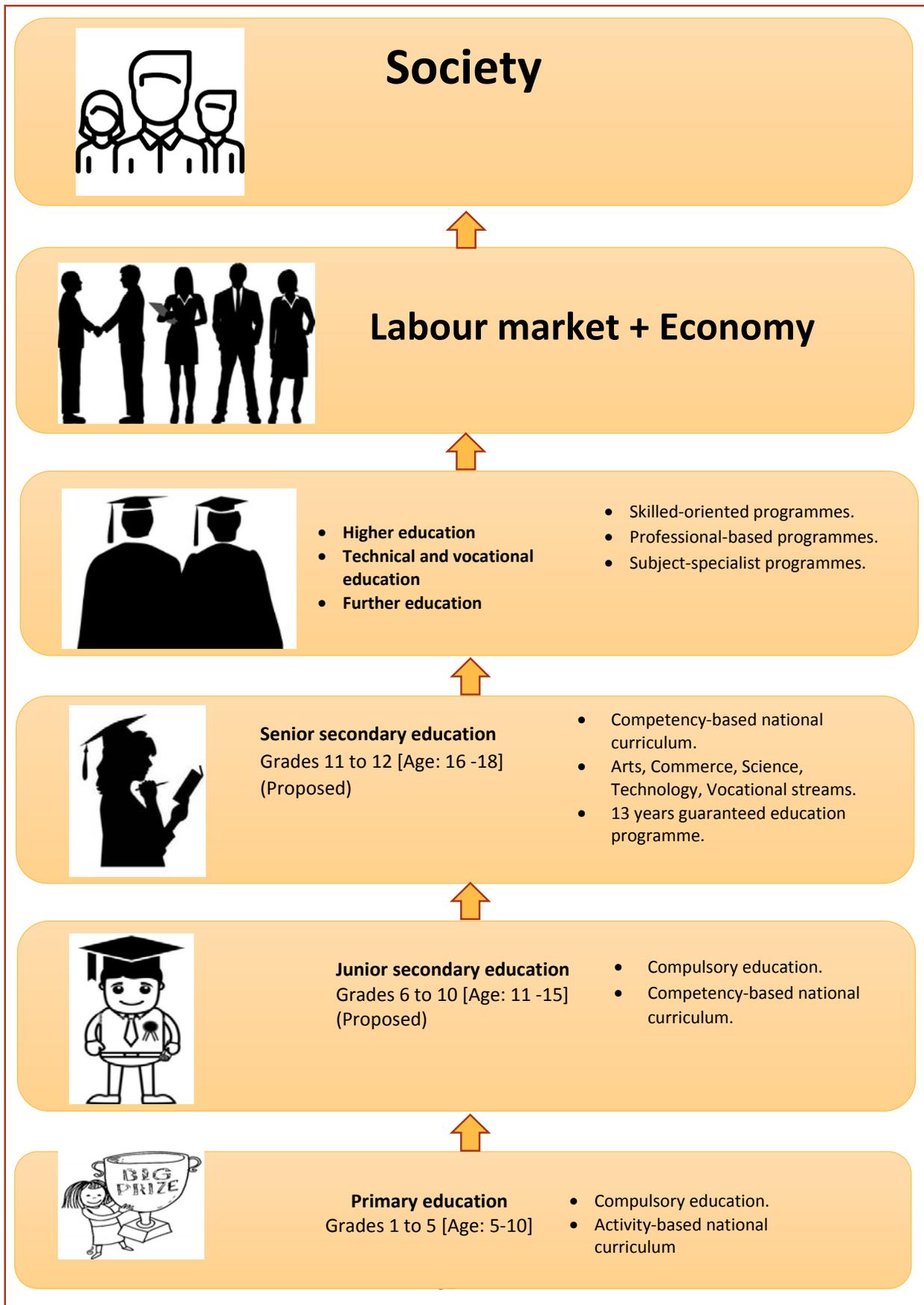
Unavailability of updated and revised education policy.

Lack of education information system.

Lack of valid research on Sri Lankan education system and lack of research communities.

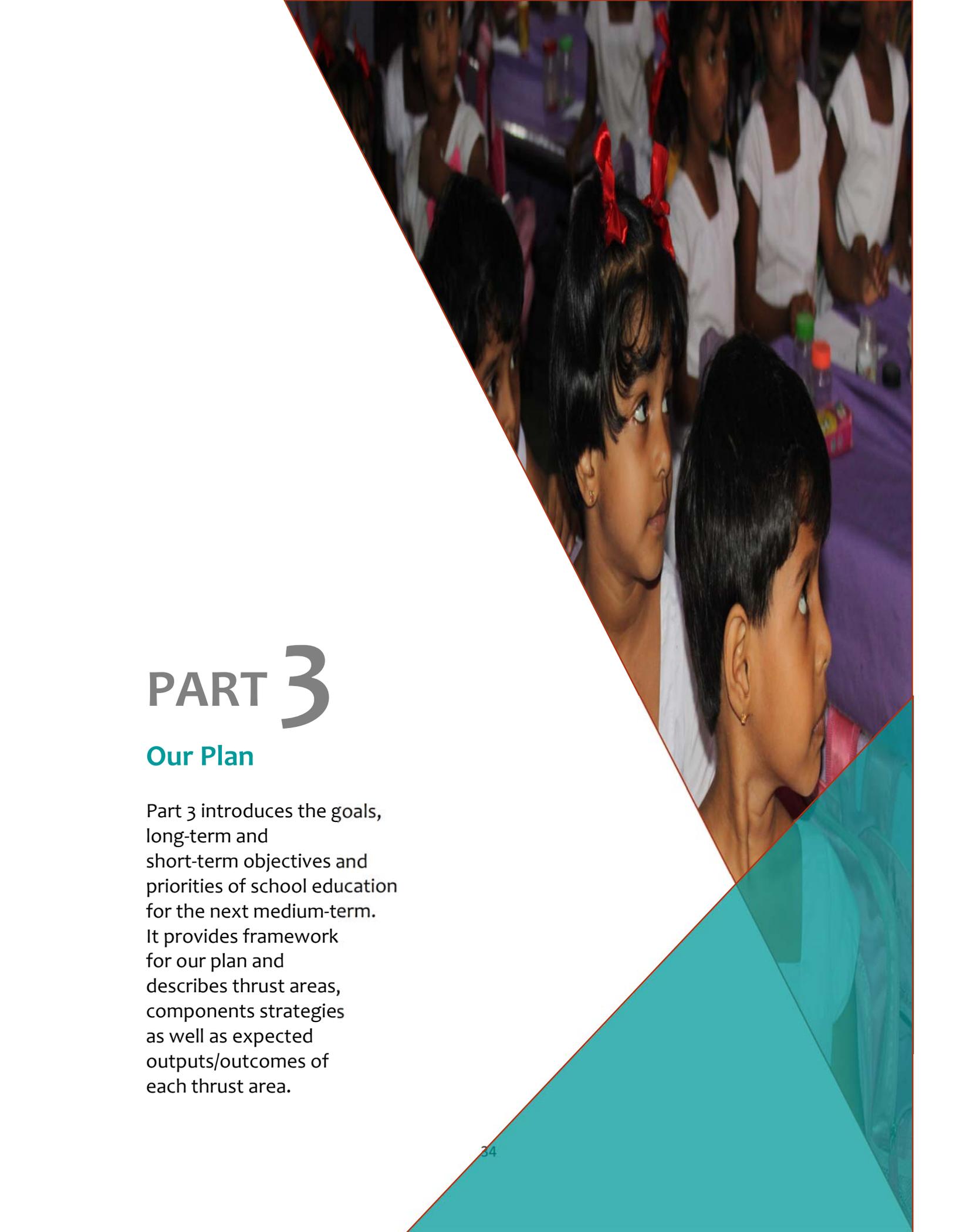


Diagram 2.2: From primary education to social and economic development





.... We need to prepare our children for living a healthy, happy and productive life, not just for examinations



PART 3

Our Plan

Part 3 introduces the goals, long-term and short-term objectives and priorities of school education for the next medium-term. It provides framework for our plan and describes thrust areas, components strategies as well as expected outputs/outcomes of each thrust area.

PART 3

Our plan

Introduction to our plan

Education is considered as the foundation for social, cultural, spiritual and economic development of any country, and therefore many countries treat education as the prime area of concern in their national development policies. Since the free-education scheme was introduced to Sri Lanka in 1940s, parents' interest and ambition over their children's education has increased significantly.

Accordingly, the education system has witnessed a tremendous expansion in physical facilities. Along with this quantitative growth in terms of number of schools, availability of physical resources and student population was witnessed, but, that was not meticulously accompanied with parallel improvements in terms of the quality of education. As a result, there is a concern that free-education has been compromised and the aspirations of the parents have been stifled. At times, some schools located in disadvantaged areas were inclined to be closed-down due to lack of facilities both human

and physical. Moreover, harmful competition has been generated by the rapid intensification of educational disparities.

In this context with full of other concerns, delivering equal educational opportunities to all has become a critical issue requiring the serious attention of all stakeholders in education.

Taking that into account, the government proposes to launch a systematic development programme to change the situation ensuring the notions of justice and equality. As a result of that, an education reform fit to the country's current situation has been implemented from 2011 onwards. As one of the key initiatives of this development programme, the government has directed respective ministries to take necessary steps to increase the total investment for education from 1.9 per cent (in 2018: CBSL, 2018) to reasonable level of the gross domestic product (GDP) gradually.

Moreover, the development goals of the government policies also reconfirmed that the said policy and a number of

reforms have been initiated. Considering the requirement of education system and social demand, it is expected that expenditure on education as a percentage of GDP and as a percentage of total government expenditure (TGE), will be gradually increased within next medium-term. In line with these proposed increases of shares in both GDP and TGE for education, general education, higher education, and tertiary and vocational education sub-sectors will be largely benefitted. In this context, the MoE which is responsible for general (school) education has taken swift steps to develop a comprehensive medium-term development plan with a view to further ensure equity in access and participation in primary and secondary education, improving the quality of education, enhancing economic efficiency and equity of resource allocation and strengthening the stewardship and governance of the school system.

The strategic plan will provide guidelines for targets to be achieved on yearly basis through

sound Annual Implementation Plans (AIPs). Accordingly, this strategic plan identifies the thrust areas, components, strategies, key programmes, projects, and activities which will help augment the educational outcomes and results of the general education.

Contingency Emergency Response Plan (CERP) for the school education sector in Sri Lanka to minimize COVID-19 pandemic disruptions:

Recently the world has faced challenges of COVID-19 (Corona virus) and the policymakers and planners as well as other stakeholders including parents have to get ready to face unforeseen challenges in the future. Therefore, education technocrats need to develop effective mechanisms to increase readiness of our children.

In response to COVID-19 outbreak, the MoE, in consultation with respective authorities, and with the financial and technical support from different sources (i.e. consolidated funds, development partners' contributions and third-sector well-wishers etc.),



is presently taking several remedial measures to back-up continuation of students' education through different modalities. Further, appropriate measures are being identified to mitigate the consequences of school closure on scheduled examinations, school terms, children's mental and physical well-being, and for preparing school communities for re-opening of schools according to the guidelines of the health authorities. Accordingly, as a quick and effective response from the MoE, the '**Contingency Emergency Response Plan (CERP) to minimize COVID-19 pandemic disruptions in the School Education Sector in Sri Lanka**' has been formulated. This plan incorporates components to respond the 'period of COVID-19 outbreak (from March, 2020 to June 30, 2020)' and 'post-COVID-19 pandemic period (from July, 2020 onwards)'.

The **Contingency Emergency Response Plan (CERP) to minimize COVID-19 pandemic disruptions in the School Education Sector in Sri Lanka**' is given in the Appendix 1. This plan covers across the thrust

areas of the overall education sector development plan (2020-2025).

Purpose and objectives

The purpose of the education sector development strategic plan for the general education sector in Sri Lanka (2020-2025) is to address prevailing issues relating to gaps and challenges in equity, equality, quality, efficiency, effectiveness and adequacy and embrace the general education sector with sustained advancements. This will pave the way to guarantee 'learning for all (LfA)' at all levels. Indeed, this sector strategic plan has also paid a special focus on improving living conditions of 'bottom 40 per cent' target groups in the disadvantaged income groups through providing respectable education for their children.

Expected outcomes:

- Equal educational opportunities and compulsory free-education for all are ensured.
- Provision of learning opportunities for 13 years education is guaranteed.
- Attractive teaching and learning environment is established.
- Learning outcomes of students are improved through quality primary and secondary education.
- Socio-emotional skills of students are improved through holistic curriculum.
- National identity, ethics, cultural values are promoted.
- Professionally qualified teachers and educational personnel are employed and deployed.
- Decision-making powers are delegated to authorities at implementation levels in order to improve learning outcomes of students and efficiency of the system.
- Standards and quality of the education system is maintained.
- Beneficiary satisfaction of education services is ensured.
- Evidence-based policymaking and planning culture is established.

Key objectives of the medium-term education sector development strategic plan (2020-2025) are to:

- ensure equal educational opportunities and compulsory free-education for all children by expanding quality primary and secondary education facilities with adequate human and physical resources;
- ensure equity in access and participation of students in meaningful learning;
- improve the overall quality, effectiveness and relevance of the education system for improving learning outcomes of students;
- improve the efficiency, accountability and stewardship of general education;
- facilitate to improve 21st century transversal skills of students: transversal, social, socio-emotional, inter-personal, critical thinking, creative, problem solving, learning acquisition and communication skills;
- reach higher levels of standards pertaining to quality of education;
- delegate autonomy to the implementation levels, including schools;
- strengthen good governance, timely service delivery and accountability within the education system;
- improve teacher quality and teacher management systems;
- improve assessment and evaluation (both formative and summative) systems;
- ensure efficiency, equity and adequacy of resource allocation; and
- promote the national/Sri Lankan identity, ethics, cultural values.

Beneficiaries and benefits

Implementation of the education sector development plan for the general education sector (2020-2025) will directly benefit around four million schoolchildren (comprising of approximately 1.7 million (40 per cent) primary and 2.5 million (60 per cent) secondary students, around 247,334 teachers [belong to Sri Lanka Teacher Service (SLTS)], 10,175 school principals and deputy principals [belong to Sri Lanka Principal Service (SLPS) and Sri Lanka Education Administrative Service (SLEAS)], and 3,500 educational administrators and managers.

It is expected that this programme will improve educational outcomes of the general education sector mainly in terms of learning outcomes of students in the country. Also, this programme will provide services for the school communities of 10,175 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- and small-scale private sector organizations/personnel will be involved in the supplying of services, materials, printing and publishing of textbooks, supplementing reading materials, and documents, furniture and office equipment, constructing and maintaining of buildings.

It is anticipated that this development programme will ultimately assure human development, balanced regional development and the country's stability as a middle-income country.

It will directly and indirectly contribute to reduce the 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, will contribute to the country's socio-economic development as well as the social and spiritual development.

The main objective of this plan (2020-2025) is to develop human capital of the country as the general education system is the foundation. Hence, this plan has addressed issues related to equity, quality,

efficiency, effectiveness, relevance and adequacy. Thereby, this is a sector strategy for 2020-2025 which focuses on ensuring human capital accumulation through general education with a view of increasing young school leavers' contribution to the future local and global knowledge-based economy.

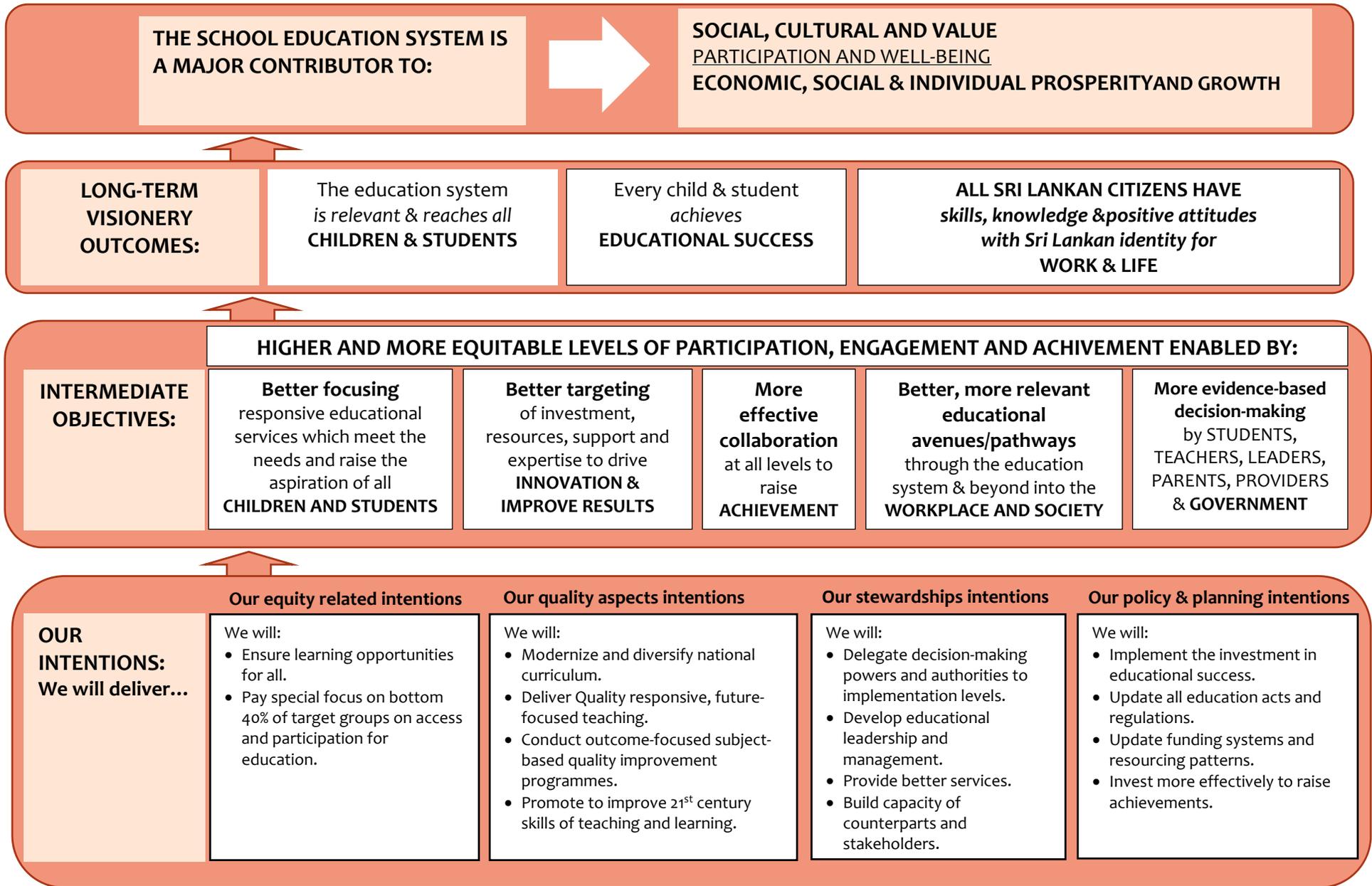
Medium-term education sector development plan presents key areas to be implemented during the next medium-term from 2020.

Sustainable Development Goals (SDGs): 2030

Our plan also aligned to internationally agreed goals



The plan on a page



National targets and results (2020 – 2025)

Education policy:

- Formulated national policy on education in Sri Lanka.
- Updated/amended education acts and regulations.
- Enforced guaranteed education policy.
- Established school supervision service.
- Restructured school system and re-categorized schools as primary and secondary schools in the system of education in Sri Lanka.
- Revised/updated a national policy on establishment of new national schools.
- Formulated a mechanism to regulate other general education providers.
- Streamlined zonal education management structure.
- Established education sector development fund.

National norms:

- Enforced national policies on school admission, optimum class-size and school-size.
- Provided essential basic facilities for all schools.
- Upgraded all schools up to the national-level norms and standards by 2025.
- Updated national norms and criteria for school structure matters.

Investment on education:

- Identified priorities in line with the proposed increase of education budget as a percentage of GDP and TGE.
- Introduced need-based, formula funding mechanism for school financing and resourcing (e.g. school-based learning enhancement grants).
- Contributed to the reduction of poverty in the country through education development and maintain a balanced regional development ensuring sustainability.

Planning, RBM&E:

- Established evidence-based policymaking and planning culture.
- Established RBME framework.
- Developed policy for EMIS,
- Established SIS and NEMIS.

Performance of students:

- Increased survival rate of grade 11, 96% by 2025.
- Increased GCE OL pass rate, 75% by 2025.
- Increased GCE AL pass rate, 70% by 2025.
- Rationalized and diversified national curriculum suit for modern pedagogical concepts/theories.
- Increased GCE AL science and technology participation rate, 40% by 2025.
- Increased GCE AL commerce participation rate, 33% by 2025.
- Decreased GCE AL arts participation rate, 27% by 2025.

Ensure equitable learning opportunities for quality education:

- Ensured opportunities for learning for all.
- Developed primary and secondary school network.
- Provided learning facilities for all subjects in the primary education, and secondary education curriculum: sciences, mathematics, commerce and business studies, arts and humanities, national languages, English and foreign languages, health studies, technology, ICTs, sports, and aesthetics education, etc..
- Ensured deployment of professionally qualified teachers.
- Minimized digital divide through smart classrooms, e-libraries etc.
- Provided accommodation facilities for teachers/principals in remote areas.

Teacher management:

- Increased professionally qualified teacher: student ratio.
- Introduced all graduate teacher carder system.
- Upgraded all NCoEs to degree awarding level.
- Implemented teacher deployment policy.
- Provided incentive/allowance scheme for teachers serving in difficult and very difficult schools.

Governance:

- Established National Professional Council for Education.
- Implemented professional license system for education professionals.
- Developed capacity of education professionals:
 - SLTES: filled vacancies; provided professional development opportunities (local and overseas); incentives for special subjects such as science and technology.
 - SLPS: promotions, professional development.
 - SLEAS: filled vacancies, minimized mismatch through deployment, professional development (local and overseas).

Improve institutional infrastructure:

- Provided all educational facilities for all schools.
- Developed NCoEs, TTCs and TCs.
- Established a new NCoE for technology education.
- Established a national content development center.
- Upgraded facilities for ZEOs and restructured zonal education structures.
- Rehabilitated and improved physical facilities of NIE and restructured NIE.

Stewardship:

- Strengthened SBM/EPSI.
- Strengthened leadership capacities of school principals.

Education reforms: major policies, flagship initiatives and strategies

Ensuring free education policy:

- Adequate funds for ensuring free-education policies.

School education is delivered through only following two types of schools:

Type 1: Primary schools (grades 1 to 5) education.

Type 2: Secondary schools (grades 6 to GCE AL).

Establish evidence-based policymaking and planning:

- Formulation of national policy on education in Sri Lanka.
- Update and amend existing education act.
- Update and revised existing regulations.
- Establish a 'Centre for Education Policy Analysis and Research (NCEPAR) in Sri Lanka' for carrying out education policy analysis, research and development.

Performance of the child is assessed by quality testing and evaluation tools with less examination burden:

- Shift the emphasis over examinations-oriented summative evaluations towards formative evaluations ensuring where assessments be productively embedded into the teaching and learning process underpinning the theoretical and methodological approaches of SBA.
- Reduce competitiveness of public examination, particularly, GCE OL and AL by ascribing the weightage to SBA.
- Assess achievement level of essential learning competencies (ELCs) of grades 1, 2 and 3 through the formative assessments and assess achievement level of ELCs of grades 4 and 5 will be assessed through 50 per cent of formative and 50 per cent of summative assessments.
- Make SBA as an integral part of the teaching and learning process. The DoE in collaboration with the NIE has the responsibility to identify and implement methods to combine SBA with national-level examinations.
- Use rubrics in assessments and create strong link between the subject contents and practices gained in the classroom.
- Test six core and two optional subjects at GCE OL examination. Assess second national language, health and physical education as portfolio assessment.
- Assess the mother language and the link-language (English) by twofold: Speaking and listening will be formatively assessed and reading and writing will be summative assessed and both types of assessments will receive equal weightages in terms of assessments scores (students are required to attend a minimum of 80 per cent of classes in order to sit public examinations as school candidates except in case of circumstances beyond the control of the student).
- Conduct students' portfolio assessment system and based on these assessments students belonging to low-income household category they will receive bursaries from grade 1 to grade 12 for the completion of their education and abolish grade 5 scholarship examinations.

Education reforms: major policies, flagship initiatives and strategies

Ensure learning opportunities for all:

- At least full-pledged 3 schools in each DSD.
- Establish school network system.
- Guaranteed education.
- 1,000 national school system.
- 20 model secondary national schools, in each district.

Students with special talents and intelligences are encouraged and supported to achieve optimum standards:

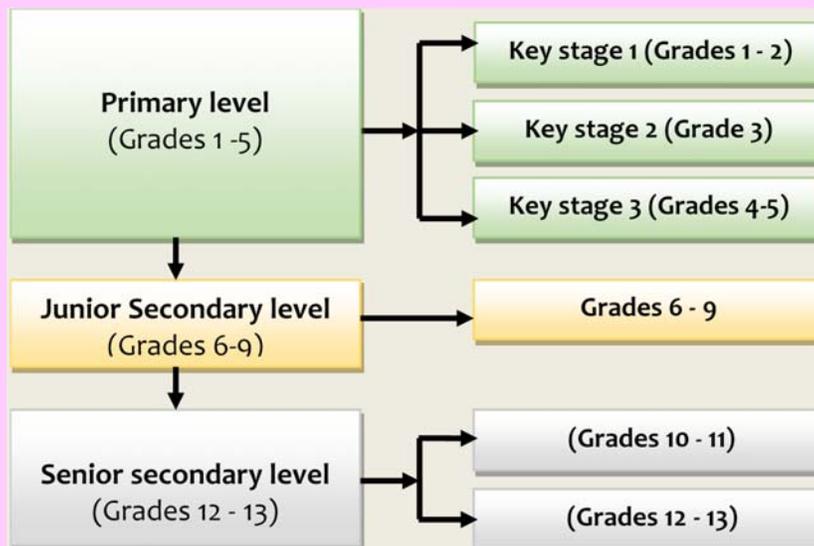
- Establish Centers of Excellence for students with special talents and intelligences.

Learner-friendly environment is created through maintaining the standard school size and class size.

- Rationalization of school system.
- Maintain the maximum number of students in a primary school class (class size) as not to be exceeded 40 children.
- Maintain the total student population of primary school (school size) as not to be exceeded 600 children.
- Maintain the maximum number of students in a class of a secondary school (class size) as not to be exceeded 40 students.
- Maintain the total student population of secondary school or a section (school size) as not to be exceeded 3,000 students.

Junior-secondary and senior-secondary education of not more than 7 years (three years at junior-secondary and four years at senior-secondary) provided by secondary schools:

The duration of schooling is reduced: The age limits for GCE OL & AL is adjusted by introducing reforms to minimize the number of years spent for completing the school education:



Education reforms: major policies, flagship initiatives and strategies

School days and learning hours:

- Schools are planned to have sessions for 210 days a year and the duration for primary schools is minimum of five hours a day and six hours a day in secondary schools.

The governance structure is facilitated with physical and digital infrastructure and human resources to enable effective service delivery:

- Establish a network comprising of all national and regional education institutions [e.g. NCoEs, TTCs, TCs, RESCs, CRCs), CDCs].

Systematic recruitment, employment and deployment methods of education professionals are practiced for quality education service delivery:

- Provide legal provision for teacher transfers, especially between national and provincial schools.

Effective linkages among the relevant agencies and institutions involved in education are established.

Enhance the quality of education:

- Curriculum modernisation and diversification.
- Stress-free education.
- Students-centred and learner-friendly curriculum.
- Reduce core-subjects for GCE OL examination.
- Sound teacher development policy and full-fill teacher requirements in all schools..
- Improvement of teacher education and streamline the teacher management.
- Professionally qualified teachers in all subjects in all schools.
- School-based professional teacher development.
- Restructuring of grade 5 scholarship examination.

Every child who completes primary education is assured of admission to a secondary school with adequate facilities:

- Rationalise other schools with upper-secondary stages in particular geographical area in such a way that each school will deliver services pertaining to a particular educational stream instead of all schools delivering all streams, so that educational resources are rationally allocated and maximum utilized.

Education system is fully functioned by top professionals through professional licensing, code of ethics and continuous professional development:

- Establish a 'National Professional Council for Education (NPCE)' which responsible for chartering educational professionals by the ministry that deals with the subject of general education. The Council, will be mandated to improve professionalism of all education service personnel.
- Introduce professional licensing for all education professional.

Education reforms: major policies, flagship initiatives and strategies

Digitalization of Education:

- Digital technologies for teaching and learning.
- Establishment of e-libraries and smart classrooms/classrooms with e-resources.
- Digitalized education system.
- ICT for all students from grade 6 onwards.

Strengthening the stewardship of general education:

- Enhanced programme for school improvement: strengthening school-based management.
- Human resource development.

Upgrading education in rural and very difficult areas:

- Infrastructure facilities.
- Modern technologies.
- Extra-allowances/incentives for teachers serve in rural and very difficult areas.

Improve quality of textbooks:

- Improve content and physical quality of textbooks.
- Produce e-textbooks.

Ensure accountability, quality and standards:

- Sri Lanka Education Supervision Service.

Improving learning outcomes of students:

- Internationalizing assessment of learning outcomes:
 - National assessment for grades 4 and 8.
 - International assessment.

Ensure stress free education for all students with quality testing and evaluation system:

- Minimise number of years of schooling.
- Student-centred education system.
- Conduct GCE OL and AL within the same period of time.
- Digitalize examination system.
- New scientific methods for testing students IQ levels at the grade 6.

Ensure clients' satisfaction and better service delivery:

- Structural changes: management structures (national, provincial & zonal levels), changing role of education hierarchies.
- Streamline zonal education management structure.
- Provide more learning opportunities in national schools.
- Establish provincial education boards.

The education sector development strategic plan for the general education sector in Sri Lanka (2020 - 2025) is based on following policy thrust areas.

1

Strengthen equity in education: equitable learning opportunities for all children.

2

Improve quality of general education.

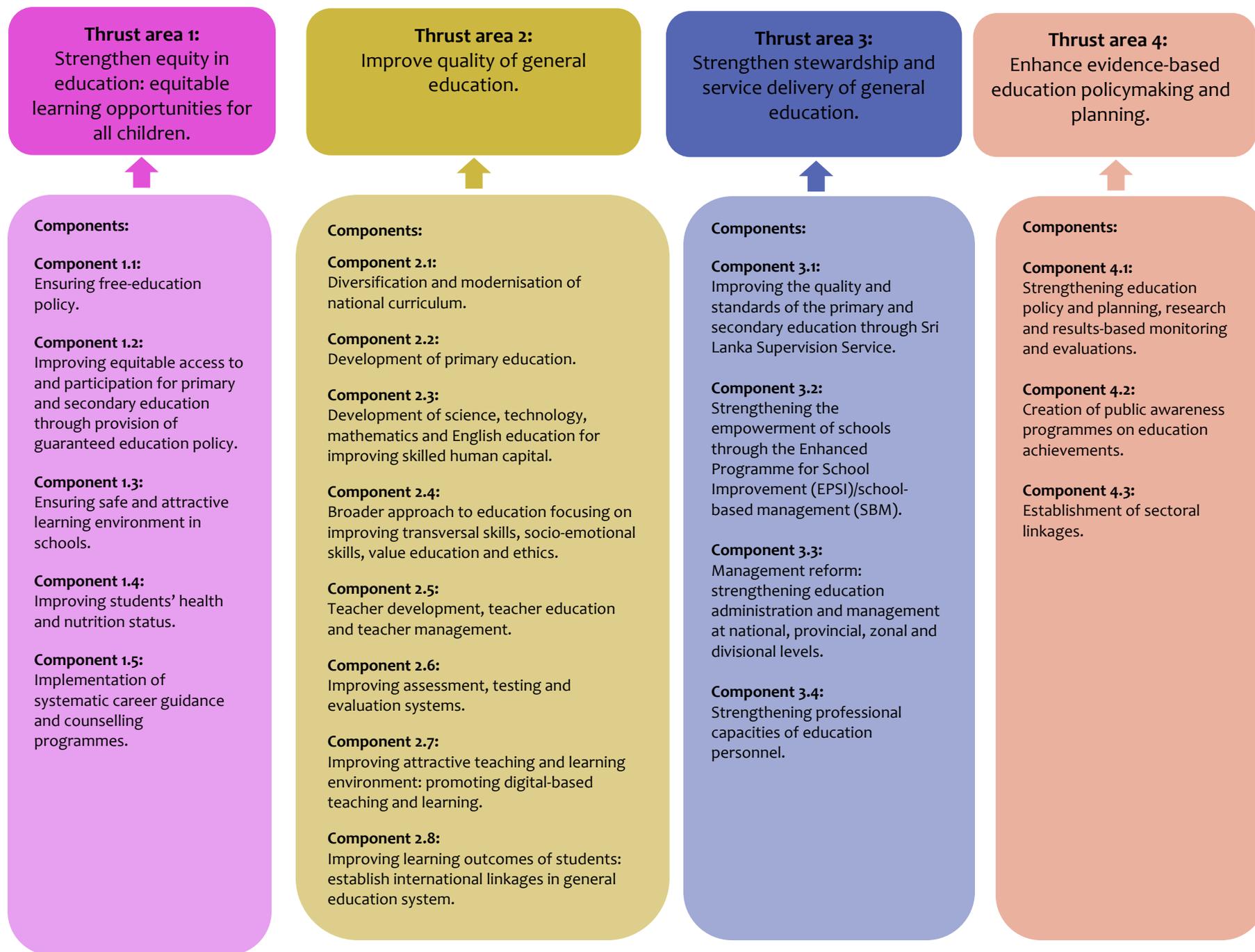
3

Strengthen stewardship and service delivery of general education.

4

Enhance evidence-based education policymaking and planning.

Diagram 3.1: Thrust areas and main components of education sector development plan for general education (2020 - 2025)



Thrust area 1: Strengthen equity in education: equitable learning opportunities for all children

How we achieve our objectives

The main purpose of the thrust area one is to strengthen the equity in education through providing learning opportunities for all children without any discrimination. To achieve this purpose, several objectives, components and strategies have been identified. Also, we have set a few key performance indicators (KPIs) related to the thrust area one to measure our achievement within next medium-term.

Objectives:

Our objectives of the thrust area 1 are to:

- i. ensure provision of free-education for all children in the country;
- ii. improve access to and participation in education;
- iii. establish 1,000 national schools throughout the country;
- iv. establish new 20 secondary trilingual national schools in district basis;
- v. rationalize and establish school network with a core-school connecting other schools;
- vi. ensure that all children complete guaranteed education period with a choice between academic and vocational streams at upper-secondary level ensuring equity in education;
- vii. enrich school learning environment;
- viii. develop schools with less than 50 and 100 students;
- ix. ensure horizontal and vertical equity in resourcing education;
- x. improve internal efficiency of school education system; and
- xi. improve student's health and nutrition conditions and improve the adaptability of students in any pandemic situation in the future.

Components:

Component 1.1:

Ensuring free-education policy.

Component 1.2:

Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Component 1.3:

Ensuring safe and attractive learning environment in schools.

Component 1.4:

Improving students' health and nutrition status.

Component 1.5:

Implementation of systematic career guidance and counselling (CG&C) programmes.

Key strategies/Initiatives

Strategy 1.1.1:

Strengthening education welfare/subsidiary programmes.

Strategy 1.2.1:

Expanding education opportunities through improving access to and participation for primary and secondary education:

- a. Establishing 1,000 national schools throughout the country.
- b. Establishing 20 new secondary trilingual national schools in district basis.
- c. Rationalizing school system and establishing school networks.
- d. Implementation of 13 years guaranteed education programme including diversifying and reforming national curriculum and improving learning facilities in all schools for inclusive and equitable quality education with special reference to implementing the 13 years guaranteed education programme.
- e. Development of schools in rural areas and very difficult areas schools with less than 50 and 100 students.

Strategy 1.2.2:

Strengthening special education (SE), inclusive education and non-formal education (NFE).

Strategy 1.2.3:

Development of Pirivena education.

Strategy 1.2.4:

Development of schools in the plantation sector and Tamil medium schools.

Strategy 1.3.1:

Providing basic facilities and higher-order learning spaces to schools (including implementation of special development project and programmes).

Strategy 1.3.2:

Providing safe and attractive learning environment in schools.

Strategy 1.3.3:

Disaster management.

Strategy 1.4.1:

Implementation of school-based health and nutrition programmes.

Strategy 1.4.2:

Promotion of physical and mental well-being of children through relevant programmes and facilities

Strategy 1.5.1:

Implementation of systematic CG&C programmes.

Outcomes:

- Ensured all students including differently-abled children in compulsory age limit actively participate in education.
- Ensured all students completed 13 years guaranteed education with a choice between academic and vocational streams at upper-secondary level.
- Ensured gender equality in participation in primary and secondary education.
- Improved student's health and nutrition conditions.
- Increased percentage of students who select academic and career path that suite for their skills and talents.

KPI with medium-term targets

- Total NER increased in upper secondary education 81.31% (2017) to 90.0% (2025) and primary and lower secondary maintained at 99%.
- Survival rate increased in compulsory age 88% (2018) to 96% (2025).
- Transition rate increased primary to secondary 98% (2018) to 99% (2025), secondary to upper - secondary 72% (2018) to 75% (2025).
- Maintained gender parity nearly 1:1 at each level.

Our priorities

1.1 Ensuring free-education policy:

Free-education is the fundamental policy of our education system. The GoSL is committed to continue the free-education policy to cater to the equity issue in the society by providing education subsidies for student welfare programmes.

We are implementing the following subsidy/welfare programmes to ensure free-education policy:

Free schooling facilities (fee-free) for all children.

Free uniform materials to all children.

Free textbooks to all children in grades 1-11.

Scholarships and bursaries to talented students from low-income families.

Midday meals for students in disadvantaged schools.

Health insurance for all schoolchildren.

Provide transport subsidies to students by having PPP.

Grants for gifted students.

Glass of milk for school children in identified disadvantaged schools.

Shoes for students in difficult & very difficult schools.

This policy supports to achieve many education goals by opening the education opportunities for all children in Sri Lanka without any discrimination.

Nonetheless, education subsidy programmes need to be reviewed and streamlined in future to provide more benefits to the disadvantaged groups based on vertical equity principles for resourcing schools.

1.2 Expansion of education opportunities through improving equitable access to and participation in primary and secondary education:

In terms of expansion of education opportunities through improving access and participation in general education, we are well ahead of the other South Asian countries. However, still there is a problem in students' participation in secondary education.

As our students are coming from diverse backgrounds, we are implementing programmes to ensure the equity, inclusion and

gender equality for providing access to quality learning opportunities for all students. Most vulnerable and disadvantaged groups are also served from this plan.

Demand-side and supply-side measures under free-education policy are carried out to promote the access and participation by reducing out-of-schoolchildren (OOSC) and dropping out students in compulsory education age limit (5-16 years' age). It is identified that, some of the students are dropping out from the education system as they are not interested in education. Therefore, our effort is to improve the teaching and learning process at classroom paying attention to individual differences of the students.

In order to ensure expansion of education and learning opportunities through improving access to and participation for primary and secondary education following strategies will be implemented.

Firstly, ***national schools will be expanded***

throughout the country.

Selected three schools per Divisional Secretariat Division (DSD) will be upgraded to national schools thus increasing the present number of 372 up to 1,000 national schools.

Secondly, it has been planned to **establish 20 new secondary trilingual national schools on district basis.** Such 20 trilingual secondary schools will function as model schools in the system.

Thirdly, **school system will be rationalised and thereby a school network system** will be formed enabling to enjoy enhanced facilities to the children in the same DSD.

Fourthly, it has also been planned to **implement 13 years guaranteed education programme** including diversifying and reforming national curriculum and improving learning facilities in all schools for inclusive and equitable quality education with special reference to implementing the 13 years guaranteed education programme.

The government has taken actions to implement 13 years of guaranteed education

programme to make meaningful education in line with the fee free-education policy. This programme has been introduced as thousands of students leave the education system either at or before GCE OL without obtaining proper knowledge, skills necessary for further education, their lives and world-of-work.

Upper-secondary education curriculum was reformed by including professional/vocational subject's stream enabling students to obtain skills and competencies related to the future job market.

In 2017, the 13 years of guaranteed education programme has been introduced on a pilot basis in 42 schools. Further, the MoE has taken actions to extend this programme for another 150 schools in 2018 and extended further to 860 schools in 2022.

In order to implement this initiative, a new curriculum consisting of 26 technical and vocational-oriented subjects were developed. Teachers were deployed and trained for these newly introduced subjects.

Following two key strategies are included in this component:

Firstly, improving learning facilities (i.e. infrastructure, learning resources, human and in-kind) of schools in all provinces for inclusive and equitable quality education with special reference to implement the 13 years guaranteed education programme.

Secondly, diversified and reformed national curriculum with special reference to implement the 13 years guaranteed education policy.

Further references:

MoE (2017) General Education Reforms: 13 years of guaranteed education.

Fifth initiative of the expansion of education opportunities through improving access and participation in general education is **development of schools in rural areas and very difficult areas schools with less than 50 and 100 students.**

Strengthening special education (SE), inclusive education and non-formal education (NFE): Under the component of improving equitable

access to and participation in primary and secondary education through provision of guaranteed education policy, the SE, inclusive education and NFE will be strengthened.

SE learning opportunities are provided to differently abled students to continue their education.

We are also implementing the NFE programmes to support dropping out students and adults.

Pirivena education:

Pirivena education will be uplifted through infrastructure and human resource development.

Tamil medium schools and schools in the plantation sector

will be developed in order to improve equitable access to and participation for primary and secondary education.

1.3 Ensuring safe and attractive learning environment in schools:

Providing basic facilities and higher-order learning spaces to schools (including

implementation of special development project and programmes): Healthy, safe and attractive environment is critically important to facilitate the students' learning process at schools. Rich, learner-friendly learning environment promotes innovations, leadership capacities, learning outcomes and student's values.

In recent past, we have been implementing several development projects and programmes to enhance the learning environment by providing all necessary infrastructure facilities, higher-order learning facilities and other human resource facilities. For these projects and programmes, the government has invested significant amount of funds for the education sector. These projects and programmes implemented/ implementing by the MoE in collaboration with the PEAs to improve the quality learning environment in both primary and secondary schools.

With the purpose of ensuring safe and attractive learning

environment in schools following strategies have been identified to be implemented.

Firstly, basic facilities and higher-order learning spaces will be provided to schools.

Through identification of vulnerabilities, developing the capacities of officials and inculcating positive attitudes for preventing man-made disasters, disaster management will be assured to ensure safe and protective environment for learning.

Providing safe and attractive learning environment in schools:

Safe and attractive learning environment will be provided to schools through identification of the school in risk areas, development and implementation of location-based planning.

Disaster management:

Policymakers and planners has taken actions to include programmes related to disaster management at all levels in the system of education.

1.4 Improving student's health and nutrition status:

Children's health and nutrition status directly affect the students' cognitive development and learning outcomes.

It is revealed that health including mental health and nutrition programmes contribute to improve the access, participation and student's performance. We are working with the relevant organizations to improve the health and nutrition conditions of the students so as to produce a healthy nation for our country.

Schools can act as a mediator to make the public aware of health issues and it can also support to implant the skills and values in the society.

In this context, we will execute the school-based health and nutrition programmes with several key activities such as providing midday meal, health promoting school programme, dengue prevention programmes, glass of milk programme, dangerous drug prevention

programme, and school canteen policy with the aim of producing healthy nation and we are committed to carry out this further.

1.5 Implementation of systematic CG&C programmes:

The current labour market in Sri Lanka faces a critical issue of the gap between the supply of workforce and demand. Also, lack of skilled-labour and unemployment has become a chronic socio-economic problem in our country. Therefore, the majority of the young generation in Sri Lanka do not have an opportunity to enter the labour market as skilled-labour.

It is necessary to make aware the students and persuade them to acquire required skill sets and competencies for various types of new job opportunities to compete in the job market.

Career guidance helps students to select the right path to the career, based on their talents. Career guidance programmes will be strengthened by implementing

systematic career guidance and counselling programmes in collaboration with the government and non-government partners and dedicated teachers will be provided for secondary schools for this purpose.

Currently, it is vital to strengthen the counselling at school level as it involves helping the child to overcome psycho-social problems. Also it helps to improve the socio-emotional skills of students.

Therefore, MoE is planning to strengthen the counselling units of schools by providing qualified counsellors.



Component 1.1: Ensuring free-education policy

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.1.1: Strengthening education welfare/subsidiary programmes.	Provide free textbooks for all students (grades 1-11).	Provide free textbooks for all students (grades 1-11).	Provide free textbooks for all students (grades 1-11).	Provide free textbooks for all students (grades 1-11).	Provide free textbooks for all students (grades 1-11).	Provide free textbooks for all students (grades 1-11).	<ul style="list-style-type: none"> Increased access and participation in primary and secondary education. Improved the health condition of students. Increased access and participation in primary and secondary education after the COVID-19 period. 	MoE PEAs Schools
	Provide free school uniform materials through voucher system to all students (grades 1-13).	Provide free school uniform materials through voucher system to all students (grades 1-13).	Provide free school uniform materials through voucher system to all students (grades 1-13).	Provide free school uniform materials through voucher system to all students (grades 1-13).	Provide free school uniform materials through voucher system to all students (grades 1-13).	Provide free school uniform materials through voucher system to all students (grades 1-13).		
	Expand the free midday meals programme for disadvantaged schools (Ref. CERP - 1.4 - Appendix 1).	Provide free midday meals for disadvantaged schools.	Provide free midday meals for disadvantaged schools.	Provide free midday meals for disadvantaged schools.	Provide free midday meals for disadvantaged schools.	Provide free midday meals for disadvantaged schools.		
	Provide dry food pack for school children under the National feeding programme (Ref. CERP - 4.3 - Appendix 1).							
	Establish school kitchen where school meal programmes are implemented (Ref. CERP - 4.3 – Appendix 1).	Establish school kitchen where school meal programmes are implemented (Ref. CERP - 4.3 - Appendix 1).	Establish school kitchen where school meal programmes are implemented (Ref. CERP - 4.3 - Appendix 1).					
	Provide glass of milk for approximately 415,600 students in rural primary schools.	Provide glass of milk for approximately 415,600 students in rural primary schools.	Provide glass of milk for approximately 415,600 students in rural primary schools.	Provide glass of milk for approximately 415,600 students in rural primary schools.	Provide glass of milk for approximately 415,600 students in rural primary schools.	Provide glass of milk for approximately 415,600 students in rural primary schools.		
	Provide scholarships and bursaries for those students who belong to low-income households.	Provide scholarships and bursaries for those students who belong to low-income households.	Provide scholarships and bursaries for those students who belong to low-income households.	Provide scholarships and bursaries for those students who belong to low-income households.	Provide scholarships and bursaries for those students who belong to low-income households.	Provide scholarships and bursaries for those students who belong to low-income households.		
	Provide scholarships for those students following technology stream.	Provide scholarships for those students following technology stream.	Provide scholarships for those students following technology stream.	Provide scholarships for those students following technology stream.	Provide scholarships for those students following technology stream.	Provide scholarships for those students following technology stream.		
	Provide scholarships for gifted students.	Provide scholarships for gifted students.	Provide scholarships for gifted students.	Provide scholarships for gifted students.	Provide scholarships for gifted students.	Provide scholarships for gifted students.		

Component 1.1: Ensuring free-education policy

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.1.1: Strengthening education welfare/subsidiary programmes.	<ul style="list-style-type: none"> Provide public transport subsidies for students. Introduce PPP for school transport service. 	<ul style="list-style-type: none"> Provide public transport subsidies for students. Use PPP for school transport service. 	<ul style="list-style-type: none"> Provide public transport subsidies for students. Use PPP for school transport service. 	<ul style="list-style-type: none"> Provide public transport subsidies for students. Use PPP for school transport service. 	<ul style="list-style-type: none"> Provide public transport subsidies for students. Use PPP for school transport service. 	<ul style="list-style-type: none"> Provide public transport subsidies for students. Use PPP for school transport service. 	<ul style="list-style-type: none"> Increased access and participation in primary and secondary education. Improved the health condition of students. 	MoE PEAs Schools
	Suraksha: provide free health insurance coverage for all students in schools, Pirivenas, private and international schools.	Suraksha: provide free health insurance coverage for all students in schools, Pirivenas, private and international schools.	Suraksha: provide free health insurance coverage for all students in schools, Pirivenas, private and international schools.	Suraksha: provide free health insurance coverage for all students in schools, Pirivenas, private and international schools.	Suraksha: provide free health insurance coverage for all students in schools, Pirivenas, private and international schools.	Suraksha: provide free health insurance coverage for all students in schools, Pirivenas, private and international schools.		
	Provide shoes for children in selected schools in difficult areas.	Provide shoes for children in selected schools in difficult areas.	Provide shoes for children in selected schools in difficult areas.	Provide shoes for children in selected schools in difficult areas.	Provide shoes for children in selected schools in difficult areas.	Provide shoes for children in selected schools in difficult areas.		
	Provide Agrahara benefits for all private school teachers.	Provide Agrahara benefits for all private school teachers.	Provide Agrahara benefits for all private school teachers.	Provide Agrahara benefits for all private school teachers.	Provide Agrahara benefits for all private school teachers.	Provide Agrahara benefits for all private school teachers.		
	Re-introduce scheme for provision of special incentive package/special allowances for teachers and principals serving in difficult and very difficult area schools.	Implement scheme for provision of special incentive package/special allowances for teachers and principals serving in difficult and very difficult area schools.	Implement scheme for provision of special incentive package/special allowances for teachers and principals serving in difficult and very difficult area schools.	Implement scheme for provision of special incentive package/special allowances for teachers and principals serving in difficult and very difficult area schools.	Implement scheme for provision of special incentive package/special allowances for teachers and principals serving in difficult and very difficult area schools.	Implement scheme for provision of special incentive package/special allowances for teachers and principals serving in difficult and very difficult area schools.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023		2024-2025		
<p>Strategy 1.2.1: Expanding education opportunities through improving access to and participation for primary and secondary education: establishing 1,000 national schools throughout the country.</p>	<p>Conduct school mapping exercise to identify viable schools following national criteria and norms for upgrading as national schools.</p>	<ul style="list-style-type: none"> Develop 125 schools as national schools under the phase 1 of the programme. Identify 503 schools under the phase 2 to develop as national schools. Establish 1,000 national schools (currently 372) in the system. 	<ul style="list-style-type: none"> Functioning of full-fledged 1,000 national schools in the system of education in Sri Lanka. Provide needy resources: physical, infrastructure, human, in-kind for all national schools for providing quality education. 	<ul style="list-style-type: none"> Functioning of full-fledged 1,000 national schools in the system of education in Sri Lanka. Provide needy resources: physical, infrastructure, human, in-kind for all national schools for providing quality education. 	<ul style="list-style-type: none"> Functioning of full-fledged 1,000 national schools in the system of education in Sri Lanka. Provide needy resources: physical, infrastructure, human, in-kind for all national schools for providing quality education. 	<ul style="list-style-type: none"> Functioning of full-fledged 1,000 national schools in the system of education in Sri Lanka. Provide needy resources: physical, infrastructure, human, in-kind for all national schools for providing quality education. 	<ul style="list-style-type: none"> Established and well-functioned 1,000 national schools in the system of education in Sri Lanka. Ensured equal access to and participation for primary and secondary education. Minimized artificial so-called demand for urban schools for grade 1. Reduced the competition of school admission. 	<p>MoE PEAs National schools Provincial schools</p>

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024-2025			
Strategy 1.2.1: Expanding education opportunities through improving access to and participation for primary and secondary education: establishing 20 new secondary trilingual national schools in district basis.	Identify locations for establishment of new 20 national schools in district basis following national criteria and norms.	Establish 20 new secondary trilingual national schools in district basis.	Functioning of 20 new secondary trilingual national schools in district basis.	Functioning of 20 new secondary trilingual national schools in district basis.	Functioning of 20 new secondary trilingual national schools in district basis.	Functioning of 20 new secondary trilingual national schools in district basis.	<ul style="list-style-type: none"> Established and well-functioned 20 new secondary trilingual national schools in the system of education in Sri Lanka. Ensured equal access to and participation for primary and secondary education. Minimized artificial so-called demand for urban schools for grade 1. Reduced the competition of school admission. 20 new national schools functioned as cost effectiveness centers. 	MoE PEAs New National schools Provincial schools
	Identify the resource packages/resource envelop for each school.	Commence preliminary actions for providing needy resources for each schools.	Provide needy resources: physical, infrastructure, human, in-kind for new national schools for providing quality education.	Provide needy resources: physical, infrastructure, human, in-kind for new national schools for providing quality education.	Provide needy resources: physical, infrastructure, human, in-kind for new national schools for providing quality education.	Provide needy resources: physical, infrastructure, human, in-kind for new national schools for providing quality education.		
	Develop criteria and mechanism for converting these schools as cost effectiveness centers.	Introduce for 20 new national schools for management and maintenance of schools as cost effectiveness centers.	Implement 20 new national schools as model for cost effectiveness centers.	Implement 20 new national schools as model for cost effectiveness centers.	Implement 20 new national schools as model for cost effectiveness centers.	Implement 20 new national schools as model for cost effectiveness centers.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024-2025			
Strategy 1.2.1: Expanding education opportunities through improving access to and participation for primary and secondary education: rationalizing school system and establishing school networks.	Conduct school rationalization of schools following school mapping technique to identify viable school networks.	Establish school network covering all schools in the system.	Functioning of school network covering all schools in the system: i.e. resource sharing, provision of resources, management of school networks etc.	Functioning of school network covering all schools in the system: i.e. resource sharing, provision of resources, management of school networks etc.	Functioning of school network covering all schools in the system: i.e. resource sharing, provision of resources, management of school networks etc.	Functioning of school network covering all schools in the system: i.e. resource sharing, provision of resources, management of school networks etc.	<ul style="list-style-type: none"> Established and well-functioned viable school networks in the system of education in Sri Lanka. Rationalized the school system. Ensured equitable and economic distribution of resources for schools. Improved economic efficiency of resourcing education. Reduced gap of resourcing in schools. Developed all schools at least up to the level of national standards. 	MoE PEAs Schools
	Identify core-school of each school network and its member schools and isolated schools.	Provide resources (i.e. infrastructure, physical, in-kind and human) for national and provincial schools to satisfy with the national norms and criteria for resourcing schools (by giving special attention to rural disadvantaged schools).	Provide resources (i.e. infrastructure, physical, in-kind and human) for national and provincial schools to satisfy with the national norms and criteria for resourcing schools (by giving special attention to rural disadvantaged schools).	Provide resources (i.e. infrastructure, physical, in-kind and human) for national and provincial schools to satisfy with the national norms and criteria for resourcing schools (by giving special attention to rural disadvantaged schools).	Provide resources (i.e. infrastructure, physical, in-kind and human) for national and provincial schools to satisfy with the national norms and criteria for resourcing schools (by giving special attention to rural disadvantaged schools).	Provide resources (i.e. infrastructure, physical, in-kind and human) for national and provincial schools to satisfy with the national norms and criteria for resourcing schools (by giving special attention to rural disadvantaged schools).		
	Identify school structural needs and propose structural proposal for schools.	Restructuring of schools: schools offering GCE AL streams, amalgamation, combinations, etc.	Implementation of restructuring proposals of schools: schools offering GCE AL streams, amalgamation, combinations, etc.	Implementation of restructuring proposals of schools: schools offering GCE AL streams, amalgamation, combinations, etc.	Implementation of restructuring proposals of schools: schools offering GCE AL streams, amalgamation, combinations, etc.	Implementation of restructuring proposals of schools: schools offering GCE AL streams, amalgamation, combinations, etc.		
	Determine resource package/resource envelop for each schools and develop a medium-term development plan for each school.	Provide needy resources based on requirements given in the medium-term development plan for respective school.	Provide needy resources based on requirements given in the medium-term development plan for respective school.	Provide needy resources based on requirements given in the medium-term development plan for respective school.	Provide needy resources based on requirements given in the medium-term development plan for respective school.	Provide needy resources based on requirements given in the medium-term development plan for respective school.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024-2025	2024-2025		
Strategy 1.2.1: Expanding education opportunities through improving access to and participation for primary and secondary education: implementation of 13 years guaranteed education programme including diversifying and reforming national curriculum and improving learning facilities in all schools for inclusive and equitable quality education with special reference to implementing the 13 years guaranteed education programme.	Implement revised and updated curriculum of 13 years guaranteed education.	Implement revised and updated curriculum of 13 years guaranteed education.	Implement revised and updated curriculum of 13 years guaranteed education.	<ul style="list-style-type: none"> Implement revised and updated curriculum of 13 years guaranteed education. Usage of findings of impact evaluation for curriculum development and policy decisions. Conduct impact evaluation of the implementation of 13 years guaranteed education curriculum. 	Introduce new curriculum based on the findings of impact evaluation of the implementation of 13 years guaranteed education curriculum.	Introduce new curriculum based on the findings of impact evaluation of the implementation of 13 years guaranteed education curriculum.	<ul style="list-style-type: none"> Established cooperation between school education and TVET sectors. Diversified and revised curriculum to meet the global and local demands for education and economy. Mainstreamed of students of 13 years guaranteed education programmes. Improved capacities of teachers. Increase survival rate of upper secondary education. 	NIE MoE PEAs Schools
	Conduct continuing professional learning and development (CPLD) programmes for teachers.	Continuation of CPLD programmes for teachers.	Continuation of CPLD programmes for teachers.	Continuation of CPLD programmes for teachers.	Continuation of CPLD programmes for teachers.	Continuation of CPLD programmes for teachers.		
	Take initial steps for mainstreaming 13 years education curriculum with grades 6-13 general curriculum.	Implement mainstreaming programmes of 13 years education curriculum with grades 6-13 general curriculum.	Implement mainstreaming programmes of 13 years education curriculum with grades 6-13 general curriculum.	Implement mainstreaming programmes of 13 years education curriculum with grades 6-13 general curriculum.	Implement mainstreaming programmes of 13 years education curriculum with grades 6-13 general curriculum.	Implement mainstreaming programmes of 13 years education curriculum with grades 6-13 general curriculum.		
	Establish cooperation with technical and vocational institutes to absorb students who successfully completed 13 years education programme.	Implement programmes with technical and vocational institutes through absorbing students who successfully completed 13 years education programme.	Continue the implementation of programmes with technical and vocational institutes through absorbing students who successfully completed 13 years education programme.	Continue the implementation of programmes with technical and vocational institutes through absorbing students who successfully completed 13 years education programme.	Continue the implementation of programmes with technical and vocational institutes through absorbing students who successfully completed 13 years education programme.	Continue the implementation of programmes with technical and vocational institutes through absorbing students who successfully completed 13 years education programme.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024-2025	2024-2025		
<p>Strategy 1.2.1: Expanding education opportunities through improving access to and participation for primary and secondary education: implementation of 13 years guaranteed education programme including diversifying and reforming national curriculum and improving learning facilities in all schools for inclusive and equitable quality education with special reference to implementing the 13 years guaranteed education programme.</p>	<ul style="list-style-type: none"> Expand 13 years guaranteed education policy to 112 schools (total number of schools 196 – pilot programme in 2017 = 42 schools + pilot programmes in 2018 = 154, total number of schools =311). Expand to 275 schools to Implement 13 years guaranteed education policy (total number of schools =586) 	Expand 13 years guaranteed education programme to 274 schools (total number of schools =860)	<ul style="list-style-type: none"> Implement 13 years guaranteed education policy in 860 schools. Conduct impact evaluation of implementation of 13 years guaranteed education policy. 	Further expansion of 13 years guaranteed education policy in schools island-wide.	Further expansion of 13 years guaranteed education policy in schools island-wide.	Further expansion of 13 years guaranteed education policy in schools island-wide.	<ul style="list-style-type: none"> Implemented 13 years guaranteed education policy in 860 schools by 2021. Ensured all students' participation and completion in 13 years guaranteed education. Developed all schools with required and adequate learning resources and other facilities by 2020. All students acquired skills and competencies during school ages which are demanded by the world-of-work. 	MoE PEAs Schools
	Provide basic assets, higher-order physical assets and higher-order learning spaces for needy schools.	Maintenance of basic assets, higher-order physical assets and higher-order learning spaces of schools.	Maintenance of basic assets, higher-order physical assets and higher-order learning spaces of schools.	Maintenance of basic assets, higher-order physical assets and higher-order learning spaces of schools.	Maintenance of basic assets, higher-order physical assets and higher-order learning spaces of schools.	Maintenance of basic assets, higher-order physical assets and higher-order learning spaces of schools.		
	Maintenance of capital asset management of schools.	Maintenance of capital asset management of schools.	Maintenance of capital asset management of schools.	Maintenance of capital asset management of schools.	Maintenance of capital asset management of schools.	Maintenance of capital asset management of schools.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024-2025			
<p>Strategy 1.2.1: Expanding education opportunities through improving access to and participation for primary and secondary education: implementation of 13 years guaranteed education programme including diversifying and reforming national curriculum and improving learning facilities in all schools for inclusive and equitable quality education with special reference to implementing the 13 years guaranteed education programme.</p>	Implement programmes on CCAs and ECAs and provide required facilities to schools.	Implement programmes on CCAs and ECAs and provide required facilities to schools.	Implement programmes on CCAs and ECAs and provide required facilities to schools.	Implement programmes on CCAs and ECAs and provide required facilities to schools.	Implement programmes on CCAs and ECAs and provide required facilities to schools.	Implement programmes on CCAs and ECAs and provide required facilities to schools.	<ul style="list-style-type: none"> • Develop required competences and skills of the students through CCAs and ECAs • Engaged all school students at least two CCAs and ECAs. • Developed leadership qualities and personality of students. • Improved socio-emotional skills of students. • Provided required resources for all needy schools by annum. 	MoE PEAs Schools
	Provide SBLEGs for 586 schools.	Provide SBLEGs for 860 schools.	Provide SBLEGs for 860 schools.	Provide SBLEGs for all schools.	Provide SBLEGs for all schools.	Provide SBLEGs for all schools.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.2.1: Expanding education opportunities through improving access to and participation for primary and secondary education: development of schools in rural areas and very difficult areas schools with less than 50 and 100 students.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.	<ul style="list-style-type: none"> Developed schools in the rural and disadvantaged areas with all relevant basic and higher order facilities. Increased access and participation in primary and secondary education. Established professional learning environment for teachers in all selected schools. Reduced teacher deficiency in rural & disadvantaged schools. 	MoE PEAs
	Introduce the novel concept of mobile schools for disadvantaged areas.	Implement the novel concept of mobile schools.						
	Build suitable drinking water supply and storing mechanisms for selected 75 schools.	Build suitable drinking water supply and storing mechanisms for selected 25 schools.	Maintenance of the water supply system.					
	<ul style="list-style-type: none"> Introduce water recycling mechanisms for needy schools. Awareness on recycling waste water in schools. 	<ul style="list-style-type: none"> Introduce water recycling mechanisms for needy schools. Awareness on recycling waste water in schools. 	<ul style="list-style-type: none"> Introduce water recycling mechanisms for needy schools. Awareness on recycling waste water in schools. 	<ul style="list-style-type: none"> Introduce water recycling mechanisms for needy schools. Awareness on recycling waste water in schools. 	<ul style="list-style-type: none"> Introduce water recycling mechanisms for needy schools. Awareness on recycling waste water in schools. 	<ul style="list-style-type: none"> Introduce water recycling mechanisms for needy schools. Awareness on recycling waste water in schools. 		
	Provide rain water harvesting and RO water filters for needy schools in dry zones.	Provide rain water harvesting and RO water filters for needy schools in dry zones.	Provide rain water harvesting and RO water filters for needy schools in dry zones.	Provide rain water harvesting and RO water filters for needy schools in dry zones.	Provide rain water harvesting and RO water filters for needy schools in dry zones.	Provide rain water harvesting and RO water filters for needy schools in dry zones.		
	Fulfil sanitary facilities for students and teachers for selected 100 schools which are not addressed from previous projects.	Fulfil sanitary facilities for students and teachers for selected 100 schools which are not addressed from previous projects.	Maintenance of the sanitary system.					
	Provide electricity for 100 schools which do not have electricity.	Provide electricity for 100 schools which do not have electricity.	Maintenance of the electricity system.					
	Provide telephone connection for selected 150 schools.	Provide telephone connection for selected 150 schools.	Maintenance of the telephone system.					
	Provide extra-allowance for teachers who serve in schools in difficult and rural areas.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.	Provide infrastructure and facilities and modern technology for needy rural schools.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.2.1: Expanding education opportunities through improving access to and participation for primary and secondary education: development of schools in rural areas and very difficult areas schools with less than 50 and 100 students.	Provide modern teacher staff rooms as an academic centre for selected 50 schools which will induce professional learning among teachers.	Provide modern teacher staff rooms as an academic centre for selected 50 schools which will induce professional learning among teachers.	Provide modern teacher staff rooms as an academic centre for selected 50 schools which will induce professional learning among teachers.	Provide modern teacher staff rooms as an academic centre for selected 50 schools which will induce professional learning among teachers.	Provide modern teacher staff rooms as an academic centre for selected 50 schools which will induce professional learning among teachers.	Provide modern teacher staff rooms as an academic centre for selected 50 schools which will induce professional learning among teachers.	<ul style="list-style-type: none"> Improved the capacity of teachers. Improved professional learning environments of teachers. 	MoE PEAs Schools
	Improve professional learning environments of teachers.							
	Introduce foster-school system for schools with less number of students.	Implement foster-school system for schools with less number of students.	Implement foster-school system for schools with less number of students.	Implement foster-school system for schools with less number of students.	Implement foster-school system for schools with less number of students.	Implement foster-school system for schools with less number of students.	<ul style="list-style-type: none"> Established foster-school system for schools with less number of students. 	
	Introduce public-private partnership (PPP) programmes and linked-school system for schools with less number of students.	Implement PPP programmes and linked-school system for schools with less number of students.	Implement PPP programmes and linked-school system for schools with less number of students.	Implement PPP programmes and linked-school system for schools with less number of students.	Implement PPP programmes and linked-school system for schools with less number of students.	Implement PPP programmes and linked-school system for schools with less number of students.	<ul style="list-style-type: none"> Established PPP programmes and linked-school system for schools with less number of students. 	
	Introduce third-sector participation for development of schools with less number of students.	Implement third-sector participation for development of schools with less number of students.	Implement third-sector participation for development of schools with less number of students.	Implement third-sector participation for development of schools with less number of students.	Implement third-sector participation for development of schools with less number of students.	Implement third-sector participation for development of schools with less number of students.	<ul style="list-style-type: none"> Established third-sector participation for development of schools with less number of students. 	



Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024-2025			
Strategy 1.2.1: Improving access to and participation for primary and secondary education	Implement special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education in the system of education in Sri Lanka.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education in the system of education in Sri Lanka.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education in the system of education in Sri Lanka.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education in the system of education in Sri Lanka.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education in the system of education in Sri Lanka.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education in the system of education in Sri Lanka.	Improved access to and participation for primary and secondary education in the system of education in Sri Lanka. Improved access to and participation for primary and secondary education especially in the schools located in the plantation areas and islands (NP) and EP. Increased survival rate in compulsory age. Reduced dropout rates in primary & secondary education.	MoE PEAs Schools
	Implement special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education especially in the schools located in the plantation areas and islands (NP) and EP.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education especially in the schools located in the plantation areas and islands (NP) and EP.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education especially in the schools located in the plantation areas and islands (NP) and EP.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education especially in the schools located in the plantation areas and islands (NP) and EP.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education especially in the schools located in the plantation areas and islands (NP) and EP.	Continue implementation of special and fast-track initiatives, programmes and activities for improving access to and participation for primary and secondary education especially in the schools located in the plantation areas and islands (NP) and EP.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outputs /outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.2.2: Strengthening special education (SE), inclusive education and non-formal education (NFE).	Strengthen and improve the quality of SE and NFE education programmes.	Implement quality development programmes of SE and NFE at national and provincial levels.	Implement quality development programmes of SE and NFE at national and provincial levels.	Implement quality development programmes of SE and NFE at national and provincial levels.	Implement quality development programmes of SE and NFE at national and provincial levels.	Implement quality development programmes of SE and NFE at national and provincial levels.	<ul style="list-style-type: none"> • Provided educational opportunities for needy students and adolescences. • Implemented inclusive education in all primary and secondary schools. • Developed and implemented inclusive education programmes. • Provided standard programmes for SE and NFE in the system of education in Sri Lanka. <p>Outcomes:</p> <ul style="list-style-type: none"> • Reduced OOSC and enrolling them into the main stream and/or NFE and SE sections. 	MoE NIE PEAs Schools School attendance committees
	Offer NVQ certification for those who complete NFE programmes conducted by the institutes registered under TVET sector.	Offer NVQ certification for those who complete NFE programmes conducted by the institutes registered under TVET sector.	Offer NVQ certification for those who complete NFE programmes conducted by the institutes registered under TVET sector.	Offer NVQ certification for those who complete NFE programmes conducted by the institutes registered under TVET sector.	Offer NVQ certification for those who complete NFE programmes conducted by the institutes registered under TVET sector.	Offer NVQ certification for those who complete NFE programmes conducted by the institutes registered under TVET sector.		
	Provide required facilities for SE schools/units.	Maintenance of capital assets of SE schools/units.	Maintenance of capital assets of SE schools/units.	Maintenance of capital assets of SE schools/units.	Maintenance of capital assets of SE schools/units.	Maintenance of capital assets of SE schools/units.		
	Define inclusive education programmes and guidelines. Implement inclusive education programmes in all schools.	Implement inclusive education programmes in all schools.	Implement inclusive education programmes in all schools.	Implement inclusive education programmes in all schools.	Implement inclusive education programmes in all schools.	Implement inclusive education programmes in all schools.		
	Conduct capacity development programmes for SE and conduct capacity development programme for all primary & secondary school teachers on inclusive education.	Conduct capacity development programmes for SE teachers.	Conduct capacity development programmes for SE education teachers.	Conduct capacity development programmes for SE education teachers.	Conduct capacity development programmes for SE education teachers.	Conduct capacity development programmes for SE education teachers.		
	Implement special and fast-track initiatives, programmes and activities for mainstream OOSC in schools or SE units or NFE centres.	Continue implementation of special and fast-track initiatives, programmes and activities for enrolling OOSC into the mainstream and/or SE units or NFE centres.	Continue implementation of special and fast-track initiatives, programmes and activities for enrolling OOSC them into the mainstream and/or SE units or NFE centres.	Continue implementation of special and fast-track initiatives, programmes and activities for enrolling OOSC into the mainstream and/or SE units or NFE centres.	Continue implementation of special and fast-track initiatives, programmes and activities for reducing OOSC and enrolling them into the mainstream and/or SE units or NFE centres.	Continue implementation of special and fast-track initiatives, programmes and activities for enrolling OOSC into the mainstream and/or SE units or NFE centres.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outputs /outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.2.2: Strengthening special education (SE), inclusive education and non-formal education (NFE).	Conduct an island-wide back to school campaign to encourage students and parents to return to schools (Ref. CERP 1.1 - Appendix 1).						<ul style="list-style-type: none"> Reduced dropped outs from the schools after pandemic situation. Ensured education opportunities for children with special education needs during and after pandemic situation. 	MoE PEAs Schools School attendance committees
	Strengthen the school attendance committee (SACs) at schools (Ref. CERP 1.1 - Appendix 1).	Strengthen the SACs at schools (Ref. CERP 1.1 - Appendix 1).	Strengthen the SACs at schools (Ref. CERP 1.1 - Appendix 1).	Strengthen the SACs at schools (Ref. CERP 1.1 - Appendix 1).	Strengthen the SACs at schools (Ref. CERP 1.1 - Appendix 1).	Strengthen the SACs at schools (Ref. CERP 1.1 - Appendix 1).		
	Conduct awareness programmes for parents on how to learn intellectual disability, downs syndrome and autism students at home with parents on the vacation period by YouTube/TV programme (Ref. CERP 1.1 - Appendix 1).	Awareness programme for parents on how to learn intellectual disability, downs syndrome and autism students at home with parents on the vacation period by YouTube/TV programme (Ref. CERP 1.1 - Appendix 1).						



Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outputs /outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.2.3: Development of Pirivena education.	Provide infrastructure facilities in 225 Pirivenas.	Provide infrastructure facilities in 225 Pirivenas.	Provide infrastructure facilities in 225 Pirivenas.	Maintain infrastructure facilities in 770 Pirivenas.	Maintain infrastructure facilities in 770 Pirivenas.	Maintain infrastructure facilities in 770 Pirivena.	<ul style="list-style-type: none"> Improved student's performances. Developed infrastructure facilities in all Pirivenas. Developed capacity of human resources. Increased learning outcomes of Pirivena students. 	MoE Pirivenas
	Prepare syllabi and update teacher guides.	Prepare syllabi and update teacher guides.	Implement revised syllabi and updated teacher guides.	Implement revised syllabi and updated teacher guides.	Implement revised syllabi and updated teacher guides.	Implement revised syllabi and updated teacher guides.		
	Develop capacity of Pirivenadipathis and Pirivena teachers.							
	Recruit and deploy new Pirivena teachers based on annual attrition.	Recruit and deploy new Pirivena teachers based on annual attrition.	Recruit and deploy new Pirivena teachers based on annual attrition.	Recruit and deploy new Pirivena teachers based on annual attrition.	Recruit and deploy new Pirivena teachers based on annual attrition.	Recruit and deploy new Pirivena teachers based on annual attrition.		
	Provide quality inputs for 770 Pirivenas.							
	Conduct 'Pala Sapiri Pasala: programme.							
	Implement quality development programmes in all Pirivenas.							
	Implement programmes related to conventional/traditional education programmes in all Pirivenas.	Implement programmes related to conventional/traditional education programmes in all Pirivenas.	Implement programmes related to conventional/traditional education programmes in all Pirivenas.	Implement programmes related to conventional/traditional education programmes in all Pirivenas.	Implement programmes related to conventional/traditional education programmes in all Pirivenas.	Implement programmes related to conventional/traditional education programmes in all Pirivenas.		

Component 1.2: Improving equitable access to and participation for primary and secondary education through provision of guaranteed education policy.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.2.4: Development of schools in the plantation sector and Tamil medium schools.	Deploy qualified teachers for schools in the plantation sector and Tamil medium schools.	Deploy qualified teachers for schools in the plantation sector and Tamil medium schools.	Deploy qualified teachers for schools in the plantation sector and Tamil medium schools.	Deploy qualified teachers for schools in the plantation sector and Tamil medium schools.	Deploy qualified teachers for schools in the plantation sector and Tamil medium schools.	Deploy qualified teachers for schools in the plantation sector and Tamil medium schools.	<ul style="list-style-type: none"> Increased professionally qualified teachers for schools in the plantation sector and Tamil medium schools. Developed capacities of the teachers implemented multi-level teaching. Developed and maintained infrastructure facilities of the plantation sector schools. Improved learning outcomes of students in first language, science, mathematics and English. 	MoE PEAS
	Develop capacities of the teachers on multi-level teaching.	Implement multi-level teaching.	Implement multi-level teaching.	Implement multi-level teaching.	Implement multi-level teaching.	Implement multi-level teaching.		
	Develop & upgrade infrastructure facilities of the plantation sector schools (including Indian assistance school development programmes).	Maintenance of infrastructure facilities of the plantation sector schools.	Maintenance of infrastructure facilities of the plantation sector schools.	Improvement of infrastructure facilities of the plantation sector schools.	Improvement of infrastructure facilities of the plantation sector schools.	Improvement of infrastructure facilities of the plantation sector schools.		
	Conduct programmes for improving learning outcomes of students.	Conduct programmes for improving learning outcomes of students.	Conduct programmes for improving learning outcomes of students.	Conduct programmes for improving learning outcomes of students.	Conduct programmes for improving learning outcomes of students.	Conduct programmes for improving learning outcomes of students.		
	Develop 25 schools (continue) with all facilities in the plantation sector.	Maintenance of capital assets of 25 schools and implement quality development programmes of same schools in the plantation sector.	Maintenance of capital assets of 25 schools and implement quality development programmes of same schools in the plantation sector.	Improvement of capital assets of 25 schools and implement quality development programmes of same schools in the plantation sector.	Improvement of capital assets of 25 schools and implement quality development programmes of same schools in the plantation sector.	Improvement of capital assets of 25 schools and implement quality development programmes of same schools in the plantation sector.		
	Develop 27 schools (continue) in Northern province with the Indian assistance.	Maintenance of capital assets of 27 schools and implement quality development programmes in Northern province.	Maintenance of capital assets of 27 schools and implement quality development programmes in Northern province.	Improvement of capital assets of 27 schools and implement quality development programmes in Northern province.	Improvement of capital assets of 27 schools and implement quality development programmes in Northern province.	Improvement of capital assets of 27 schools and implement quality development programmes in Northern province.		
	Improve leadership skills of principals and education officers.	Improve leadership skills of principals and education officers.	Improve leadership skills of principals and education officers.	Improve leadership skills of principals and education officers.	Improve leadership skills of principals and education officers.	Improve leadership skills of principals and education officers.		

Component 1.3: Ensuring safe and attractive learning environment in schools.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.3.1: Providing basic facilities and higher-order learning spaces to schools (including implementation of special development project and programmes).	Provide grants for maintenance of basic facilities at school levels.	Provide grants for maintenance of basic facilities at school levels.	Provide grants for maintenance of basic facilities at school levels.	Provide grants for maintenance of basic facilities at school levels.	Provide grants for maintenance of basic facilities at school levels.	Provide grants for maintenance of basic facilities at school levels.	<ul style="list-style-type: none"> Developed infrastructure facilities of the schools. Increased participation rate in primary and secondary education. 	MoE PEAs Schools
	Implement NSBS project: <ul style="list-style-type: none"> Improve infrastructure facilities for primary and secondary schools. 	<ul style="list-style-type: none"> Conduct impact evaluation of NSBS project: Maintenance of infrastructure facilities for primary and secondary schools. 	Maintenance of infrastructure facilities for primary and secondary schools.	Maintenance of infrastructure facilities for primary and secondary schools.	Maintenance of infrastructure facilities for primary and secondary schools.	Maintenance of infrastructure facilities for primary and secondary schools.		
	Provide basic facilities for needy schools.	Maintenance of basic facilities of needy schools.	Maintenance of basic facilities of needy schools.	Maintenance of basic facilities of needy schools.	Maintenance of basic facilities of needy schools.	Maintenance of basic facilities of needy schools.		
	Provide higher-order capital assets for needy schools.	Maintenance of higher-order capital assets of schools.	Maintenance of higher-order capital assets of schools.	Maintenance of higher-order capital assets of schools.	Maintenance of higher-order capital assets of schools.	Maintenance of higher-order capital assets of schools.		
	Provide higher-order learning spaces for needy schools.	Maintenance of higher-order learning spaces of schools.	Maintenance of higher-order learning spaces of schools.	Maintenance of higher-order learning spaces of schools.	Maintenance of higher-order learning spaces of schools.	Maintenance of higher-order learning spaces of schools.		
	Develop the quality of school canteen (conduct awareness, inspection, healthy foods) (Ref. CERP - 4.3 – Appendix 1).	Maintain the quality of school canteen (conduct awareness, inspection, healthy foods)	Maintain the quality of school canteen (conduct awareness, inspection, healthy foods)	Maintain the quality of school canteen (conduct awareness, inspection, healthy foods)	Maintain the quality of school canteen (conduct awareness, inspection, healthy foods)	Maintain the quality of school canteen (conduct awareness, inspection, healthy foods)		

Component 1.3: Ensuring safe and attractive learning environment in schools.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.3.2: Providing safe and attractive learning environment in schools.	Identify the school buildings in vulnerable areas and develop a plan for re-building or re-locating identified such schools.	<ul style="list-style-type: none"> Implement plan for re-building or re-locating schools in vulnerable areas. Maintenance of capital assets. 	<ul style="list-style-type: none"> Implement plan for re-building or re-locating schools in vulnerable areas. Maintenance of capital assets. 	<ul style="list-style-type: none"> Implement plan for re-building or re-locating schools in vulnerable areas. Maintenance of capital assets. 	<ul style="list-style-type: none"> Implement plan for re-building or re-locating schools in vulnerable areas. Maintenance of capital assets. 	<ul style="list-style-type: none"> Implement plan for re-building or re-locating schools in vulnerable areas. Maintenance of capital assets. 	<ul style="list-style-type: none"> Improved safe and learner-friendly school environment. Ensured safe and attractive learning environment in all schools. 	MoE PEAs Schools
	Implement a plan for constructions and provision of required learning equipment.	<ul style="list-style-type: none"> Implement a plan for constructions and provision of required learning equipment. Provide facilities as planned for respective schools. 	Provide facilities as planned for respective schools.					
	Develop location-based plans.	Implement location-based plans.	Implement location-based plans.	Implement location-based plans.	Implement location-based plans.	Implement location-based plans.		
	Implement a plan for construction and provision of required learning equipment.	Implement a plan for construction and provision of required learning equipment.	Implement a plan for construction and provision of required learning equipment.	Implement a plan for construction and provision of required learning equipment.	Implement a plan for construction and provision of required learning equipment.	Implement a plan for construction and provision of required learning equipment.		



Component 1.3: Ensuring safe and attractive learning environment in schools.

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.3.3: Disaster management.	<ul style="list-style-type: none"> Identify vulnerabilities and introduce rescue programmes. Review the school location on disaster risks. Introduce and implement rescue programmes in schools located in vulnerable and disaster risks areas. 	Implement rescue programmes in schools located in vulnerable and disaster risks areas.	Introduce and implement rescue programme in schools located in vulnerable and disaster risks areas.	Introduce and implement rescue programmes in schools located in vulnerable and disaster risks areas.	Introduce and implement rescue programmes in schools located in vulnerable and disaster risks areas.	Introduce and implement rescue programmes in schools located in vulnerable and disaster risks areas.	<ul style="list-style-type: none"> Ensured safe and protective learning environment for the students in schools. 	MoE PEAs Schools
	Implement capacity development programmes for officials responsible for disaster risk management.	Implement capacity development programme for officials responsible for disaster risk management.	Implement capacity development programme for officials responsible for disaster risk management.	Implement capacity development programme for officials responsible for disaster risk management.	Implement capacity development programmes for officials responsible for disaster risk management.	Implement capacity development programmes for officials responsible for disaster risk management.		
	Implement programme to inculcate positive attitudes for preventing man-made disasters.	Implement programme to inculcate positive attitudes for preventing man-made disasters.	Implement programme to inculcate positive attitudes for preventing man-made disasters.	Implement programme to inculcate positive attitudes for preventing man-made disasters.	Implement programme to inculcate positive attitudes for preventing man-made disasters.	Implement programme to inculcate positive attitudes for preventing man-made disasters.		

Component 1.4: Improving students' health and nutrition status

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.4.1: Implementation of school-based health and nutrition programmes.	Implement school-based health and nutrition programmes (including MH&C and psycho-social well-being of students) in all schools in all education zones.	Implement school-based health and nutrition programmes (including MH&C and psycho-social well-being of students) in all schools in all education zones.	Implement school-based health and nutrition programmes (including MH&C and psycho-social well-being of students) in all schools in all education zones.	Implement school-based health and nutrition programmes (including MH&C and psycho-social well-being of students) in all schools in all education zones.	Implement school-based health and nutrition programmes (including MH&C and psycho-social well-being of students) in all schools in all education zones.	Implement school-based health and nutrition programmes (including MH&C and psycho-social well-being of students) in all schools in all education zones.	<ul style="list-style-type: none"> Implemented school-based health and nutrition programmes (including MH&C) in all schools by 2025. Improved health and nutrition status of students. Improved student attendance. Drinking water and sanitation facilities available in all schools as per the norms. Well-functioned school health club at all schools. 	MoE PEAs Schools
	Deploy professional counselors to schools.							
	Conduct teacher training for mental health counsellors of the schools.	Conduct teacher training for mental health counsellors of the schools.	Conduct teacher training for mental health counsellors of the schools.	Conduct teacher training for mental health counsellors of the schools.	Conduct teacher training for mental health counsellors of the schools.	Conduct teacher training for mental health counsellors of the schools.		
	Implement school sustainable development programmes.							
	Implement school drug prevention and reproductive health programme.	Implement school drug prevention and reproductive health programme.	Implement school drug prevention and reproductive health programme.	Implement school drug prevention and reproductive health programme.	Implement school drug prevention and reproductive health programme.	Implement school drug prevention and reproductive health programme.		
	Provide adequate WASH facilities such as hand-washing and hygiene including MHM facilities for all schools (Ref. CERP 4.2 - Appendix 1).	Provide and maintain water and sanitation facilities of all schools per norms.	Provide and maintain water and sanitation facilities of all schools per norms.	Provide and maintain water and sanitation facilities of all schools per norms.	Provide and maintain water and sanitation facilities of all schools per norms.	Provide and maintain water and sanitation facilities of all schools per norms.		
	Strengthen school health club at the school level (Ref. CERP 4.3 - Appendix 1).	Strengthen school health club at the school level.	Strengthen school health club at the school level.	Strengthen school health club at the school level.	Strengthen school health club at the school level.	Strengthen school health club at the school level.		
	Maintenance of school dental clinics.							

Component 1.4: Improving students' health and nutrition status

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.4.2: Promotion of physical and mental well-being of children through relevant programmes and facilities	Develop TV and radio programmes to promote physical and mental well-being of children suitable for primary students after the COVID-19 (Ref CERP 4.1 - Appendix 1).	Implement TV and radio programmes to promote physical and mental well-being of children suitable for primary students after the COVID-19.	Implement TV and radio programmes to promote physical and mental well-being of children suitable for primary students after the COVID-19.	Implement TV and radio programmes to promote physical and mental well-being of children suitable for primary students after the COVID-19.	Implement TV and radio programmes to promote physical and mental well-being of children suitable for primary students after the COVID-19.	Implement TV and radio programmes to promote physical and mental well-being of children suitable for primary students after the COVID-19.	<ul style="list-style-type: none"> Improved mental and physical well-being of the children. Reduced number of children with depression conditions. 	MoE PEAs Schools
	Invite education professionals to prepare/identify programmes that are valuable for children in life including ethics, environmental protection, improving generic skills etc. (Ref CERP 4.1 – Appendix 1).	Implement programmes that are valuable for children in life including, ethics, environmental protection, improving generic skills etc.	Implement programmes that are valuable for children in life including, ethics, environmental protection, improving generic skills etc.	Implement programmes that are valuable for children in life including, ethics, environmental protection, improving generic skills etc.	Implement programmes that are valuable for children in life including, ethics, environmental protection, improving generic skills etc.	Implement programmes that are valuable for children in life including, ethics, environmental protection, improving generic skills etc.		
	Telecast physical fitness programmes, indoor games etc. especially designed for children in collaboration of the media (Ref CERP 4.1 - Appendix 1).	Telecast physical fitness programmes, indoor games etc. especially designed for children in collaboration with the media (Ref CERP 4.1 - Appendix 1).	Telecast physical fitness programmes, indoor games etc. especially designed for children in collaboration with the media.	Telecast physical fitness programmes, indoor games etc. especially designed for children in collaboration with the media.	Telecast physical fitness programmes, indoor games etc. especially designed for children in collaboration with the media.	Telecast physical fitness programmes, indoor games etc. especially designed for children in collaboration with the media.		
	Encourage students to develop reading habits and creative abilities through available suitable web-based applications (Ref CERP 4.1 – Appendix 1).	Encourage students to develop reading habits and creative abilities through available suitable web-based applications.	Encourage students to develop reading habits and creative abilities through available suitable web-based applications.	Encourage students to develop reading habits and creative abilities through available suitable web-based applications.	Encourage students to develop reading habits and creative abilities through available suitable web-based applications.	Encourage students to develop reading habits and creative abilities through available suitable web-based applications.		

Component 1.4: Improving students' health and nutrition status

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.4.2: Promotion of physical and mental well-being of children through relevant programmes and facilities	Promotion of home gardening/agricultural activities (secondary education): Broadcasting TV programmes in this regard (Ref CERP 4.1 - Appendix 1).	Promotion of home gardening/agricultural activities (secondary education): Broadcasting TV programmes in this regard (Ref CERP 4.1 - Appendix 1).	Promotion of home gardening/agricultural activities (secondary education): Broadcasting TV programmes in this regard.	Promotion of home gardening/agricultural activities (secondary education): Broadcasting TV programmes in this regard.	Promotion of home gardening/agricultural activities (secondary education): Broadcasting TV programmes in this regard.	Promotion of home gardening/agricultural activities (secondary education): Broadcasting TV programmes in this regard.	<ul style="list-style-type: none"> Improved mental and physical well-being of the children. Reduced number of children with depression conditions after the COVID-19 pandemic. 	MoE PEAs Schools
	Promotion of cultivation of a plant in a pot and observe the growth of plant as an assessment for primary students: assessing by the class teachers in collaboration with the parents (Ref CERP 4.1 - Appendix 1).	Promotion of cultivation of a plant in a pot and observe the growth of plant as an assessment for primary students: assessing by the class teachers in collaboration with the parents.	Promotion of cultivation of a plant in a pot and observe the growth of plant as an assessment for primary students: assessing by the class teachers in collaboration with the parents.	Promotion of cultivation of a plant in a pot and observe the growth of plant as an assessment for primary students: assessing by the class teachers in collaboration with the parents.	Promotion of cultivation of a plant in a pot and observe the growth of plant as an assessment for primary students: assessing by the class teachers in collaboration with the parents.	Promotion of cultivation of a plant in a pot and observe the growth of plant as an assessment for primary students: assessing by the class teachers in collaboration with the parents.		
	Develop and distribute guidelines to teachers in all schools to help them deal with anxieties related to COVID-19 among students (Ref CERP 4.1 - Appendix 1).	Monitor the programmes designed for help children and teachers deal with anxieties related to COVID-19 among students.						
	Create awareness among teachers on supporting smooth transition to formal learning, positive discipline and how to refer children with severe needs to specialized services (in coordination with child protection actors) (Ref CERP 4.1 - Appendix 1).	Create awareness among teachers on supporting smooth transition to formal learning, positive discipline and how to refer children with severe needs to specialized services (in coordination with child protection actors).						

Component 1.4: Improving students’ health and nutrition status

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.4.2: Promotion of physical and mental well-being of children through relevant programmes and facilities	Develop school-based measures to avoid stigmatizing students and staff who may have been exposed to the virus directly or indirectly (Ref: CERP 4.1 – Appendix 1).						<ul style="list-style-type: none"> Improved mental and physical well-being of the children. Reduced number of children with depression conditions after the COVID 19 pandemic. Improved capacity of students, teachers, trainers, heads of schools, administrators, and parents on well-being practices, disciplinary behaviours and adaptation in emergency situation. 	MoE PEAS Schools
	Develop awareness and training module for students, teachers, trainers, heads of schools, administrators, and parents on well-being practices, disciplinary behaviours and adaptation in emergency situation i.e. COVID pandemic (Ref: CERP 4.1 - Appendix 1).	Conduct training for students, teachers, trainers, heads of schools, administrators, and parents on well-being practices, disciplinary behaviours and adaptation in emergency situation	Conduct training for students, teachers, trainers, heads of schools, administrators, and parents on well-being practices, disciplinary behaviours and adaptation in emergency situation	Conduct training for students, teachers, trainers, heads of schools, administrators, and parents on well-being practices, disciplinary behaviours and adaptation in emergency situation	Conduct training for students, teachers, trainers, heads of schools, administrators, and parents on well-being practices, disciplinary behaviours and adaptation in emergency situation	Conduct training for students, teachers, trainers, heads of schools, administrators, and parents on well-being practices, disciplinary behaviours and adaptation in emergency situation		
	Facilitate re-creational/cultural activities at schools (Ref: CERP 4.1 Appendix 1).	Facilitate re-creational/cultural activities at schools.						
	Provide guidance to counselling teachers on specific COVID-19 related mental health and psychosocial support (Ref: CERP 4.1 – Appendix 1).							

Component 1.4: Improving students’ health and nutrition status

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.4.3: Ensure safe and hygienic learning environment in school	Develop and distribute Guidelines for COVID-19 Safe School Operations, including IPC guidelines for all schools, Pirivena, special-schools, private and international schools and all education administrative offices and other establishments (Ref: CERP 4.2 - Appendix 1).						<ul style="list-style-type: none"> Ensured safe and hygienic environment in all schools. 	MoE PEAs Schools
	Supply of required equipment and chemicals in order to sanitize the school premises including classrooms, washrooms, administrative office etc. of all schools with the support of civil service agencies with the guidance of provincial, zonal and divisional education authorities (Ref: CERP 4.2 - Appendix 1).	Supply of required equipment and chemicals in order to sanitize the school premises including classrooms, washrooms, administrative office etc. of all schools with the support of civil service agencies with the guidance of provincial, zonal and divisional education authorities (Ref: CERP 4.2 - Appendix 1).						
	Provide hand-washing stations at school entrance: Identify and implement national standards for hand washing facilities such as age appropriate height, and for differently abled children (Ref: CERP 4.2 – Appendix 1).							

Component 1.4: Improving students’ health and nutrition status

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.4.3: Ensure safe and hygienic learning environment in school	Develop and distribute hygiene promotion materials in local languages which are child-friendly for easy understanding in all schools (Ref: CERP 4.2 - Appendix 1).						<ul style="list-style-type: none"> • Ensured safe and hygienic environment in all schools. • Made aware all stakeholders on hygienic and safety precautions. 	MoE PEAs Schools
	Establish sick rooms for needy schools as per the national norms (Ref: CERP 4.2 - Appendix 1).							
	Provide thermometers and masks for schools (Ref: CERP 4.2 – Appendix 1).							
	Develop an e-instructions manual for children, teachers and principals on, how to face emergency situations and act in such situations, safety precautions, cleaning procedures, they should follow in the schools as well as outside the school.							
	Ensure the delivery of remote guidance for caregivers/ community volunteers on lifesaving messages on COVID-19, how to facilitate wellbeing and play, how to access specialized services and self-care in coordination with health and child protection actors.							

Component 1.5: Implementation of systematic career guidance and counselling (CG&C) programmes

Strategy	Programmes, key activities, targets & timeframe						Expected outcome	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 1.5.1: Implementation of systematic (CG&C) programmes.	Implement systematic and web-based CG&C programmes in all secondary schools.	Implement systematic and web-based CG&C programmes in all secondary schools.	Implement systematic and web-based CG&C programmes in all secondary schools.	Implement systematic and web-based CG&C programmes in all secondary schools.	Implement systematic and web-based CG&C programmes in all secondary schools.	Implement systematic and web-based CG&C programmes in all secondary schools.	<ul style="list-style-type: none"> • Provide systematic and web-based CG&C programmes in all secondary schools. • Increased professionally qualified teachers for guidance and counselling for all secondary schools. • Increased number of students benefited from the school counselling programmes. • Reduced mental stress of the students. 	MoE PEAs Schools
	Deploy qualified teachers for guidance and counselling for all secondary schools.	Deploy qualified teachers for guidance and counselling for all secondary schools.	Deploy qualified teachers for guidance and counselling for all secondary schools.	Deploy qualified teachers for guidance and counselling for all secondary schools.	Deploy qualified teachers for guidance and counselling for all secondary schools.	Deploy qualified teachers for guidance and counselling for all secondary schools.		
	Establish schools career guidance units in schools.	Establish schools career guidance units in schools.	Establish schools career guidance units in schools.	Establish schools career guidance units in schools.	Establish schools career guidance units in schools.	Establish schools career guidance units in schools.		
	Conduct career fairs in all provinces.	Conduct career fairs in all provinces.	Conduct career fairs in all provinces.	Conduct career fairs in all provinces.	Conduct career fairs in all provinces.	Conduct career fairs in all provinces.		
	Provide opportunities for grade 8-13 students to participate awareness session on career guidance.	Provide opportunities for grade 8-13 students to participate awareness session on career guidance.	Provide opportunities for grade 8-13 students to participate awareness session on career guidance.	Provide opportunities for grade 8-13 students to participate awareness session on career guidance.	Provide opportunities for grade 8-13 students to participate awareness session on career guidance.	Provide opportunities for grade 8-13 students to participate awareness session on career guidance.		
	Establish public-private-partnership (PPP) for career guidance.	Establish PPP for career guidance.	Implement PPP programmes for career guidance.	Implement PPP programmes for career guidance.	Implement PPP programmes for career guidance.	Implement PPP programmes for career guidance.		
	Strengthening counselling programmes especially for upper secondary students on education and career counselling (Ref CERP 4.1 - Appendix 1).	Implement counselling programmes in schools.						

Thrust area 2: Improve quality of general education

How we achieve our objectives

The main purpose of the thrust area two is to improve the quality of primary and secondary education leading to improve the learning outcomes of students. To achieve this purpose, several objectives, components and strategies have been identified. Also we have set expected outputs related to the thrust area two to measure our achievement within the next medium-term. With the aim of improving quality of primary and secondary education, we are implementing following strategies to improve the quality of general education in Sri Lanka.

Objectives:

Our objectives are to:

- i. reach international standards levels of quality of education;
- ii. upgrade and diversify curriculum according to international standards;
- iii. improve the quality of primary and secondary education;
- iv. improve transversal skills and socio-emotional skills of students;
- v. improve the professional quality of teachers, principals, teacher educators, curriculum developers, education administrators and respective educational personnel ;
- vi. upgrade NCoEs as degree awarding institutions;
- vii. develop all TCs as academic centers and provide required facilities for all TCs;
- viii. improve content quality of textbook and introduce e-textbooks; and
- ix. maintain the standards of national examinations.

Components:

Component 2.1:

Diversification and modernization of national curriculum.

Component 2.2:

Development of primary education.

Component 2.3:

Improvement of science, technology, mathematics and English education for improving skilled human capital.

Component 2.4:

Broader approach to education focusing on improving transversal skills, socio-emotional skills, value education and ethics.

Component 2.5:

Teacher development, teacher education and teacher management.

Component 2.6:

Improving assessment, testing and evaluation systems.

Component 2.7:

Improving attractive teaching and learning environment: promoting digital-based teaching and learning.

Component 2.8:

Improving learning outcomes of students: establish international linkages in general education system.

Key strategies/initiatives:

Strategy 2.1.1:

Diversification and modernization of national curriculum: revising curriculum in line with broader approach to education, focusing on improving transversal skills, socio-emotional skills, value education and ethics.

Strategy 2.1.2:

Restructuring of NIE.

Component 2.2.1:

Development of primary education.

Strategy 2.3.1:

Improving mathematics education for improving skilled human capital: mathematics learning enhancement (MLE) programme.

Strategy 2.3.2:

Improving science education for improving skilled human capital.

Strategy 2.3.3:

Improving English education: English language learning enhancement (ELLE) programme.

Strategy 2.3.4:

Developing technology and technical education.

Strategy 2.4.1:

Developing languages education and humanities (first languages, 2NLs, civic education and social studies).

Strategy 2.4.2:

Developing bilingual education.

Strategy 2.4.3:

Promoting religious education, value education and ethics.

Strategy 2.4.4:

Developing environment education and agriculture education.

Strategy 2.4.5:

Developing commerce, business studies and accounting education.

Outcomes:

- Improved cognitive learning outcomes of primary and secondary education.
- Improved transversal skills and social-emotional skills of students.
- Increased pass rates at national examinations.
- Increased percentage of professionally qualified teachers.
- Increased student enrolment rate of science and technology streams in upper-secondary education.
- Upgraded all NCoEs as degree awarding levels.

KPIs with medium-term targets:

- GCE OL pass rate of school candidates increased 75.09% (2017) to 80% (2025).
- GCE AL pass rate of school candidates increased 64.70% (2017) to 70% (2025).
- Student outcomes (marks 50 or more) of grade 4 at national assessment increased
 - First language (Sinhala) 79.46 % to 85% Tamil 70.04% (2017) to 80% (2025).
 - Mathematics 73.36% (2017) to 75% (2025).
 - English 55.48% (2017) to 60% (2025).
- Student outcomes (marks 50 or more) of Grade 8 at national assessment increased
 - Science 34.23 % (2017) to 40% (2025).
 - Mathematics 50.49% (2017) to 50% (2025).
 - English 21.27 (2017) % to 30 (2025).
- Student professional teacher ratio decreased 1:20.7 (2018) to 1: 20 (2025)

Strategy 2.4.6:

Improving the quality of textbooks.

Strategy 2.4.7:

Developing e-libraries and school libraries.

Strategy 2.4.8:

Implementation of CCAs and ECAs.

Strategy 2.4.9:

Promoting sports and physical education.

Strategy 2.4.10:

Promoting aesthetic education.

Strategy 2.4.11:

Promoting innovation and assisting gifted students.

Strategy 2.4.12:

Promoting social cohesion, peace, national integration and civic education.

Strategy 2.5.1:

Converting NCoEs as degree awarding institutions and improving professional capacities of teacher educators.

Strategy 2.5.2:

Upgrading quality of all (109) teacher centres (TCs) as DRTCs.

Strategy 2.5.3:

Promoting school-based professional teacher development (SBPTD) programmes.

Strategy 2.5.4:

Improving teacher development, teacher education and teacher management.

Strategy 2.6.1:

Strengthening assessment, testing and evaluation systems.

Strategy 2.7.1:

Improving attractive teaching and learning environment: promote digital-based teaching and learning at primary and secondary levels.

Strategy 2.7.1:

Modernizing menu of assessments systems of learning outcome.

Our priorities

2.1 Diversification and modernization of national curriculum:

Curriculum should address the national requirements and economic demands in the country. Indeed, curriculum also needs to be regularly diversified and modernized based on the contemporary development of the education system in the country. School curriculum should be reformed to be student centred to reduce stress thus giving more opportunities to engage in extra and co-curricular activities.

School curriculum should be continuously evolved with the rapid changes in the world to meet the requirement of the society. Therefore, NIE has taken steps to introduce several curriculum reforms empowering future generation to undertake challenges in the future society.

Moreover, teacher education will be strengthened to implement new reforms

effectively in the school system.

In order to carry out new changes, management and administrative processes will be strengthened. NIE will be re-structured by amending the NIE Act aiming to provide better services to the country education system.

In the next five years, major programmes of action will be designed around ten thrust areas as described below.

Build a world-class and country specific curriculum.

Implement stress-less and student-centred curriculum.

Promote high-quality professional learning and leadership amongst education practitioners.

Build the capacity of education providers to improve their performance continuously.

Re-design curriculum and support systems to focus on career education.

Re-design curriculum and support system to provide balanced education by giving emphasis to skill

development, and aesthetic and physical education.

Infuse quality standards at school level and undertake evaluation of education provision.

Improve access and equity in education while reducing disparities among type of schools.

Influence national policy through evidence-based advice.

Improve NIE organizational capability and invest in its people.

Assist the MoE for the promotion of its school development programme ‘the nearest school is the best school’.

Revise curriculum in line with broader approach to education, focusing on improving transversal skills, socio-emotional skills, value education and ethics.

2.2 Development of primary education:

With the mission of establishing a joyful learning environment in primary education ensuring self-esteem, self-learning and facilitating for exploration, effective communication, creativity and appreciation, we will strengthen the concept of child friendly school framework, provide necessary infrastructure facilities and human resources to schools. Two teachers per classroom will be assigned to primary grades as required.

2.3 Improvement of science, technology, mathematics and English education for improving skilled human capital:

Producing the young generation to suit for the future global labour market is one of the main interventions in this strategic plan. Students should be equipped with competencies and skills that lead to better employability in the competitive world.

In this context, we will strengthen science, technology, mathematics and English education in line with the STEM+A education to provide opportunities for many students allowing them to succeed in the future and also to contribute for economic stability of our country.

Science, technology, mathematics and English education contribute to build up critical thinking, problem solving capacities, decision-making abilities and creativity of students. It also directs students' capacities for technological innovations required for rapidly changing technological world.

We have been developing curriculum, infrastructure facilities with all equipment, teacher capacities so that we can expand and improve science, mathematics, technology and English education for betterment of the country.

With the intention of improving English education, ELLE

programme will be practiced as a key strategy.

2.4 Broader approach to education focusing on improving transversal skills, socio-emotional skills, value education and ethics:

Quality of primary and secondary education need to be improved enabling students to acquire all necessary skills aiming at holistic development of students and sustainable lives in the dynamic world.

In addition, we have agreed to provide quality education for all children according to the sustainable development goals.

Integration of transversal and socio-emotional skills into the curriculum framework is essential for the development of 21st century skills in young generation to face the rapidly changing society in future with self-confidence.

Therefore, this national strategic plan will give priority to review and modernize the existing curriculum and

implementation of new curriculum at school level to develop life-skills of the students.

To facilitate the broader approach to education focusing on improving transversal skills, socio-emotional skills, value education and ethics, following strategies are prioritised:

First one is the diversification and modernization of national curricula in line with broader approach to improve transversal skills, socio emotional skills, value education and ethics.

Secondly, restructuring of NIE.

Third is developing primary education.

Fourth is improving mathematics education.

Fifth is improvement of science education.

Sixth, is improving English education.

Seventh is development of technology and technical education.

Eighth is developing languages and humanities (First languages 2NL, Civic

education & social sciences).

Ninth is developing bilingual education.

Tenth is promoting religious education, value education & ethics.

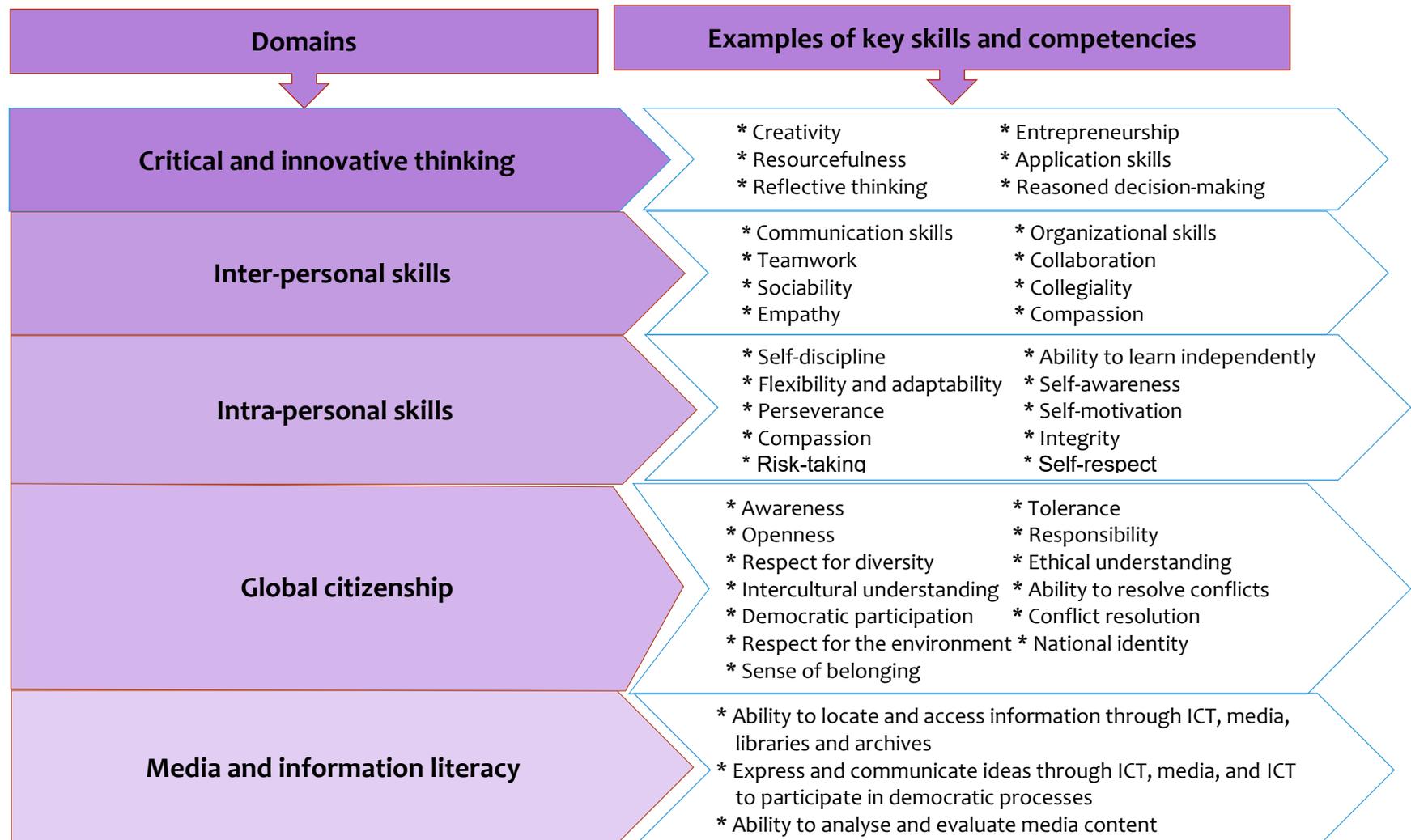
Eleventh is development of environmental education & agricultural education.

Finally, developing commerce, business studies & accounting education.

We ascertain pedagogically and developmentally sound education for children to reach their fullest potential and serve the community as productive citizens...



Working definition on transversal competencies (revised)



Source: primary concept from: UNESCO (2015:18) 2013 Asia-Pacific Education Research Institutes Network (ERI-Net) Regional study on Transversal Competencies in Education Policy and Practice, Phase 1, Regional Synthesis Report, UNESCO: Bangkok Office.

2.5 Teacher development, teacher education and teacher management:

Investment on teacher education and teacher development is necessary to ensure the availability of professionally qualified teachers for all subjects.

Present teacher labour force should be reinforced with the competencies and skills to facilitate the development of 21st century aimed skilled workforce for rapid, dynamic and competitive society.

We have planned to fulfil all teacher requirements without any disparities through proper teacher recruitment and teacher deployment policy guaranteeing the right to quality education for all children.

Pre-service teacher training will be enriched by developing curriculum to match with the necessary competencies for future and also NCoEs will be upgraded as degree awarding institutes. Accordingly, improving professional capacities of teacher educators are fundamental.

We strongly focus on continuing professional learning development (CPLD) of teachers during next five years to ensure continuous improvement of the teaching profession.

School-based professional teacher development (SBPTD) is important as it can cater to the real training needs of the teachers. Hence, SBPTD will be strengthened.

Upgrading quality of all (109) teacher centres (TCs) has been identified, as a major priority area.

Upgrading existing TCs as digital-based TCs. Also planning to establish provincial and national applied resource hubs in Sri Lanka.

According to the government policy directives it has been planned to upgrade all NCoEs as degree awarding institutions.

2.6 Improving assessments and evaluation systems:

Assessments and evaluations are indispensable components to improve students' learning process. Both formative and summative

assessments need to develop the students' competencies and it should not be an additional burden to students.

We took actions to reform the assessment system of the general education system. Emphasis will be given to school-based assessment (SBA).

Also, we are planning to reduce the time period for the completion of the school education by reducing the transition time between GCE OL and AL.

The Department of Examinations (DoE) is the responsible agency to conduct all national examinations in the general education system. This institute will be re-structured and digitalized with modern technology to increase its efficiency, reliability and validity of examinations.

Further references:
MoE (2017) A strategic plan for reforms at the Department of Examinations, Report of the committee of experts prepared in October, 2017 for implementation in 2018-2019

2.7 Improving attractive teaching and learning environment: promoting digital-based teaching and learning:

It is debated whether our education system is capable of catering to 'digital natives' who always communicate through digital technology.

In the knowledge exploding society, new innovations are emerging very rapidly around the world. Therefore, we need to create a learning culture that encourages self-learning and innovations through digital technology to our young generation to be global citizens.

MoE has taken rapid steps to improve the teaching learning environment with modern technology to match with the needs of present and future generations.

Following programmes will be conducted within next medium-term to incorporate the modern technology for school system in order to improve the students learning outcomes:

Establish e-libraries.

Provide e-textbooks.

Traditional classrooms replaced with smart classrooms.

Implement ICT master plan by providing necessary facilities.

Establish WI-FI zone in schools.

Introduce ICT subject form grade 6 onwards.

2.8 Improving learning outcomes of students:

The assessment of learning outcomes is very important for policymakers as it provides evidences of students learning according to the variation of the education system.

By identifying the significance of these strategies, the national assessments (NAs) of learning outcomes of the school students have been conducted since year 2003 in Sri Lanka and those findings were used for programme development.

NAs of learning outcomes will be continued incorporating international modules from the international assessments (IAs) in future too. During next five years' period, the MoE plans to move step to modernized menu of assessment systems of

learning outcomes in relation to international standards.

Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA) will provide tools for the assessment of foundational early grade competencies in reading and mathematics. Therefore, necessary actions will be taken to undertake the EGRA and EGMA.

For this purpose, we will develop capacities of the staff in the MoE, NIE, PEAs, and the respective universities.

.... We need to prepare children for life, not just for examinations....

Component 2.1: Diversification and modernization of national curriculum

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.1.1: Diversification and modernization of national curriculum.	Review the existing curriculum against the country's vision and global best practices (Ref. CERP 3.1 - Appendix 1).	<ul style="list-style-type: none"> Develop country-specific child centered and future focused curriculum policy for Sri Lanka. Upgrade primary and secondary curriculum in order to develop 21st century skills (digitally and e-learning based and socio-emotional skills of the children) (Ref. CERP 3.1 - Appendix 1). 	Upgrade primary and secondary curriculum in order to develop 21 st century skills (digitally and e-learning based and socio-emotional skills of the children) (Ref. CERP 3.1 - Appendix 1).	Upgrade primary and secondary curriculum in order to develop 21 st century skills (digitally and e-learning based and socio-emotional skills of the children) (Ref. CERP 3.1 - Appendix 1).	Upgrade primary and secondary curriculum in order to develop 21 st century skills (digitally and e-learning based and socio-emotional skills of the children) (Ref. CERP 3.1 - Appendix 1).	Upgrade primary and secondary curriculum in order to develop 21 st century skills (digitally and e-learning based and socio-emotional skills of the children) (Ref. CERP 3.1 - Appendix 1).	<ul style="list-style-type: none"> Developed country-specific child centered and future focused curriculum. Rationalized and modernized curriculum for primary and secondary education. Developed professional capacity of teachers. Developed and implemented student-centred learner-friendly national curriculum instead of examination-centred curriculum. Implemented stress-less curriculum. 	NIE schools
	Reduce the weight of the curriculum enabling more time to allocate CCAs.	Implement curriculum and assessment reforms.	Implement curriculum and assessment reforms.	Develop and rationalize primary curricula based on the strengths of current curricular, findings of research on areas to be improved and global best practices.	Develop and rationalize primary curricula based on the strengths of current curricular, findings of research on areas to be improved and global best practices.	Develop and rationalize primary curricula based on the strengths of current curricular, findings of research on areas to be improved and global best practices.		
	Develop syllabus of grade 1 curriculum.	Develop syllabus of grade 2 curriculum.	Develop syllabus of grade 3 curriculum.	Develop syllabus of grade 4 curriculum.	Develop syllabus of grade 5 curriculum.			
	Preliminary works on developing teacher's guides.	Develop teacher's guide of primary curricular grade 1.	Develop teacher's guide of primary curricular grade 2.	Develop teacher's guide of primary curricular grade 3.	Develop teacher's guide of primary curricular grade 4.	Develop teacher's guide of primary curricular grade 5.		
	Strengthen ABOE in primary classes: grades 4 & 5.	Review ABOE curriculum.	Upgraded and implement ABOE curriculum.	Implement ABOE curriculum.	Implement ABOE curriculum.	Implement ABOE curriculum.		
	Conduct the diploma and degree courses on early childhood education.	Conduct the diploma and degree courses on early childhood education.	Conduct the diploma and degree courses on early childhood education.	Conduct the diploma and degree courses on early childhood education.	Conduct the diploma and degree courses on early childhood education.	Conduct the diploma and degree courses on early childhood education.		

Component 2.1: Diversification and modernization of national curriculum

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.1.1: Diversification and modernization of national curriculum.	Introduce an innovative secondary education curriculum for grades 6 - 13 and develop curriculum grid.	Provide technical assistance and expertise for curriculum implementation.	Provide technical assistance and expertise for curriculum implementation.	Provide technical assistance and expertise for curriculum implementation.	Provide technical assistance and expertise for curriculum implementation.	Provide technical assistance and expertise for curriculum implementation.	<ul style="list-style-type: none"> • Developed innovative curriculum in all grades. • Implemented national curricular of all schools effectively. • Developed competencies of students. 	NIE
	Develop syllabi for secondary grades and develop teacher guides.	Develop syllabi for secondary grades and develop teacher guides.	Develop syllabi for secondary grades and develop teacher guides.	Develop syllabi for secondary grades and develop teacher guides.	Develop syllabi for secondary grades and develop teacher guides.	Implement syllabi for secondary grades and develop teacher guides.		
	Develop and provide support teaching and learning materials for primary and secondary education.	Develop and provide support teaching and learning materials for primary and secondary education.	Develop and provide support teaching and learning materials for primary and secondary education.	Develop and provide support teaching and learning materials for primary and secondary education.	Develop and provide support teaching and learning materials for primary and secondary education.	Develop and provide support teaching and learning materials for primary and secondary education.		
	Conduct ToT programmes at national and provincial levels.	Conduct ToT programmes at national and provincial levels.	Conduct ToT programmes at national and provincial levels.	Conduct ToT programmes at national and provincial levels.	Conduct ToT programmes at national and provincial levels.	Conduct ToT programmes at national and provincial levels.		
	Enhance the quality of the production of printed materials at the NIE and modernize the printing press.	Enhance the quality of the production of printed materials at the NIE.	Enhance the quality of the production of printed materials at the NIE.	Enhance the quality of the production of printed materials at the NIE and modernize the printing press.	Enhance the quality of the production of printed materials at the NIE and modernize the printing press.	Enhance the quality of the production of printed materials at the NIE and modernize the printing press.		
	Produce educational television/ audio programmes as supplementary materials for primary and secondary education curricula and provide distance learning during COVID-19 period (Ref: CERP 2.5 - Appendix 1).	Produce educational television/ audio programmes as supplementary materials for primary and secondary education curricula.	Produce educational television/ audio programmes as supplementary materials for primary and secondary education curricula.	Produce educational television/ audio programmes as supplementary materials for primary and secondary education curricula.	Produce educational television/ audio programmes as supplementary materials for primary and secondary education curricula.	Produce educational television/ audio programmes as supplementary materials for primary and secondary education curricula.		

Component 2.1: Diversification and modernization of national curriculum

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.1.1: Diversification and modernization of national curriculum.	Facilitate informed decision-making in education through scientific information for knowledge-based economy.	Facilitate informed decision-making in education through scientific information for knowledge-based economy.	Facilitate informed decision-making in education through scientific information for knowledge-based economy.	Facilitate informed decision-making in education through scientific information for knowledge-based economy.	Facilitate informed decision-making in education through scientific information for knowledge-based economy.	Facilitate informed decision-making in education through scientific information for knowledge-based economy.	<ul style="list-style-type: none"> Used research findings for curriculum development. Established evidence-based curriculum development culture in Sri Lanka. 	NIE
	Promote research-based decision-making by dissemination of research funding locally and internationally.	Promote research-based decision-making by dissemination of research funding locally and internationally.	Promote research-based decision-making by dissemination of research funding locally and internationally.	Promote research-based decision-making by dissemination of research funding locally and internationally.	Promote research-based decision-making by dissemination of research funding locally and internationally.	Promote research-based decision-making by dissemination of research funding locally and internationally.		
	Strengthen research capabilities of potential researchers including NIE staff.	Strengthen research capabilities of potential researchers including NIE staff.	Strengthen research capabilities of potential researchers including NIE staff.	Strengthen research capabilities of potential researchers including NIE staff.	Strengthen research capabilities of potential researchers including NIE staff.	Strengthen research capabilities of potential researchers including NIE staff.		
	Facilitate research studies conducted by NIE curriculum and other departments.	Facilitate research studies conducted by NIE curriculum and other departments.	Facilitate research studies conducted by NIE curriculum and other departments.	Facilitate research studies conducted by NIE curriculum and other departments.	Facilitate research studies conducted by NIE curriculum and other departments.	Facilitate research studies conducted by NIE curriculum and other departments.		
	Organize ANTRIEP policy seminar with IIEP.	Participate/contribute ANTRIEP policy seminars and curriculum development seminars.	Participate/contribute ANTRIEP policy seminars and curriculum development seminars.	Participate/contribute ANTRIEP policy seminars and curriculum development seminars.	Participate/contribute ANTRIEP policy seminars and curriculum development seminars.	Participate/contribute ANTRIEP policy seminars and curriculum development seminars.		

Component 2.1: Diversification and modernization of national curriculum

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.1.1: Diversification and modernization of national curriculum. [Strengthen the management competencies of school principals & education administrators:]	Conduct Bachelor and postgraduate diploma/degrees (Local and International).	Conduct Bachelor and postgraduate diploma/degrees (Local and International).	Conduct Bachelor and postgraduate diploma/degrees (Local and International).	Conduct Bachelor and postgraduate diploma/degrees (Local and International).	Conduct Bachelor and postgraduate diploma/degrees (Local and International).	Conduct Bachelor and postgraduate diploma/degrees (Local and International).	<ul style="list-style-type: none"> Developed capacities of teachers, ISAs, school principals and education administrators, teacher educators. Improved professional quality of teachers in the South Asian region. 	NIE
	Initiate academic functions of South Asia Centre for Teacher Education (SACTE) at Meepe by establishing three faculties and recruiting staff.	Conduct designed courses/ international workshops/ seminars in SACTE.	Conduct designed courses/ international workshops/ seminars in SACTE.	Conduct designed courses/ international workshops/ seminars in SACTE.	Conduct designed courses/ international workshops/ seminars in SACTE.	Conduct designed courses/ international workshops/ seminars in SACTE.		
	Design and develop NCoEs curricula based on the strength of the current curricula, the research on areas to be improved and global best practices.	Implement revised NCoE curriculum.						
	Enhance professional competencies of teacher educators.	Enhance professional competencies of teacher educators.	Enhance professional competencies of teacher educators.	Enhance professional competencies of teacher educators.	Enhance professional competencies of teacher educators.	Enhance professional competencies of teacher educators.		

Component 2.1: Diversification and modernization of national curriculum

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.1.1: Diversification and modernization of national curriculum.	Strengthen guidance and counselling programmes.	Strengthen guidance and counselling programmes.	Facilitate to improve career guidance counselling at school level.	Facilitate to improve career guidance counselling at school level.	Facilitate to improve career guidance counselling at school level.	Facilitate to improve career guidance counselling at school level.	<ul style="list-style-type: none"> Strengthened guidance and counselling at school level. 	NIE
	Train teachers to implement career guidance counselling programmes at school level.	Train teachers to implement career guidance counselling programmes at school level.						
	Provide professional development programmes for personnel in the field of counselling.	Provide professional development programmes for personnel in the field of counselling.	Provide professional development programmes for personnel in the field of counselling.	Provide professional development programmes for personnel in the field of counselling.	Provide professional development programmes for personnel in the field of counselling.	Provide professional development programmes for personnel in the field of counselling.		
	Provide learning opportunities to meet educational needs of OOSC and youth through distance and open learning.	Provide learning opportunities to meet educational needs of OOSC and youth through distance and open learning.	Provide learning opportunities to meet educational needs of OOSC and youth through distance and open learning.	Provide learning opportunities to meet educational needs of OOSC and youth through distance and open learning.	Provide learning opportunities to meet educational needs of OOSC and youth through distance and open learning.	Provide learning opportunities to meet educational needs of OOSC and youth through distance and open learning.	<ul style="list-style-type: none"> Established open schools. 	
	Restructure the role and functions of NIE targeting current and future prospective. Implement proposals of re-structuring expert committee.	Implement proposals of re-structuring expert committee.	Implement proposals of re-structuring expert committee.	Implement proposals of re-structuring expert committee.	Implement proposals of re-structuring expert committee.	Implement proposals of re-structuring expert committee.	<ul style="list-style-type: none"> Re-structured the NIE in line with the education requirements of year 2050. 	MoE & NIE

Component 2.1: Diversification and modernization of national curriculum

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.1.1: Diversification and modernization of national curriculum.	Implement HRD programmes and activities of NIE (cadre requirement survey, recruitment, capacity development of staff, provide facilities for staff).	Implement HRD programmes and activities of NIE (cadre requirement survey, recruitment, capacity development of staff, provide facilities for staff).	Implement HRD programmes and activities of NIE (cadre requirement survey, recruitment, capacity development of staff, provide facilities for staff).	Implement HRD programmes and activities of NIE (cadre requirement survey, recruitment, capacity development of staff, provide facilities for staff).	Implement HRD programmes and activities of NIE (cadre requirement survey, recruitment, capacity development of staff, provide facilities for staff).	Implement HRD programmes and activities of NIE (cadre requirement survey, recruitment, capacity development of staff, provide facilities for staff).	<ul style="list-style-type: none"> Fulfilled HRD requirements of NIE. Developed capacities of all human resources in NIE. 	NIE
	Develop infrastructure facilities of NIE and SACTE at Meepe.	Develop and maintenance of infrastructure facilities of NIE and SACTE at Meepe.	Develop and maintenance of infrastructure facilities of NIE and SACTE at Meepe.	Develop and maintenance of infrastructure facilities of NIE and SACTE at Meepe.	Develop and maintenance of infrastructure facilities of NIE and SACTE at Meepe.	Develop and maintenance of infrastructure facilities of NIE and SACTE at Meepe.	Established asset management practices at NIE and SACTE at Meepe.	
	Upgrade and modernize the library facilities at NIE.	Provide wider range of modernized and updated library and e-learning facilities for the education personal and the public.	Provide wider range of modernized and updated library and e-learning facilities for the education personal and the public.	Provide wider range of modernized and updated library and e-learning facilities for the education personal and the public.	Provide wider range of modernized and updated library and e-learning facilities for the education personal and the public.	Provide wider range of modernized and updated library and e-learning facilities for the education personal and the public.	Provided Wider range of modernized and updated library and e-learning facilities for the education personal and the public.	
	Develop NSAF in coordination with the curriculum development.	Train teachers and relevant staff of DoE and NIE responsible for assessments on assessment (including computer-based testing) based on revised curricula.	<ul style="list-style-type: none"> Implement new curriculum development practices. Develop new GCE OL and AL assessments for program target subjects. 	Implement new curriculum development practices.	<ul style="list-style-type: none"> Implement new curriculum development practices. Improve secondary student's learning outcomes in GCE OL mathematics and science subjects. 	<ul style="list-style-type: none"> Implement new curriculum development practices. Improve secondary student's learning outcomes in GCE OL mathematics and science subjects. 	Provided updated new curriculum for children.	

Component 2.1: Diversification and modernization of national curriculum

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.1.1: Diversification and modernization of national curriculum.	Develop new curriculum for GCE OL and AL grades 10-12.	Develop instructional materials for GCE OL and AL grades 10-12.	Implement new curriculum of SMTC for grade 10 subjects in all schools.	Implement new curriculum of SMTC for grade 10 subjects in all schools.	Implement new curriculum of SMTC for grades 11 and 12 subjects in all schools.	Implement new curriculum of SMTC for grades 11 and 12 subjects in all schools.	Curriculum specially focuses on 21 st century and labour market needs.	NIE
	Conduct national media campaign and raise awareness on new curriculum, pedagogy and assessment relevant to 21 st century and labour market needs.	Implement national media campaign.	Implement national media campaign.	Implement national media campaign.	Implement national media campaign.	Implement national media campaign.	All people and stakeholders made aware on advantages of modernization of national curriculum.	

Component 2.1: Diversification and modernization of national curriculum

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.1.1: Diversification and modernization of national curriculum.	Prepare resource manuals for agriculture, engineering technology (ET), bio-systems technology (BST), science for technology (SFT), home economics.	Improve and introduce resource manuals for agriculture, ET, BST, SFT, and home economics.	Make use of agriculture, ET, BST, SFT, home economics.	Make use of agriculture, ET, BST, SFT, home economics.	Make use of agriculture, ET, BST, SFT, home economics.	Make use of agriculture, ET, BST, SFT, home economics.	<ul style="list-style-type: none"> • Modernized SBA. • Improved students' performance on agriculture, ET, BST, SFT subjects. • Improved students' performance in primary & secondary education. 	NIE
	<ul style="list-style-type: none"> • Modernize SBA materials. • Conduct awareness programmes on SBA for PDEs, ZDEs. 	<ul style="list-style-type: none"> • Conduct awareness programmes on SBA for PDEs, ZDEs. • Conduct training programmes. • Implement SBA tools. 	<ul style="list-style-type: none"> • Conduct training programmes. • Implement SBA tools. 	Implement SBA tools.	Implement SBA tools.	Implement SBA tools.		
		Produce video programme as supplementary materials for primary and secondary curricula.	Produce video programme as supplementary materials for primary and secondary curricula.	Produce video programme as supplementary materials for primary and secondary curricula.	Produce video programme as supplementary materials for primary and secondary curricula.	Produce video programme as supplementary materials for primary and secondary curricula.		

Component 2.2: Development of primary education

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.2.1: Development of primary education.	Promote multilevel teaching methods and inclusive education.	Implement multilevel teaching methods and inclusive education.	Implement multilevel teaching methods and inclusive education.	Implement multilevel teaching methods and inclusive education.	Implement multilevel teaching methods and inclusive education.	Implement multilevel teaching methods and inclusive education.	<ul style="list-style-type: none"> Upgraded educational facilities in all primary schools. Promoted and implemented strong inclusive education in primary education. Improved students learning outcomes. Employed qualified 50,000 teacher assistants in the system of education in Sri Lanka. Increased number of students using LMS for their education. 	MoE NIE PEAs Schools
	Implement child-friendly school (CFS) programmes.	Implement CFS programmes.	Implement CFS programmes.	Implement CFS programmes.	Implement CFS programmes.	Implement CFS programmes.		
	Promote child-centred learning with activity-based teaching and learning process.	Promote and implement child-centred learning with activity-based teaching and learning process.	Promote and implement child-centred learning with activity-based teaching and learning process.	Promote and implement child-centred learning with activity-based teaching and learning process.	Promote and implement child-centred learning with activity-based teaching and learning process.	Promote and implement child-centred learning with activity-based teaching and learning process.		
	Recruit 50,000 teacher assistants enabling engage two teachers in teaching and learning process in classroom.	Engage two teachers in teaching and learning process in classroom	Engage two teachers in teaching and learning process in classroom	Engage two teachers in teaching and learning process in classroom	Engage two teachers in teaching and learning process in classroom	Engage two teachers in teaching and learning process in classroom		
	Strengthen research-oriented culture for primary education.	Strengthen research-oriented culture for primary education.	Strengthen research-oriented culture for primary education.	Strengthen research-oriented culture for primary education	Strengthen research-oriented culture for primary education.	Strengthen research-oriented culture for primary education.		
	Upgrade facilities of primary schools.	Upgrade facilities of primary schools.	Upgrade facilities of primary schools.	Upgrade facilities of primary schools.	Upgrade facilities of primary schools.	Upgrade facilities of primary schools.		
	Promote use of e-thaksalawa, the LMS of the MoE, for primary education (Ref. CERP 2.1 – Appendix 1).	Promote use of e-thaksalawa, the LMS of the MoE, for primary education.	Promote use of e-thaksalawa, the LMS of the MoE, for primary education.	Promote use of e-thaksalawa, the LMS of the MoE, for primary education.	Promote use of e-thaksalawa, the LMS of the MoE, for primary education.	Promote use of e-thaksalawa, the LMS of the MoE, for primary education.		
	Provide basic ICT competencies for the primary students (Ref. CERP-2.4 – Appendix 1).	Provide basic ICT competencies for the primary students.	Provide basic ICT competencies for the primary students.	Provide basic ICT competencies for the primary students.	Provide basic ICT competencies for the primary students.	Provide basic ICT competencies for the primary students.		

Component 2.2: Development of primary education

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.2.1: Development of primary education.	Prepare and deliver a pack of self-learning study materials for students for the first-term lessons during COVID-19 period (Ref. CERP 2.6 – Appendix 1).						<ul style="list-style-type: none"> Improved students learning outcomes. Ensured learning opportunities in emergency situations. 	MoE NIE PEAs Schools
	Conduct catch-up or accelerated learning programmes to avoid loss of school year due to COVID outbreak (Ref. CERP 2.7 – Appendix 1).	Conduct catch-up or accelerated learning programmes.						
	Rapid classroom-based review assessment for primary grades, (conduct awareness programmes for teachers and provide guidelines) with school opening after COVID-19 pandemic (Ref. CERP 2.8 - Appendix 1).	Train teachers on rapid classroom assessment for primary grades to adopt in emergency situations.	Train teachers on rapid classroom assessment for primary grades to adopt in emergency situations.	Train teachers on rapid classroom assessment for primary grades to adopt in emergency situations.	Train teachers on rapid classroom assessment for primary grades to adopt in emergency situations.			
	Strengthening distance learning of primary students through activity-based learning (Ref. CERP 2.8 – Appendix 1).	Aware teachers and parents on distance learning and home based learning.	Aware teachers and parents on distance learning and home based learning.	Aware teachers and parents on distance learning and home based learning.	Aware teachers and parents on distance learning and home based learning.	Aware teachers and parents on distance learning and home based learning.		
	Promote writing of children story books by primary students provide guidance for children via class teachers, media and social media: ‘Ratak Watina Pothak’ (Ref. CERP 2.8 – Appendix 1).	Promote writing of children story books by primary students provide guidance for children	Promote writing of children story books by primary students provide guidance for children	Promote writing of children story books by primary students provide guidance for children	Promote writing of children story books by primary students provide guidance for children	Promote writing of children story books by primary students provide guidance for children		

Component 2.3: Improvement of science, technology, technical, mathematics and English education for improving skilled human capital

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.3-1: Improvement of mathematics education for improving skilled human capital.	Implement the mathematics learning enhancement (MLE) programme to improve mathematics learning outcomes of students in all schools.	Implement the MLE programme to improve mathematics learning outcomes of students in all schools.	Implement the MLE programme to improve mathematics learning outcomes of students in all schools.	Implement the MLE programme to improve mathematics learning outcomes of students in all schools.	Implement the MLE programme to improve mathematics learning outcomes of students in all schools.	Implement the MLE programme to improve mathematics learning outcomes of students in all schools.	<ul style="list-style-type: none"> Trained teachers, ISAs and officers. Improved learning achievement levels of students in mathematics education. Improved the quality of classroom teaching in mathematics. 	MoE NIE PEAs Schools
	Improve the quality of classroom teaching of mathematics.	Improve the quality of classroom teaching of mathematics.	Improve the quality of classroom teaching of mathematics.	Improve the quality of classroom teaching of mathematics.	Improve the quality of classroom teaching of mathematics.	Improve the quality of classroom teaching of mathematics.		
	Develop capacity of teachers, ISAs and officers on teaching methodology for mathematics.	Develop capacity of teachers, ISAs and officers on teaching methodology for mathematics.	Develop capacity of teachers, ISAs and officers on teaching methodology for mathematics.	Develop capacity of teachers, ISAs and officers on teaching methodology for mathematics.	Develop capacity of teachers, ISAs and officers on teaching methodology for mathematics.	Develop capacity of teachers, ISAs and officers on teaching methodology for mathematics.		
	Implement fast-track development (FTD) initiatives of mathematics.	Implement FTD initiatives of mathematics.	Implement FTD initiatives of mathematics.	Implement FTD initiatives of mathematics.	Implement FTD initiatives of mathematics.	Implement FTD initiatives of mathematics.		
	Upgrade mathematics laboratories as 'learning studios for mathematics' in 500 secondary schools.	Upgrade mathematics laboratories as 'learning studios for mathematics' in 500 secondary schools.	Maintenance of 'learning studios for mathematics'.					
	Provide grant for all schools with mathematics learning studios (MLS) and conduct M&E programmes.	Provide grant for all schools with MLS and conduct M&E and evaluation programmes.	Provide grant for all MLS and continuous monitoring.	Provide grant for all MLS and continuous monitoring.	Provide grant for all MLS and continuous monitoring.	Provide grant for all MLS and continuous monitoring.		

Component 2.3: Improvement of science, technology, technical, mathematics and English education for improving skilled human capital

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.3.2: Improvement of science education for improving skilled human capital.	Improve the quality of classroom teaching.	<ul style="list-style-type: none"> • Incorporated STEM+A+A components to the relevant subjects of the national curriculum. • Improved the quality of classroom teaching. • Increased learning outcomes of the students. • Developed science facilities at schools. • Established research-based practices for science curriculum reforms. 	MoE NIE PEAs Schools					
	Incorporate STEM+A+A components to the relevant subjects of the national curriculum.	Incorporate STEM+A+A components to the relevant subjects of the national curriculum.	Incorporate STEM+A+A components to the relevant subjects of the national curriculum.	Incorporate STEM+A+A components to the relevant subjects of the national curriculum.	Incorporate STEM+A+A components to the relevant subjects of the national curriculum.	Incorporate STEM+A+A components to the relevant subjects of the national curriculum.		
	Develop capacity of teachers, ISAs and officers on teaching methodology for science.	Develop capacity of teachers, ISAs and officers on teaching methodology for science.	Develop capacity of teachers, ISAs and officers on teaching methodology for science.	Develop capacity of teachers, ISAs and officers on teaching methodology for science.	Develop capacity of teachers, ISAs and officers on teaching methodology for science.	Develop capacity of teachers, ISAs and officers on teaching methodology for science.		
	Implement FTD initiatives of science education.							
	Conduct programmes to improve learning achievement levels of students in science.	Conduct programmes to improve learning achievement levels of students in science.	Conduct programmes to improve learning achievement levels of students in science.	Conduct programmes to improve learning achievement levels of students in science.	Conduct programmes to improve learning achievement levels of students in science.	Conduct programmes to improve learning achievement levels of students in science.		
	Upgrade science field study centres.	Upgrade science field study centres.	Maintain science field study centres					
	Provide school SBLEGs for schools.							

Component 2.3: Improvement of science, technology, technical, mathematics and English education for improving skilled human capital

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.3.2: Improvement of science education for improving skilled human capital.	Provide chemicals (items need to be provided by the MoE) for needy schools.	Provide chemicals (items need to be provided by the MoE) for needy schools.	Provide chemicals (items need to be provided by the MoE) for needy schools.	Provide chemicals (items need to be provided by the MoE) for needy schools.	Provide chemicals (items need to be provided by the MoE) for needy schools.	Provide chemicals (items need to be provided by the MoE) for needy schools.	<ul style="list-style-type: none"> Improved competencies of students on science practical. Modernized science curriculum. 	MoE PEAs NIE
	Introduce research-based survey for science curriculum reforms.	Implement research-based survey for science curriculum reforms.	Implement research-based survey for science curriculum reforms.	Implement research-based survey for science curriculum reforms.	Implement research-based survey for science curriculum reforms.	Implement research-based survey for science curriculum reforms.		
	Develop mechanism to rationalize schools with science GCE AL streams in all provinces.	Rationalize schools with science GCE AL streams in all provinces.	Implement rationalization programmes of schools with science GCE AL streams in all provinces.	Implement rationalization programmes of schools with science GCE AL streams in all provinces.	Implement rationalization programmes of schools with science GCE AL streams in all provinces.	Implement rationalization programmes of schools with science GCE AL streams in all provinces.	Rationalized schools with science GCE AL streams in all provinces and improved access for science education in GCE AL.	Increased effectiveness of resources allocation for upper secondary education in science stream.



Component 2.3: Improvement of science, technology, technical, mathematics and English education for improving skilled human capital

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.3.3: Improvement of English education: English language enhancement (ELLE) programme.	Implement the ELLE programme to improve English language learning outcomes in all schools.	Implement the ELLE programme to improve English language learning outcomes in all schools.	Implement the ELLE programme to improve English language learning outcomes in all schools.	Implement the ELLE programme to improve English language learning outcomes in all schools.	Implement the ELLE programme to improve English language learning outcomes in all schools.	Implement the ELLE programme to improve English language learning outcomes in all schools.	<ul style="list-style-type: none"> Improved English language learning in students in all schools. Improved learning achievement levels of students in English in primary and secondary levels. 	MoE PEAs Schools
	Implement intervention programmes to enhance English language learning for grades 3-11 students in all Types 2 and 3 schools.	Implement intervention programmes to enhance English language learning for grades 3-11 students in all Types 2 and 3 schools.	Implement intervention programmes to enhance English language learning for grades 3-11 students in all Types 2 and 3 schools.	Implement intervention programmes to enhance English language learning for grades 3-11 students in all Types 2 and 3 schools.	Implement intervention programmes to enhance English language learning for grades 3-11 students in all Types 2 and 3 schools.	Implement intervention programmes to enhance English language learning for grades 3-11 students in all Types 2 and 3 schools.		
	Implement ELLE programme in all 1AB and 1C schools with grades 12 - 13.	Implement ELLE programme in all 1AB and 1C schools with grades 12-13.	Implement ELLE programme in all 1AB and 1C schools with grades 12-13.	Implement ELLE programme in all 1AB and 1C schools with grades 12-13.	Continue the ELLE programmes in all 1AB and 1C schools with grades 12 - 13.	Continue the ELLE programmes in all 1AB and 1C schools with grades 12 - 13.		
	Implement programmes related to improve the quality of classroom teaching and learning.	Implement programmes related to improve the quality of classroom teaching and learning.	Implement programmes related to improve the quality of classroom teaching and learning.	Implement programmes related to improve the quality of classroom teaching and learning.	Implement programmes related to improve the quality of classroom teaching and learning.	Implement programmes related to improve the quality of classroom teaching and learning.		

Component 2.3: Improvement of science, technology, technical, mathematics and English education for improving skilled human capital

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.3.3: Improvement of English education: English language enrichment (ELLE) programme.	Implement programmes for develop capacity of teachers, ISAs and officers on teaching methodology for English education.	Implement programmes for develop capacity of teachers, ISAs and officers on teaching methodology for English education.	Implement programmes for develop capacity of teachers, ISAs and officers on teaching methodology for English education.	Implement programmes for develop capacity of teachers, ISAs and officers on teaching methodology for English education.	Implement programmes for develop capacity of teachers, ISAs and officers on teaching methodology for English education.	Implement programmes for develop capacity of teachers, ISAs and officers on teaching methodology for English education.	<ul style="list-style-type: none"> Improved learning achievement levels of students in English in primary and secondary levels. Improved the quality of classroom teaching and learning. 	MoE NIE PEAs Schools
	Provide supplementary learning materials on English education.							
	Implement FTD initiatives of English education.							
	Conduct programme to improve learning achievement levels of students in English education.	Conduct programme to improve learning achievement levels of students in English education.	Conduct programme to improve learning achievement levels of students in English education.	Conduct programme to improve learning achievement levels of students in English education.	Conduct programme to improve learning achievement levels of students in English education.	Conduct programme to improve learning achievement levels of students in English education.	<ul style="list-style-type: none"> Increased professionally qualified teachers for schools to teach EFLs. 	
	Employ and deploy qualified teachers for EFLs.							

Component 2.3: Improvement of science, technology, technical, mathematics and English education for improving skilled human capital

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.3.3: Development of English education: English language enrichment (ELLE) programme.	Obtain services from international volunteers for teaching English education in order to improve the quality of English education.	Obtain services from international volunteers for teaching English education in order to improve the quality of English education.	Obtain services from international volunteers for teaching English education in order to improve the quality of English education.	Obtain services from international volunteers for teaching English education in order to improve the quality of English education.	Obtain services from international volunteers for teaching English education in order to improve the quality of English education.	Obtain services from international volunteers for teaching English education in order to improve the quality of English education.	<ul style="list-style-type: none"> Increased professionally qualified teachers for schools to teach EFLs. Improved learning outcomes of the students. Improved capacity of English teachers ISAs, teacher educators. 	MoE NIE PEAs Schools
	Implement the Peace Corp agreement and begin the deployment of the 100-150 Peace Corps Volunteers.	Implement the Peace Corp agreement and begin the deployment of the ~200 Peace Corps Volunteers.	Implement the Peace Corp agreement and begin the deployment of the ~300 Peace Corps Volunteers.	Implement the Peace Corp agreement and begin the deployment of the ~300 Peace Corps Volunteers.	Implement the Peace Corp agreement and begin the deployment of the ~300 Peace Corps Volunteers.	Implement the Peace Corp agreement and begin the deployment of the ~300 Peace Corps Volunteers.		
	Establish and functioning of dedicated centre for English language teaching in Maharagama.	Functioning of dedicated centre for English language teaching in Maharagama.	Functioning of dedicated centre for English language teaching in Maharagama.	Functioning of dedicated centre for English language teaching in Maharagama.	Functioning of dedicated centre for English language teaching in Maharagama.	Functioning of dedicated centre for English language teaching in Maharagama.		
	Establish language laboratories in schools.	Establish language laboratories in schools.	Maintain and improve language laboratories in schools.	Maintain and improve language laboratories in schools.	Maintain and improve language laboratories in schools.	Maintain and improve language laboratories in schools.		



Component 2.3: Improvement of science, technology, technical, mathematics and English education for improving skilled human capital

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.3.4: Development of technology and technical education.	<ul style="list-style-type: none"> Expand technology stream by converting 15 classrooms in to technology laboratories and providing technology labs for 50 schools. Renovation/ construction of 100 STF laboratories in technology buildings. 	Expand technology stream by providing physical facilities and learning materials (380 schools).	Expand technology stream by providing physical facilities and learning materials (400 schools).	Expand technology stream by providing physical facilities and learning materials (400 schools).	Expand technology stream by providing physical facilities and learning materials (400 schools).	Expand technology stream by providing physical facilities and learning materials (400 schools).	<ul style="list-style-type: none"> Expanded technology stream by providing physical facilities and learning materials (380 schools). Developed capacity of teachers, ISAs and officers. Improved students' performance in Technology subject stream. Improved competencies and skills of students. 	MoE NIE PEAs Schools
	Develop capacity of teachers, ISAs and officers.	Develop capacity of teachers, ISAs and officers.	Develop capacity of teachers, ISAs and officers.	Develop capacity of teachers, ISAs and officers.	Develop capacity of teachers, ISAs and officers.	Develop capacity of teachers, ISAs and officers.		
	Provide learning resources for technical and home science subjects.	Provide learning resources for technical and home science subjects.	Provide learning resources for technical and home science subjects.	Provide learning resources for technical and home science subjects.	Provide learning resources for technical and home science subjects.	Provide learning resources for technical and home science subjects.		
	Conduct programmes to improve learning outcomes.	Conduct programmes to improve learning outcomes.	Conduct programmes to improve learning outcomes.	Conduct programmes to improve learning outcomes.	Conduct programmes to improve learning outcomes.	Conduct programmes to improve learning outcomes.		
	Conduct researches to identify the issues and upcoming trends.	Conduct researches to identify the issues and upcoming trends.	Conduct researches to identify the issues and upcoming trends.	Conduct researches to identify the issues and upcoming trends.	Conduct researches to identify the issues and upcoming trends.	Conduct researches to identify the issues and upcoming trends.		
	Promote students' and teachers' innovations (Ref. CERP 4.1 – Appendix 1) and conduct national school robotics, innovation competition and chef competition (home science).	Conduct national school robotics and innovation competition.	Improved students' skills of modern technologies.	MoE NIE PEAs Schools				

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.1: Revising curriculum in line with broader approach to education, focusing on improving transversal skills, socio-emotional skills, value education and ethics.	<ul style="list-style-type: none"> Revise school education curriculum in line with broader approach to education, focusing on improving transversal skills, socio-emotional skills, value education and ethics. Implement revised school education curriculum. 	Implement revised school education curriculum.	<ul style="list-style-type: none"> Improved confidence of teachers, ISAs and Subject Directors on national curriculum. Improved transversal skills, socio-emotional skills, values and ethics of students which are highly demanded by the global and local labour markets. 	NIE MoE PEAs Schools				
	Conduct capacity development programmes for teachers, ISAs and Subject Directors on new revisions.	Conduct capacity development programmes for teachers, ISAs and Subject Directors on new revisions.	Conduct capacity development programmes for teachers, ISAs and Subject Directors on new revisions.	Conduct capacity development programmes for teachers, ISAs and Subject Directors on new revisions.	Conduct capacity development programmes for teachers, ISAs and Subject Directors on new revisions.	Conduct capacity development programmes for teachers, ISAs and Subject Directors on new revisions.		

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.2: Development of languages education and humanities (first languages, 2NLs, civic and social studies).	Implement good citizenship programmes in all schools in all education zones.	Implement good citizenship programmes in all schools in all education zones.	Implement good citizenship programmes in all schools in all education zones.	Implement good citizenship programmes in all schools in all education zones.	Implement good citizenship programmes in all schools in all education zones.	Implement good citizenship programmes in all schools in all education zones.	<ul style="list-style-type: none"> Improved student's performances. Employed 2NL teachers as necessary. Developed teachers' capacity. Inculcated good attitude on social cohesion on children. 	MoE NIE PEAs Schools
	Implement programmes to improve the students' performances in first languages, 2NL and civic education.	Implement programmes to improve the students' performances in first languages, 2NL and civic education.	Implement programmes to improve the students' performances in first languages, 2NL and civic education.	Implement programmes to improve the students' performances in first languages, 2NL and civic education.	Implement programmes to improve the students' performances in first languages, 2NL and civic education.	Implement programmes to improve the students' performances in first languages, 2NL and civic education.		
	Deploy 2NL teachers for all schools.							
	Implement 2NL as compulsory subjects in grades 10-11.	Implement 2NL as compulsory subjects in grades 10-11.	Implement 2NL as compulsory subjects in grades 10-11.	Implement 2NL as compulsory subjects in grades 10-11.	Implement 2NL as compulsory subjects in grades 10-11.	Implement 2NL as compulsory subjects in grades 10-11.		
	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.		
	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.	Conduct capacity development programmes for teachers and other officers.		

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.3: Development of bilingual education.	Implement bilingual education in selected schools.	<ul style="list-style-type: none"> Increased number of students learning in bilingual education. 	MoE NIE PEAs					
	Implement CLIL framework.							
	Develop capacity of teachers, ISAs and officers.	<ul style="list-style-type: none"> Expanded learning opportunities for bilingual education. 						

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.4: Promoting religious education, value education and ethics.	Introduce and implement several programmes including CCAs and ECAs for promoting value and ethics education.	Implement several programmes including CCAs and ECAs for promoting value and ethics education.	Implement several programmes including CCAs and ECAs for promoting value and ethics education.	Implement several programmes including CCAs and ECAs for promoting value and ethics education.	Implement several programmes including CCAs and ECAs for promoting value and ethics education.	Implement several programmes including CCAs and ECAs for promoting value and ethics education.	<ul style="list-style-type: none"> Improved social values among the students. Developed teacher’s capacity. Established advisory board for providing policy directives. 	MoE PEAs Schools
	<ul style="list-style-type: none"> Implement the revised curriculum. Include values and ethics component to curriculum. 	Implement the revised curriculum.						
	Train teachers on values, ethics education and subject related matters.	Train teachers on value, ethic education and subject related matters.	Train teachers on value, ethic education and subject related matters.	Train teachers on value, ethic education and subject related matters.	Train teachers on value, ethic education and subject related matters.	Train teachers on value, ethic education and subject related matters.		
	Conduct advisory boards (Buddhism, Hinduism, Catholics, Islam and Christianity).	Conduct advisory boards (Buddhism, Hinduism, Catholics, Islam and Christianity).	Conduct advisory boards (Buddhism, Hinduism, Catholics, Islam and Christianity).	Conduct advisory boards (Buddhism, Hinduism, Catholics, Islam and Christianity).	Conduct advisory boards (Buddhism, Hinduism, Catholics, Islam and Christianity).	Conduct advisory boards (Buddhism, Hinduism, Catholics, Islam and Christianity).		
	Produce handbook on value education practices.	Implement value education programmes in schools.						

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.5: Development of environment education and agriculture education.	Create practical learning environment at school.	<ul style="list-style-type: none"> • Developed higher order facilities for agriculture & BST. • Improved students' performance in agriculture and BST subjects. • Increased interest to protect the environment. • Improved student performance in CCAs. • Developed capacity of teachers, ISAs and officers. 	MoE NIE PEAs Schools					
	Conduct environment conservation programmes.							
	Expansion of GLOBE programme for 150 schools.	Expansion of GLOBE programme for 180 schools.	Expansion of GLOBE programme for 210 schools.	Expansion of GLOBE programmes for 220 -230 schools.	Expansion of GLOBE programmes for 240 schools.	Expansion of GLOBE programmes for 260 schools.		
	Build capacity of teachers, ISAs and officers.							
	Provide learning aids for agriculture, BST and environmental education.	Provide learning aids for agriculture, BST and environmental education.	Provide learning aids for agriculture, BST and environmental education.	Provide learning aids for agriculture, BST and environmental education.	Provide learning aids for agriculture, BST and environmental education.	Provide learning aids for agriculture, BST and environmental education.		

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.6: Development of commerce education	Conduct capacity development programmes for officers, ISAs and teachers.	Conduct capacity development programmes for officers, ISAs and teachers.	Conduct capacity development programmes for officers, ISAs and teachers.	Conduct capacity development programmes for officers, ISAs and teachers.	Conduct capacity development programmes for officers, ISAs and teachers.	Conduct capacity development programmes for officers, ISAs and teachers.	<ul style="list-style-type: none"> • Increased student performance of commerce subjects. • Developed capacity of teachers. • Established PPP for subject related improvement. 	MoE NIE PEAs Schools
	Conduct competitions and students camps of commerce and business studies.	Conduct competitions and students camps of commerce and business studies.	Conduct competitions of commerce and business studies.	Conduct competitions and students camps of commerce and business studies.	Conduct competitions and students camps of commerce and business studies.	Conduct competitions and students camps of commerce and business studies.		
	<ul style="list-style-type: none"> • Prepare question bank for GCE OL and AL. • Update and implement question bank for GCE OL and AL. 	Update and implement question bank for GCE OL and AL.	Update and implement question bank for GCE OL and AL.	Update and implement question bank for GCE OL and AL.	Update and implement question bank for GCE OL and AL.	Update and implement question bank for GCE OL and AL.		
	Conduct AAT scholarship programmes.	Conduct AAT scholarship programmes.	Conduct AAT scholarship programmes.	Conduct AAT scholarship programmes.	Conduct AAT scholarship programmes.	Conduct AAT scholarship programmes.		
	Promote action research and findings useful for subject improvements Promote action research.	Promote action research and findings useful for subject improvements.	Promote action research and findings useful for subject improvements.	Promote action research and findings useful for subject improvements	Promote action research and findings useful for subject improvements.	Promote action research and findings useful for subject improvements.		
	Provide necessary facilities for commerce section of the schools.	Provide necessary facilities for commerce section of the schools.	Provide necessary facilities for commerce section of the schools.	Provide necessary facilities for commerce section of the schools.	Provide necessary facilities for commerce section of the schools.	Provide necessary facilities for commerce section of the schools.		
	Functioning of commerce societies at school levels	Functioning of commerce societies at school levels.	Functioning of commerce societies at school levels.	Functioning of commerce societies at school levels.	Functioning of commerce societies at school levels.	Functioning of commerce societies at school levels.		

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.6: Development of commerce education	<ul style="list-style-type: none"> Introduce the account package to streamline the school accountants. Conduct teacher training programmes. 	<ul style="list-style-type: none"> Implement account package to streamline the school accountants. Conduct teacher training programmes. 	<ul style="list-style-type: none"> Implement account package to streamline the school accountants. Conduct teacher training programmes. 	<ul style="list-style-type: none"> Implement account package to streamline the school accountants. Conduct teacher training programmes. 	<ul style="list-style-type: none"> Implement account package to streamline the school accountants. Conduct teacher training programmes. 	<ul style="list-style-type: none"> Implement account package to streamline the school accountants. Conduct teacher training programmes. 	<ul style="list-style-type: none"> Increased student performance of commerce subjects. Developed capacity of persons. Established well functioned Job bank. 	MoE NIE PEAs Schools
	Organize job bank through electronic system in collaboration with the government institutes, private sector institutions and vocational training institutions.	Implement job bank through electronic system in collaboration with the government institutes, private sector institutions and vocational training institutions.	Implement job bank through electronic system in collaboration with the government institutes, private sector institutions and vocational training institutions.	Implement job bank through electronic system in collaboration with the government institutes, private sector institutions and vocational training institutions.	Implement job bank through electronic system in collaboration with the government institutes, private sector institutions and vocational training institutions.	Implement job bank through electronic system in collaboration with the government institutes, private sector institutions and vocational training institutions.		
	Conduct training programmes for improving the event management and entrepreneurship.	Conduct training programmes for improving the event management and entrepreneurship.	Conduct training programmes for improving the event management and entrepreneurship.	Conduct training programmes for improving the event management and entrepreneurship.	Conduct training programmes for improving the event management and entrepreneurship.	Conduct training programmes for improving the event management and entrepreneurship.		
	Publish a magazine related to commerce subject.	Publish a magazine related to commerce subject.	Publish a magazine related to commerce subject.	Publish a magazine related to commerce subject.	Publish a magazine related to commerce subject.	Publish a magazine related to commerce subject.		

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.7: Improving the quality of textbooks and promotion of digitally enabled books for learning.	Production of digitally enabled English language books for grade 7 and mathematics digitally enabled books for grades 7 and 11 made available to schools.	Production of digitally enabled English language books for grades 8-9 and mathematics digitally enabled books for grades 1, 8-9 made available to schools.	Production of digitally enabled English language books for grades 10-11, and mathematics digitally enabled books for grades 2-3 made available to schools.	<ul style="list-style-type: none"> Production of digitally enabled English language books for grades 3-5, and mathematics digitally enabled books for grades 4-5 made available to schools. Improve the quality of digitally enabled English language books for grade 3-11 and mathematics digitally enabled books for grades 1-11. 	Improve the quality of digitally enabled English language books for grade 3-11 and mathematics digitally enabled books for grades 1-11.	Improve the quality of digitally enabled English language books for grade 3-11 and mathematics digitally enabled books for grades 1-11.	<ul style="list-style-type: none"> Introduced English and mathematics e-textbooks to grades 3-11. Improved content and physical quality of textbooks. Introduced additional reading materials. 	DEP MoE NIE
	Improve the content quality of textbooks.	Improve the content quality of textbooks.	Improve the content quality of textbooks.	Improve the content quality of textbooks.	Improve the content quality of textbooks.	Improve the content quality of textbooks.		
	Conduct capacity development programmes.	Conduct capacity development programmes.	Conduct capacity development programmes.	Conduct capacity development programmes.	Conduct capacity development programmes.	Conduct capacity development programmes.		
	Introduce additional reading materials for schoolchildren.	Introduce additional reading materials for schoolchildren.	Introduce additional reading materials for schoolchildren.	Introduce additional reading materials for schoolchildren.	Introduce additional reading materials for schoolchildren.	Introduce additional reading materials for schoolchildren.		

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.8: Development e-libraries and school libraries.	Establishment of e-libraries.	Establishment of e-libraries.	Establishment of e-libraries.	Establishment of e-libraries.	Establishment of e-libraries.	Establishment of e-libraries.	<ul style="list-style-type: none"> Introduced e-library system. Improved reading habit among students. Delegated powers and authority to school levels to improve the school libraries. 	MoE NIE PEAs Schools
	Provide facilities for existing libraries.	Provide facilities for existing libraries.	Provide facilities for existing libraries.	Provide facilities for existing libraries.	Provide facilities for existing libraries.	Provide facilities for existing libraries.		
	Conduct reading promoting programmes including competitions.	Conduct reading promoting programmes including competitions.	Conduct reading promoting programmes including competitions.	Conduct reading promoting programmes including competitions.	Conduct reading promoting programmes including competitions.	Conduct reading promoting programmes including competitions.		
	Quality improvement of Children's/Young adult's reading materials in Tamil and Sinhala medium.	Quality improvement of Children's/Young adult's reading materials in Tamil and Sinhala medium.	Quality improvement of Children's/Young adult's reading materials in Tamil and Sinhala medium.	Quality improvement of Children's/Young adult's reading materials in Tamil and Sinhala medium.	Quality improvement of Children's/Young adult's reading materials in Tamil and Sinhala medium.	Quality improvement of Children's/Young adult's reading materials in Tamil and Sinhala medium.		
	Provide SBLEGs for procuring library books and reading materials at school levels.	Provide SBLEGs for procuring library books and reading materials at school levels.	Provide SBLEGs for procuring library books and reading materials at school levels.	Provide SBLEGs for procuring library books and reading materials at school levels.	Provide SBLEGs for procuring library books and reading materials at school levels.	Provide SBLEGs for procuring library books and reading materials at school levels.		
	<ul style="list-style-type: none"> Promote writing of ten thousand books by students: 'Ratak Watina Pothak' (Ref. CERP 4.1 – Appendix 1). Implement 'one book from each schools' programme in order to improve the writing skills of schoolchildren. 	Implement 'one book from each schools' programme in order to improve the writing skills of schoolchildren.	Implement 'one book from each schools' programme in order to improve the writing skills of schoolchildren.	Implement 'one book from each schools' programme in order to improve the writing skills of schoolchildren.	Implement 'one book from each schools' programme in order to improve the writing skills of schoolchildren.	Implement 'one book from each schools' programme in order to improve the writing skills of schoolchildren.	<ul style="list-style-type: none"> Improved writing skills of schoolchildren. Promoted writing habits and reading habits among school children. 	MoE SLLDSB Schools

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.19: Implementation of CCAs.	Implement CCAs in all schools.	Outputs: <ul style="list-style-type: none"> Improved student social-emotional skills. All students engaged in at least on eco-curricular activity. 	MoE NIE PEAs					
	Provide required facilities for schools to implement programmes related to CCAs.	Provide required facilities for schools to implement programmes related to CCAs.	Provide required facilities for schools to implement programmes related to CCAs.	Provide required facilities for schools to implement programmes related to CCAs.	Provide required facilities for schools to implement programmes related to CCAs.	Provide required facilities for schools to implement programmes related to CCAs.		
	Implement student parliament programme.							
	Preliminary actions for conducting South Asian Young Student Leaders Forum.	Conduct South Asian Young Student Leaders Forum.	Conduct South Asian Young Student Leaders exchange programme.	Conduct South Asian Young Student Leaders exchange programme.	Conduct South Asian Young Student Leaders exchange programme.	Conduct South Asian Young Student Leaders exchange programme.	Improved leadership capacities/qualities among young student leaders.	MoE PEAs Respective Ministries and Institutions.

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.10: Promoting sports and physical education.	Employ 3,888 physical education instructors to schools.	Implement sports and physical education programmes.	<ul style="list-style-type: none"> • Developed sports education. • Employed 3,888 physical education instructors. • Produced talented students. • Improved school sports at international standards and levels. • Established and fully-equipped sport schools. 	MoE PEAs Schools				
	Provide sports equipment and facilities for all schools.	Provide sports equipment and facilities for all schools.	Maintenance of capital assets of sports education in schools.	Maintenance of capital assets of sports education in schools.	Maintenance of capital assets of sports education in schools.	Maintenance of capital assets of sports education in schools.		
	Implement school sports development plan including school cricket development plan.	Implement school sports development plan including school cricket development plan.	Implement school sports development plan including school cricket development plan.	Implement school sports development plan including school cricket development plan.	Implement school sports development plan including school cricket development plan.	Implement school sports development plan including school cricket development plan.		
	Conduct programmes to improve students' performance on health and physical education.	Conduct programmes to improve students' performance on health and physical education.	Conduct programmes to improve students' performance on health and physical education.	Conduct programmes to improve students' performance on health and physical education.	Conduct programmes to improve students' performance on health and physical education.	Conduct programmes to improve students' performance on health and physical education.		
	Conduct sport competitions and national school games.							
	Develop and provide facilities for sports schools.							
	Conduct all island inter-school games.							

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.11: Developing aesthetic education.	Conduct all Island inter-school competitions.	<ul style="list-style-type: none"> • Developed aesthetic education. • Promoted aesthetic education. • Improved student performances. • Improved facilities for aesthetic education. 	MoE PEAs Schools					
	Improve facilities for aesthetic education.							
	Conduct capacity development programmes for teachers and officers.	Conduct capacity development programmes for teachers and officers.	Conduct capacity development programmes for teachers and officers.	Conduct capacity development programmes for teachers and officers.	Conduct capacity development programmes for teachers and officers.	Conduct capacity development programmes for teachers and officers.		
	Conduct 'Sanidina Saundarya Pasala' programmes.							
	Provide aesthetic equipment for schools.							
	Implement programmes in aesthetic centres in schools.							
	Maintain a video library for the conservation of valuable creations and performances done by the schools	Maintain a video library for the conservation of valuable creations and performances done by the schools	Maintain a video library for the conservation of valuable creations and performances done by the schools	Maintain a video library for the conservation of valuable creations and performances done by the schools	Maintain a video library for the conservation of valuable creations and performances done by the schools	Maintain a video library for the conservation of valuable creations and performances done by the schools		

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.12: Promoting innovation and assisting gifted students.	Implement Subhaga scholarship programmes to assist gifted students.	Implement Subhaga scholarship programmes to assist gifted students.	Implement Subhaga scholarship programmes to assist gifted students.	Implement Subhaga scholarship programmes to assist gifted students.	Implement Subhaga scholarship programmes to assist gifted students.	Implement Subhaga scholarship programmes to assist gifted students.	<ul style="list-style-type: none"> • Students benefited from 1,000 Subhaga scholarship programmes to assist gifted students. • Promoted/ established innovation clubs and hubs at schools. • Established innovation corners in schools. 	MoE PEAs Schools
	Promote/establish innovation clubs and hubs at schools.	Establish/implement innovation clubs and hubs at schools.	Establish/implement innovation clubs and hubs at schools.	Establish/implement innovation clubs and hubs at schools.	Establish/implement innovation clubs and hubs at schools.	Establish/implement innovation clubs and hubs at schools.		
	Conduct competition on new innovations.	Conduct competition on new innovations.	Conduct competition on new innovations.	Conduct competition on new innovations.	Conduct competition on new innovations.	Conduct competition on new innovations.		
	Establish innovation corners in schools in order to improve the students' skills on innovations.	Functioning of innovation corners in schools in order to improve the students' skills on innovations.	Functioning of innovation corners in schools in order to improve the students' skills on innovations.	Functioning of innovation corners in schools in order to improve the students' skills on innovations.	Functioning of innovation corners in schools in order to improve the students' skills on innovations.	Functioning of innovation corners in schools in order to improve the students' skills on innovations.		

Component 2.4: Broader approach to education focusing on improving transversal skills, socio-emotional skills, values and ethics

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.13: Promoting social cohesion, peace, national integration and civic education.	Implement peace and social cohesion programmes at school, zonal, provincial and national levels.	Implement peace and social cohesion programmes at school, zonal, provincial and national levels.	Implement peace and social cohesion programmes at school, zonal, provincial and national levels.	Implement peace and social cohesion programmes at school, zonal, provincial and national levels.	Implement peace and social cohesion programmes at school, zonal, provincial and national levels.	Implement peace and social cohesion programmes at school, zonal, provincial and national levels.	<ul style="list-style-type: none"> Improved social cohesion and national integrity. Established social cohesion in the society. 	MoE PEAs Schools
	Conduct different types of programmes promoting peace education.	Conduct different types of programmes promoting peace education.	Conduct different types of programmes promoting peace education.	Conduct different types of programmes promoting peace education.	Conduct different types of programmes promoting peace education.	Conduct different types of programmes promoting peace education.		
	Conduct multi-ethnic students and teacher interaction programmes.							
	Strengthen the PERU at the MoE.	Implement programmes by the PERU at the MoE.	Implement programmes by the PERU at the MoE.	Implement programmes by the PERU at the MoE.	Implement programmes by the PERU at the MoE.	Implement programmes by the PERU at the MoE.		
	Training of teachers, to teach the relevant areas of the curriculum.	Training of teachers, to teach the relevant areas of the curriculum.	Training of teachers, to teach the relevant areas of the curriculum.	Training of teachers, to teach the relevant areas of the curriculum.	Review and strengthen the social cohesion aims of the curriculum and textbooks.	Review and strengthen the social cohesion aims of the curriculum and textbooks.		
	Implement ‘Sahodara Pasal’ programme in collaboration with ONUR.	Implement ‘Sahodara Pasal’ programme in collaboration with ONUR.	Implement ‘Sahodara Pasal’ programme in collaboration with ONUR.	Implement ‘Sahodara Pasal’ programme in collaboration with ONUR.	Implement ‘Sahodara Pasal’ programme in collaboration with ONUR.	Implement ‘Sahodara Pasal’ programme in collaboration with ONUR.		
	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.		
	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.	Implement programmes for promoting peace education and social cohesion programmes.		

Component 2.4: Teacher development, teacher education and teacher management

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.1: Improving professional capacities of teacher educators.	Complete basic legal requirements to upgrade 20 NCoEs as degree awarding institutions.	Complete legal requirements to upgrade 20 NCoEs as degree awarding institutions.	Functioning of 20 NCoEs with a new policy agreement.	Functioning of 20 NCoEs with a new policy agreement.	Functioning of 20 NCoEs with a new policy agreement.	Functioning of 20 NCoEs with a new policy agreement.	<ul style="list-style-type: none"> Established 20 NCoEs as degree awarding institutions. Established three new NCoE for technology, primary education and English education. Produced 3,500 NCoE diplomats by annum. Employed professionally qualified teacher educators for all NCoEs. Improved the quality of teachers. 	MoE NIE NCoEs
	<ul style="list-style-type: none"> Provide required resources and facilities (i.e. infrastructure, physical, in-kind and human) for all NCoEs. Maintain and improvement of capital assets of all NCoEs. 	Maintain and improvement of capital assets of all NCoEs.	Maintain and improvement of capital assets of all NCoEs.	Maintain and improvement of capital assets of all NCoEs.	Maintain and improvement of capital assets of all NCoEs.	Maintain and improvement of capital assets of all NCoEs.		
	<ul style="list-style-type: none"> Revise NCoE curriculum to match with the current demands. Implement revised curriculum. 	Implement revised curriculum.	Implement revised curriculum.	Implement revised curriculum.	Implement revised curriculum.	Implement revised curriculum.		
	<ul style="list-style-type: none"> Establish a new degree awarding institute of NCoEs: <ul style="list-style-type: none"> Technology education. Primary education. English education. Enroll students to new NCoE. 	<ul style="list-style-type: none"> Provide facilities for new NCoEs: <ul style="list-style-type: none"> Technology education. Primary education. English education. Functioning of new NCoEs. 	Functioning of new NCoEs.	Functioning of new NCoEs.		Functioning of new NCoEs.		

Component 2.4: Teacher development, teacher education and teacher management

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.1: Improving professional capacities of teacher educators.	Develop/improve facilities of all NCoEs.	Develop/improve facilities of all NCoEs.	Develop/improve facilities of all NCoEs.	Develop/improve facilities of all NCoEs.	Develop/improve facilities of all NCoEs.	Develop/improve facilities of all NCoEs.	<ul style="list-style-type: none"> Employed professionally qualified teacher educators in the teacher education sector. Reduced the time gap of examination and intake for NCoEs. 	MoE PEAs Schools
	Implement HRD and capacity development programmes for teacher educators.	Implement HRD and capacity development programmes for teacher educators.	Implement HRD and capacity development programmes for teacher educators.	Implement HRD and capacity development programmes for teacher educators.	Implement HRD and capacity development programmes for teacher educators.	Implement HRD and capacity development programmes for teacher educators.		
	Maintain regular intake for NCoEs.	Maintain regular intake for NCoEs.	Maintain regular intake for NCoEs.	Maintain regular intake for NCoEs.	Maintain regular intake for NCoEs.	Maintain regular intake for NCoEs.		
	Create research-based culture of NCoEs.	Create research-based culture of NCoEs.	Create research-based culture of NCoEs.	Create research-based culture of NCoEs.	Create research-based culture of NCoEs.	Create research-based culture of NCoEs.	Established linkage between NCoE (English) and leading university of UK for English education.	MoE Respective institutions and agencies.
	Preliminary actions for establishment of 'linked-institutions programme: establishment of linkage between NCoE (English) and leading university of UK for English education.	Establish linkage between NCoE (English) and leading university of UK for English education.	Implement 'linked-institutions programme: establishment of linkage between NCoE (English) and leading university of UK for English education.	Implement 'linked-institutions programme: establishment of linkage between NCoE (English) and leading university of UK for English education.	Implement 'linked-institutions programme: establishment of linkage between NCoE (English) and leading university of UK for English education.	Implement 'linked-institutions programme: establishment of linkage between NCoE (English) and leading university of UK for English education.		

Component 2.4: Teacher development, teacher education and teacher management

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.2: Upgrading quality of all (111) teacher centres (TCs) and establishing DRTCs.	Provide required resources (i.e. infrastructure, physical, in-kind and human) for all (111) TCs.	Provide required resources (i.e. infrastructure, physical, in-kind and human) for all (111) TCs.	Provide required resources (i.e. infrastructure, physical, in-kind and human) for all (111) TCs.	Provide required resources (i.e. infrastructure, physical, in-kind and human) for all (111) TCs.	Provide required resources (i.e. infrastructure, physical, in-kind and human) for all (111) TCs.	Provide required resources (i.e. infrastructure, physical, in-kind and human) for all (111) TCs.	<ul style="list-style-type: none"> Upgraded quality of 111 TCs. Established 111 TCs as academic supportive units in the system. Improved the professional quality of teachers. 	MoE NIE PEAs NCoEs TTCs TCs
	Improve TCs programmes to meet the current requirements.	Improve TCs programmes to meet the current requirements.	Improve TCs programmes to meet the current requirements.	Improve TCs programmes to meet the current requirements.	Improve TCs programmes to meet the current requirements.	Improve TCs programmes to meet the current requirements.		
	Implement professional teacher development programmes at all (111) TCs on a regular basis.	Implement professional teacher development programmes at all (111) TCs on a regular basis.	Implement professional teacher development programmes at all (111) TCs on a regular basis.	Implement professional teacher development programmes at all (111) TCs on a regular basis.	Implement professional teacher development programmes at all (111) TCs on a regular basis.	Implement professional teacher development programmes at all (111) TCs on a regular basis.		
	Upgrade 111 TCs as DRTCs.	<ul style="list-style-type: none"> Upgrade 111 TTCs as DRTCs (continuation). Provide digital facilities inking DRTCs for 20 NCoEs and 8 TTCs. 	<ul style="list-style-type: none"> Provide digital facilities inking DRTCs for 20 NCoEs and 8 TTCs (continuation). Monitoring and evaluation programmes. 	<ul style="list-style-type: none"> Conduct M&E programmes on implementation of DRTCs. Maintain DRTCs. 	<ul style="list-style-type: none"> Conduct M&E programmes on implementation of DRTCs. Maintain DRTCs. 	<ul style="list-style-type: none"> Conduct M&E programmes on implementation of DRTCs. Maintain DRTCs. 	Established well-functioning 139 DRTCs with improved learning environments and spaces for teachers to get technology-embedded learning opportunities.	
Develop effective e-content for teachers while identifying ways to convert dry and factual data into interesting and interactive format.	Use effective e-content for teachers while identifying ways to convert dry and factual data into interesting and interactive format.	Use effective e-content for teachers while identifying ways to convert dry and factual data into interesting and interactive format.	Use effective e-content for teachers while identifying ways to convert dry and factual data into interesting and interactive format.	Use effective e-content for teachers while identifying ways to convert dry and factual data into interesting and interactive format.	Use effective e-content for teachers while identifying ways to convert dry and factual data into interesting and interactive format.	Use effective e-content for teachers while identifying ways to convert dry and factual data into interesting and interactive format.	Developed teachers' digital literacy, capacity and competencies.	

Component 2.4: Teacher development, teacher education and teacher management

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.2: Upgrading quality of all (111) teacher centres (TCs) and establishing DRTCs.	Training and capacity development on digital learning for teachers.	Training and capacity development on digital learning for teachers.	Training and capacity development on digital learning for teachers.	Training and capacity development on digital learning for teachers.	Training and capacity development on digital learning for teachers.	Training and capacity development on digital learning for teachers.	<ul style="list-style-type: none"> Established more attractive technology-embedded learning opportunities for student in schools. Extended and strengthened SBPTD programmes. Improved the professional quality of newly recruited teachers. Established more attractive technology-embedded learning opportunities for student in schools. 	MoE Schools
	Implement SBPTD programmes in all schools in all education zones to achieve the SBPTD results.	Implement SBPTD programmes in all schools in all education zones to achieve the SBPTD results.	Implement SBPTD programmes in all schools in all education zones to achieve the SBPTD results.	Implement SBPTD programmes in all schools in all education zones to achieve the SBPTD results.	Implement SBPTD programmes in all schools in all education zones to achieve the SBPTD results.	Implement SBPTD programmes in all schools in all education zones to achieve the SBPTD results.		
	Conduct training programmes on use of digital resources for teaching and learning for teachers.	Conduct training programmes on use of digital resources for teaching and learning for teachers.	Conduct training programmes on use of digital resources for teaching and learning for teachers.	Conduct training programmes on use of digital resources for teaching and learning for teachers.	Conduct training programmes on use of digital resources for teaching and learning for teachers.	Conduct training programmes on use of digital resources for teaching and learning for teachers.		

Component 2.4: Teacher development, teacher education and teacher management

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.4: Improving teacher development, teacher education and teacher management.	<ul style="list-style-type: none"> Revise and implement policies related to teacher education (i.e. employment, deployment, transfers, promotions, capacity development programmes etc.). Establish legal provision for teacher transfers between provincial and national schools. 	Implement policies related to teacher education (i.e. employment, deployment, transfers, promotions, capacity development programmes etc.).	Implement policies related to teacher education (i.e. employment, deployment, transfers, promotions, capacity development programmes etc.).	Implement policies related to teacher education (i.e. employment, deployment, transfers, promotions, capacity development programmes etc.).	Implement policies related to teacher education (i.e. employment, deployment, transfers, promotions, capacity development programmes etc.).	Implement policies related to teacher education (i.e. employment, deployment, transfers, promotions, capacity development programmes etc.).	<ul style="list-style-type: none"> Formulated teacher qualification framework. Improved teacher satisfactions. Streamlined and properly implemented policies related to teacher education (i.e. employment, deployment, transfers, promotions, capacity development programmes etc.). 	MoE NIE PEAs
	Formulate and implement teacher qualification framework.	Implement teacher qualification framework.	Implement teacher qualification framework.	Implement teacher qualification framework.	Implement teacher qualification framework.	Implement teacher qualification framework.		
	<ul style="list-style-type: none"> Increase in the quantity of new professionally qualified teachers. 8,000 additional professionally qualified teachers (at least 50 per cent of those are female). 	12,000 additional professionally qualified teachers (at least 50 per cent of those are female).	16,000 additional professionally qualified teachers (at least 50 per cent of those are female).	20,000 additional professionally qualified teachers (at least 50 per cent of those are female).	24,000 additional professionally qualified teachers (at least 50 per cent of those are female).	26,000 additional professionally qualified teachers (at least 50 per cent of those are female).		

Component 2.4: Teacher development, teacher education and teacher management

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.4: Improving teacher development, teacher education and teacher management.	Provide a comprehensive English training course to student teachers in NCoEs.	Provide a comprehensive English training course to student teachers in NCoEs.	Provide a comprehensive English training course to student teachers in NCoEs.	Provide a comprehensive English training course to student teachers in NCoEs.	Provide a comprehensive English training course to student teachers in NCoEs.	Provide a comprehensive English training course to student teachers in NCoEs.	<ul style="list-style-type: none"> Provided a comprehensive English training course to student teachers in NCoEs. 	MoE NCoEs NIE British Council.
	Conduct comprehensive study on demand for and supply of teachers (with teacher projection).	<ul style="list-style-type: none"> Conduct school-based teacher mapping for all schools by zones and by province. Prepare and Implement national policy on teacher employment and deployment. Ensure deployment of teachers for all subjects by the MoE and PEAs. 	<ul style="list-style-type: none"> Implement national policy on teacher employment and deployment. Ensure deployment of teachers for all subjects by the MoE and PEAs. 	<ul style="list-style-type: none"> Implement national policy on teacher employment and deployment. Ensure deployment of teachers for all subjects by the MoE and PEAs. 	<ul style="list-style-type: none"> Implement national policy on teacher employment and deployment. Ensure deployment of teachers for all subjects by the MoE and PEAs. 	<ul style="list-style-type: none"> Implement national policy on teacher employment and deployment. Ensure deployment of teachers for all subjects by the MoE and PEAs. 	<ul style="list-style-type: none"> Established national policy for teacher deployment. All schools have approved teacher cadre. 	MoE PEAs Schools
	Carry out preliminary actions for rationalization of teacher deployment.	Conduct teacher rationalization exercise.	Implement teacher rationalization programme.	Implemented teacher rationalization programme and deployed teachers for schools based on the scientific method.	MoE PEAs Schools			

Component 2.4: Teacher development, teacher education and teacher management

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.4: Improving teacher development, teacher education and teacher management.	Staff and equip applied resource hubs (ARH) at NIE and provincial level as per the criteria/minimum standards and include a pool of resource trainers.	Train subject teachers of GCE OL and AL of grades 10-13 on new curriculum.	<ul style="list-style-type: none"> Conduct ToT for 50% ARH staff and pool of trainers. Conduct training for 80% of grade 10 teachers of science, mathematics, technology and commerce subjects. 	<ul style="list-style-type: none"> Conduct ToT for 50% ARH staff and pool of trainers. Conduct training for 80% of grade 11 teachers of science, mathematics, technology and commerce subjects. 	Conduct training in target science, mathematics, technology and commerce subjects for GCE AL teachers.	Conduct training in target science, mathematics, technology and commerce subjects for GCE AL teachers.	<ul style="list-style-type: none"> Implemented inquiry based and interactive curriculum. Established and well-functioned ARHs. 	MoE PEAs
	Conduct training programmes for education officers and NCoEs students, teachers/principals on e-learning and digital learning facilities (Ref. CERP - 5.1 – Appendix 1).	Conduct training programmes for education officers and NCoEs students, teachers/principals on e-learning and digital learning facilities (Ref. CERP - 5.1 – Appendix 1).	Conduct training programmes for education officers and NCoEs students, teachers/principals on e-learning and digital learning facilities (Ref. CERP - 5.1 – Appendix 1).	Conduct training programmes for education officers and NCoEs students, teachers/principals on e-learning and digital learning facilities	Conduct training programmes for education officers and NCoEs students, teachers/principals on e-learning and digital learning facilities	Conduct training programmes for education officers and NCoEs students, teachers/principals on e-learning and digital learning facilities	<ul style="list-style-type: none"> Improved capacity of education personals and teachers on digital technology. 	

Component 2.4: Teacher development, teacher education and teacher management

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.4.4: Improving teacher development, teacher education and teacher management.	Introduce teacher training through the e-learning and digital learning for NCoEs students, teachers, principals and education officers and thereby, they could continue the training even in the emergency situation (Ref. CERP - 5.1 - Appendix 1).	Introduce teacher training through the e-learning and digital learning for NCoEs students, teachers, principals and education officers and thereby, they could continue the training even in the emergency situation (Ref. CERP - 5.1 - Appendix 1).	Implement teacher training through the e-learning and digital learning for NCoEs students, teachers, principals and education officers and thereby, they could continue the training even in the emergency situation	Implement teacher training through the e-learning and digital learning for NCoEs students, teachers, principals and education officers and thereby, they could continue the training even in the emergency situation	Implement teacher training through the e-learning and digital learning for NCoEs students, teachers, principals and education officers and thereby, they could continue the training even in the emergency situation	Implement teacher training through the e-learning and digital learning for NCoEs students, teachers, principals and education officers and thereby, they could continue the training even in the emergency situation	Developed capacity of teachers through distanced learning technology.	MoE PEAs TEIs
	Conduct training modules for NCoEs trainers on: <ul style="list-style-type: none"> Principals leadership development programmes, SBPTD programmes, EPSI programmes Community education programmes (Ref. CERP - 5.1 – Appendix 1).	Conduct training modules for NCoEs trainers on: <ul style="list-style-type: none"> Principals leadership development programmes, SBPTD programmes, EPSI programmes Community education programmes (Ref. CERP - 5.1 – Appendix 1).	Conduct training modules for NCoEs trainers on: <ul style="list-style-type: none"> Principals leadership development programmes, SBPTD programmes, EPSI programmes Community education programmes (Ref. CERP - 5.1 – Appendix 1).	Conduct training modules for NCoEs trainers on: <ul style="list-style-type: none"> Principals leadership development programmes, SBPTD programmes, EPSI programmes Community education programmes (Ref. CERP - 5.1 – Appendix 1).	Conduct training modules for NCoEs trainers on: <ul style="list-style-type: none"> Principals leadership development programmes, SBPTD programmes, EPSI programmes Community education programmes (Ref. CERP - 5.1 – Appendix 1).	Conduct training modules for NCoEs trainers on: <ul style="list-style-type: none"> Principals leadership development programmes, SBPTD programmes, EPSI programmes Community education programmes (Ref. CERP - 5.1 – Appendix 1).	Developed capacity of teachers on school-based programme at the pre-service training.	MoE PEAs TEIs

Component 2.5: Improving the assessments and evaluation systems

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.5.1: Strengthening assessments and evaluation systems.	<ul style="list-style-type: none"> Identify the needy areas for strengthening assessment and evaluation systems. Implement programmes related to strengthen assessment and evaluation systems. 	Implement programmes related to strengthen assessment and evaluation systems.	Implement programmes related to strengthen assessment and evaluation systems.	Implement programmes related to strengthen assessment and evaluation systems.	Implement programmes related to strengthen assessment and evaluation systems.	Implement programmes related to strengthen assessment and evaluation systems.	<ul style="list-style-type: none"> Improved the quality of assessment and evaluation systems. Strengthened item bank. Employed professionally qualified staff on testing, evaluations and assessment. Improved further validity and reliability of assessment and evaluation system. 	DoE MoE
	Strengthen item bank for GCE OL and AL examinations.	Strengthen item bank for GCE OL and AL examinations.	Strengthen item bank for GCE OL and AL examinations.	Strengthen item bank for GCE OL and AL examinations.	Strengthen item bank for GCE OL and AL examinations.	Strengthen item bank for GCE OL and AL examinations.		
	Implement capacity development and HRD programmes on testing, evaluation and assessment.	Implement capacity development and HRD programmes on testing, evaluation and assessment.	Implement capacity development and HRD programmes on testing, evaluation and assessment.	Implement capacity development and HRD programmes on testing, evaluation and assessment.	Implement capacity development and HRD programmes on testing, evaluation and assessment.	Implement capacity development and HRD programmes on testing, evaluation and assessment.		
	Maintain online certification system	Maintain online certification system	Maintain online certification system	Maintain online certification system	Maintain online certification system	Maintain online certification system		

Component 2.5: Improving the assessments and evaluation systems

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.5.1: Strengthening assessments, testing and evaluation systems.	<ul style="list-style-type: none"> Introduce reform related to assessment, testing and evaluation. Steps taken to reduce the time gap between GCE OL and AL. Digitalize the DoE. Introduce turnkey system. 	<ul style="list-style-type: none"> Implement reform related to assessment, testing and evaluation. Implement measures to reduce the time gap between GCE OL and AL. Implement programmes on digitalization of DoE. Implement turnkey system. 	<ul style="list-style-type: none"> Implement reform related to assessment, testing and evaluation. Implement measures to reduce the time gap between GCE OL and AL. Implement programmes on digitalization of DoE. Implement turnkey system. 	<ul style="list-style-type: none"> Implement reform related to assessment, testing and evaluation. Implement measures to reduce the time gap between GCE OL and AL. Implement programmes on digitalization of DoE. Implement turnkey system. 	<ul style="list-style-type: none"> Implement reform related to assessment, testing and evaluation. Implement measures to reduce the time gap between GCE OL and AL. Implement programmes on digitalization of DoE. Implement turnkey system. 	<ul style="list-style-type: none"> Implement reform related to assessment, testing and evaluation. Implement measures to reduce the time gap between GCE OL and AL. Implement programmes on digitalization of DoE. Implement turnkey system. 	<ul style="list-style-type: none"> Reformed the public examination system. Reformed testing, evaluation and assessment system in Sri Lanka. Digitalized the DoE. Reduced the time gap of examination and intake for NCoEs. 	DoE
	Introduce student identification number and use student identification number system for public examinations.	Use student identification number system for public examinations.	Use student identification number system for public examinations.	Use student identification number system for public examinations.	Use student identification number system for public examinations.	Use student identification number system for public examinations.		
	Test IQ level at grade 6 and guide students to improve the skills.	Test IQ level at grade 6 and guide students to improve the skills.	Test IQ level at grade 6 and guide students to improve the skills.	Test IQ level at grade 6 and guide students to improve the skills.	Test IQ level at grade 6 and guide students to improve the skills.	Test IQ level at grade 6 and guide students to improve the skills.		
	Improve SBA at schools.	Improve SBA at schools.	Improve SBA at schools.	Improve SBA at schools.		Improve SBA at schools.		

Component 2.6: Improving attractive teaching and learning environment: promoting digital-based teaching and learning

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.6.1: Improving attractive teaching and learning environment: promote digital-based teaching and learning at primary and secondary levels.	Conduct activities to improve attractive teaching and learning environment: promote digital-based teaching and learning:						<ul style="list-style-type: none"> Developed ICT infrastructure facilities. Improved performance of the students in ICT subject. Increased interests of students on ICT education. 	MoE PEAs Schools
	Provision of ICT facilities and ICT accessories for schools.	Provision of ICT facilities and ICT accessories for schools.	Provision of ICT facilities and ICT accessories for schools.	Provision of ICT facilities and ICT accessories for schools.	Provision of ICT facilities and ICT accessories for schools.	Provision of ICT facilities and ICT accessories for schools.		
	Provide 100,000 laptops for national schools.	Provide 250,000 laptops for all secondary schools	Provide 250,000 laptops for all secondary schools	Provide 250,000 laptops for all secondary schools	Provide 250,000 laptops for all secondary schools	Provide 250,000 laptops for all secondary schools		
	Establish computer laboratories in 1AB and 1C schools (Provide computers and laptops for the schools as per the norms) (Ref. CERP 1.2 - Appendix 1).	Establish computer laboratories in 1AB and 1C schools (Provide computers and laptops for the schools as per the norms) (Ref. CERP 1.2 - Appendix 1).	Establish computer laboratories in 1AB and 1C schools (Provide computers and laptops for the schools as per the norms) (Ref. CERP 1.2 - Appendix 1).	Establish computer laboratories in 1AB and 1C schools (Provide computers and laptops for the schools as per the norms) (Ref. CERP 1.2 - Appendix 1).				
	Establish computer laboratories in Types 2 and 3 schools (Provide computers and laptops for the schools as per the norms) (Ref. CERP 1.2 - Appendix 1).	Establish computer laboratories in Types 2 and 3 schools (Provide computers and laptops for the schools as per the norms) (Ref. CERP 1.2 - Appendix 1).	Establish computer laboratories in Types 2 and 3 schools (Provide computers and laptops for the schools as per the norms) (Ref. CERP 1.2 - Appendix 1).	Establish computer laboratories in Types 2 and 3 schools (Provide computers and laptops for the schools as per the norms) (Ref. CERP 1.2 - Appendix 1).				

Component 2.6: Improving attractive teaching and learning environment: promoting digital-based teaching and learning

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.6.1: Improving attractive teaching and learning environment: promote digital-based teaching and learning at primary and secondary levels.	Conduct activities to improve attractive teaching and learning environment: promote digital-based teaching and learning:						<ul style="list-style-type: none"> Developed ICT infrastructure facilities. Improved performance of the students in ICT subject. Increased interests of students on ICT education. 	MoE PEAs Schools
	<ul style="list-style-type: none"> Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage. Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage (No. of schools 3,659) (Ref. CERP 1.3 – Appendix 1). 	<ul style="list-style-type: none"> Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage. Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage (No. of schools 3,659) (Ref. CERP 1.3 – Appendix 1). 	<ul style="list-style-type: none"> Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage. Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage (No. of schools 3,659) (Ref. CERP 1.3 – Appendix 1). 	<ul style="list-style-type: none"> Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage. Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage (No. of schools 3,659) (Ref. CERP 1.3 – Appendix 1). 				

Component 2.6: Improving attractive teaching and learning environment: promoting digital-based teaching and learning

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.6.1: Improving attractive teaching and learning environment: promote digital-based teaching and learning at primary and secondary levels.	Conduct activities to improve attractive teaching and learning environment: promote digital-based teaching and learning:						<ul style="list-style-type: none"> Developed ICT infrastructure facilities. Improved performance of the students in ICT subject. Increased interests of students on ICT education. 	MoE PEAs Schools
	Provide desktop computers printer and the connectivity for administrative purpose for school principals. No. of principals: 3,659 (student 50-200 schools.) (Ref. CERP 1.2 - Appendix 1).	Provide desktop computers printer and the connectivity for administrative purpose for school principals. No. of principals: 3,659 (student 50-200 schools.) (Ref. CERP 1.2 - Appendix 1).	Provide desktop computers printer and the connectivity for administrative purpose for school principals. No. of principals: 3,659 (student 50-200 schools.) (Ref. CERP 1.2 - Appendix 1).					
	Provide mobile laptops carts for 25 zones.	Provide mobile laptops carts for 25 zones.	Provide mobile laptops carts for 25 zones.	Provide mobile laptops carts for 25 zones.	Implement and monitor the programme	Implement and monitor the programme		
	Provide learner attractive e-textbooks for schools.	Provide learner attractive e-textbooks for schools.	Provide learner attractive e-textbooks for schools.	Provide learner attractive e-textbooks for schools.	Provide learner attractive e-textbooks for schools.	Provide learner attractive e-textbooks for schools.	<ul style="list-style-type: none"> Produced and provided learner attractive e-textbooks. Established e-libraries. Established smart classrooms. 	MoE DEP PEAs Schools NIE
	Establish e-libraries.	Establish e-libraries.	Establish e-libraries.	Establish e-libraries.	Establish e-libraries.	Establish e-libraries.		
	Establish 200 smart classrooms.	Establish 200 smart classrooms.	Establish 200 smart classrooms.	Establish 200 smart classrooms per year.	Establish 200 smart classrooms per year.	Establish 200 smart classrooms per year.		
	Implement ICT master plan.	Implement ICT master plan.	Implement ICT master plan.	Implement ICT master plan.	Implement ICT master plan.	Implement ICT master plan.	<ul style="list-style-type: none"> Introduced and implemented ICT subject as a compulsory subject from grade 6. 	
	Implement ICT clubs in schools.	Implement ICT clubs in schools.	Implement ICT clubs in schools.	Implement ICT clubs in schools.	Implement ICT clubs in schools.	Implement ICT clubs in schools.		
Implement ICT as a compulsory subject from grade 6 (Ref. CERP 2.4 – Appendix 1).	Implement ICT as a compulsory subject from grade 6 (Ref. CERP 2.4 – Appendix 1).	Implement ICT as a compulsory subject from grade 6 (Ref. CERP 2.4 – Appendix 1).	Implement ICT as a compulsory subject from grade 6 (Ref. CERP 2.4 – Appendix 1).	Implement ICT as a compulsory subject from grade 6 (Ref. CERP 2.4 – Appendix 1).	Implement ICT as a compulsory subject from grade 6 (Ref. CERP 2.4 – Appendix 1).			

Component 2.6: Improving attractive teaching and learning environment: promoting digital-based teaching and learning

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.6.1: Improving attractive teaching and learning environment: promote digital-based teaching and learning at primary and secondary levels.	Conduct activities to improve attractive teaching and learning environment: promote digital-based teaching and learning:						<ul style="list-style-type: none"> Established CDC and network of CDCs. Increased number of students using the e-thaksalawa and LMS platform. 	MoE PEAs Schools
	Establish a content development centre (CDC) and sub-CDCs with Korean assistance.	Implement programmes at CDC and functioning of CDC network.	Implement programmes at CDC and functioning of CDC network.	Implement programmes at CDC and functioning of CDC network.	Implement programmes at CDC and functioning of CDC network.	Implement programmes at CDC and functioning of CDC network.		
	Promote use/widen the scope of e-thaksalawa, the LMS of the MoE for both primary and secondary students (Ref. CERP 2.1 - Appendix 1).	Promote use/widen the scope of e-thaksalawa, the LMS of the MoE for both primary and secondary students (Ref. CERP 2.1 - Appendix 1).	Promote use/widen the scope of e-thaksalawa, the LMS of the MoE for both primary and secondary students (Ref. CERP 2.1 - Appendix 1).	Promote use/widen the scope of e-thaksalawa, the LMS of the MoE for both primary and secondary students.	Promote use/widen the scope of e-thaksalawa, the LMS of the MoE for both primary and secondary students	Promote use/widen the scope of e-thaksalawa, the LMS of the MoE for both primary and secondary students		MoE DEP PEAs Schools NIE
	Raise awareness on public (including parents) via audio-visual and social media for the use of e-thaksalawa etc. (Ref. CERP 2.1 - Appendix 1).	Raise awareness on public (including parents) via audio-visual and social media for the use of e-thaksalawa etc. (Ref. CERP 2.1 - Appendix 1).	Raise awareness on public (including parents) via audio-visual and social media for the use of e-thaksalawa etc. (Ref. CERP 2.1 - Appendix 1).	Raise awareness on public (including parents) via audio-visual and social media for the use of e-thaksalawa etc.	Raise awareness on public (including parents) via audio-visual and social media for the use of e-thaksalawa etc.	Raise awareness on public (including parents) via audio-visual and social media for the use of e-thaksalawa etc.		
	Invite schools to link up the school-based e-learning programmes in the MoE Web (Ref. CERP 2.1 - Appendix 1).	Invite schools to link up the school-based e-learning programmes in the MoE Web (Ref. CERP 2.1 - Appendix 1).	Invite schools to link up the school-based e-learning programmes in the MoE Web (Ref. CERP 2.1 - Appendix 1).	Invite schools to link up the school-based e-learning programmes in the MoE Web	Invite schools to link up the school-based e-learning programmes in the MoE Web	Invite schools to link up the school-based e-learning programmes in the MoE Web		

Component 2.6: Improving attractive teaching and learning environment: promoting digital-based teaching and learning

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.6.1: Improving attractive teaching and learning environment: promote digital-based teaching and learning at primary and secondary levels.	Conduct activities to improve attractive teaching and learning environment: promote digital-based teaching and learning:						<ul style="list-style-type: none"> Increased number of students using the e-thaksalawa and LMS platform. Developed digital teaching and learning methodology. 	MoE PEAs Schools
	Invite teachers and professionals (through TVs/social media/MoE and NIE Web sides) to contribute to prepare good quality learning programmes aligning to lessons/subjects/curriculum objectives and upload these contents to the e-thaksalawa (Ref. CERP 2.1 - Appendix 1).	Invite teachers and professionals (through TVs/social media/MoE and NIE Web sides) to contribute to prepare good quality learning programmes aligning to lessons/subjects/curriculum objectives and upload these contents to the e-thaksalawa (Ref. CERP 2.1 - Appendix 1).	Invite teachers and professionals (through TVs/social media/MoE and NIE Web sides) to contribute to prepare good quality learning programmes aligning to lessons/subjects/curriculum objectives and upload these contents to the e-thaksalawa (Ref. CERP 2.1 - Appendix 1).	Invite teachers and professionals (through TVs/social media/MoE and NIE Web sides) to contribute to prepare good quality learning programmes aligning to lessons/subjects/curriculum objectives and upload these contents to the e-thaksalawa.	Invite teachers and professionals (through TVs/social media/MoE and NIE Web sides) to contribute to prepare good quality learning programmes aligning to lessons/subjects/curriculum objectives and upload these contents to the e-thaksalawa.	Invite teachers and professionals (through TVs/social media/MoE and NIE Web sides) to contribute to prepare good quality learning programmes aligning to lessons/subjects/curriculum objectives and upload these contents to the e-thaksalawa.		
	Provide pods (private cubicles) to educators to develop and upload online materials (Ref. CERP 2.1 - Appendix 1).	Provide pods (private cubicles) to educators to develop and upload online materials	Provide pods (private cubicles) to educators to develop and upload online materials	Provide pods (private cubicles) to educators to develop and upload online materials	Provide pods (private cubicles) to educators to develop and upload online materials	Provide pods (private cubicles) to educators to develop and upload online materials		

Component 2.6: Improving attractive teaching and learning environment: promoting digital-based teaching and learning

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.6.i: Improving attractive teaching and learning	Conduct activities to improve attractive teaching and learning environment: promote digital-based teaching and learning:							
	Create awareness on using pods to develop and upload online materials for teachers through social media in pandemic period and face-to-face training in post pandemic (Ref. CERP 2.1 – Appendix 1).	Create awareness on using pods to develop and upload online materials for teachers	Create awareness on using pods to develop and upload online materials for teachers	Create awareness on using pods to develop and upload online materials for teachers			<ul style="list-style-type: none"> Increased number of students using the e-thaksalawa and LMS platform. Increased number of teachers used digital teaching methodology. 	MoE PEAs Schools
	Introduce a national-wide virtual classroom programmes (Ref. CERP 2.1 – Appendix 1).	Introduce a national-wide virtual classroom programmes	Introduce a national-wide virtual classroom programmes	Introduce a national-wide virtual classroom programmes	Introduce a national-wide virtual classroom programmes	Introduce a national-wide virtual classroom programmes		
Create mechanism to Provide interest free loan to buy notebook computers for teachers (Ref. CERP 2.1 – Appendix 1).								

Component 2.6: Improving attractive teaching and learning environment: promoting digital-based teaching and learning

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.6.1: Improving attractive teaching and learning environment: promote digital-based teaching and learning at primary and secondary levels.	Conduct activities to improve attractive teaching and learning environment: promote digital-based teaching and learning:						<ul style="list-style-type: none"> • Developed competencies of the ICT teachers. • Formulated policy framework for ICT education. • Available ICT facilities in all schools. • Employed professionally qualified ICT teachers in all schools. 	MoE NIE PEAs Schools
	Implement OER initiatives.	Implement OER initiatives.	Implement OER initiatives.	Implement OER initiatives.	Implement OER initiatives.	Implement OER initiatives.		
	Strengthen 50 provincial and zonal ICT resources centres.	Strengthen 50 provincial and zonal ICT resources centres.	Function of provincial and zonal ICT resources centres.	Provincial and zonal ICT resources centres.	Strengthen 50 provincial and zonal ICT resources centres.	Strengthen 50 provincial and zonal ICT resources centres.		
	Provide internet connectivity for 1AB and 1C schools.	Provide/maintain internet connectivity for 1AB, 1C and Type 2 schools.	Provide/maintain internet connectivity for 1AB, 1C, Type 2 and Type 3 schools.	Provide/maintain internet connectivity for 1AB, 1C, Type 2 and Type 3 schools.	Provide/maintain internet connectivity for 1AB, 1C, Type 2 and Type 3 schools.	Provide/maintain internet connectivity for 1AB, 1C, Type 2 and Type 3 schools.		
	Formulate policy framework for ICT education.	Implement policy framework for ICT education.	Implement policy framework for ICT education.	Implement policy framework for ICT education.	Implement policy framework for ICT education.	Implement policy framework for ICT education.		
	Implement competency-based teacher training programmes.	Implement competency-based teacher training programmes.	Implement competency-based teacher training programmes.	Implement competency-based teacher training programmes.	Implement competency-based teacher training programmes.	Implement competency-based teacher training programmes.		
	Reforms to facilitate ICT-pedagogy integration.	Implement reforms to facilitate ICT-pedagogy integration.	Implement reforms to facilitate ICT-pedagogy integration.	Implement reforms to facilitate ICT-pedagogy integration.	Implement reforms to facilitate ICT-pedagogy integration.	Implement reforms to facilitate ICT-pedagogy integration.		
	Conduct awareness programmes for teachers on ICT subjects.	Conduct awareness programmes for teachers on ICT subjects.	Conduct awareness programmes for teachers on ICT subjects.	Conduct awareness programmes for teachers on ICT subjects.	Conduct awareness programmes for teachers on ICT subjects.	Conduct awareness programmes for teachers on ICT subjects.		
	Implement CPLD for ICT teachers.	Implement CPLD for ICT teachers.	Implement CPLD for ICT teachers.	Implement CPLD for ICT teachers.	Implement CPLD for ICT teachers.	Implement CPLD for ICT teachers.		

Component 2.6: Improving attractive teaching and learning environment: promoting digital-based teaching and learning

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.6.1: Improving attractive teaching and learning environment: promote digital-based teaching and learning at primary and secondary levels.	Upgrade skills in team members of hardware/ content development.	Upgrade skills in team members of hardware/ content development.	Upgrade skills in team members of hardware/ content development.	Upgrade skills in team members of hardware/ content development.	Upgrade skills in team members of hardware/ content development.	Upgrade skills in team members of hardware/ content development.	<ul style="list-style-type: none"> • Developed digital-based learning environment in schools. • Established OER and learning management system in education. 	MoE DEP PEAs Schools NIE
	Develop ICT skills of all administrators of the education system.	Develop ICT skills of all administrators of the education system.	Develop ICT skills of all administrators of the education system.	Develop ICT skills of all administrators of the education system.	Develop ICT skills of all administrators of the education system.	Develop ICT skills of all administrators of the education system.		
	Conduct activities to create ICT-based teaching and learning environment.	Conduct activities to create ICT-based teaching and learning environment.	Conduct activities to create ICT-based teaching and learning environment.	Conduct activities to create ICT-based teaching and learning environment.	Conduct activities to create ICT-based teaching and learning environment.	Conduct activities to create ICT-based teaching and learning environment.		
	Implement OER and learning management system in education.	Implement OER and learning management system in education.	Implement OER and learning management system in education.	Implement OER and learning management system in education.	Implement OER and learning management system in education.	Implement OER and learning management system in education.		
	Implement content development and acquisition of knowledge system in education.	Implement content development and acquisition of knowledge system in education.	Implement content development and acquisition of knowledge system in education.	Implement content development and acquisition of knowledge system in education.	Implement content development and acquisition of knowledge system in education.	Implement content development and acquisition of knowledge system in education.		

Component 2.7: Improving learning outcomes of students: establish international linkages in general education system

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
<p>Strategy 2.7.1: Modernized menu of assessments systems of learning outcome.</p>	<p>Conduct NA in grade 4 (Sinhala/ Tamil, English and mathematics).</p>	<ul style="list-style-type: none"> Complete the study of NA in grade 4 (Sinhala/ Tamil, English and mathematics) commenced in 2020. Results of NA in grade 4 in 2020 used for programme development (Sinhala/Tamil, English and mathematics). 	<p>Conduct NA in grade 4 (Sinhala/ Tamil, English and mathematics).</p>	<ul style="list-style-type: none"> Complete the study of NA in grade 4 (Sinhala/ Tamil, English and mathematics) commenced in 2022. Results of NA in grade 4 in 2022 use for programme development (Sinhala/Tamil, English and mathematics). 	<p>Conduct NA in grade 4 (Sinhala/ Tamil, English and mathematics).</p>	<ul style="list-style-type: none"> Complete the study of NA in grade 4 (Sinhala/ Tamil, English and mathematics) commenced in 2024. Results of NA in grade 4 in 2024 use for programme development (Sinhala/Tamil, English and mathematics). Conduct impact evaluation of NAs in grade 4. 	<ul style="list-style-type: none"> Used results of NAs in grade 4 for programme development. 	<p>MoE Executing agency</p>

Component 2.7: Improving learning outcomes of students: establish international linkages in general education system

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
<p>Strategy 2.7.1: Modernized menu of assessments systems of learning outcome.</p>	<ul style="list-style-type: none"> Complete the study of NA (including international assessment modules) in grade 8 (English, mathematics) commenced in 2019. Results of NA in grade 8 in 2019 use for programme development (English, mathematics). 	<p>Conduct NA (including international assessment modules) in grade 8 (English, mathematics).</p>	<ul style="list-style-type: none"> Complete the study of NA (including international assessment modules) in grade 8 (English, mathematics) commenced in 2021. Results of NA in grade 8 in 2021 use for programme development (English, mathematics and science). 	<p>Conduct NA (including international assessment modules) in grade 8 (English, mathematics).</p>	<p>Complete the study of NA (including international assessment modules) in grade 8 (English, mathematics) commenced in 2023.</p>	<ul style="list-style-type: none"> Results of NA in grade 8 in 2024 use for programme development (English, mathematics). Conduct NA (including international assessment modules) in grade 8 (English, mathematics). 	<ul style="list-style-type: none"> Used results of NAs in grade 8 for programme development. 	<p>MoE Executing agency</p>

Component 2.7: Improving learning outcomes of students: establish international linkages in general education system

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 2.7.1: Modernized menu of assessments systems of learning outcome.	Study and feasibility of conducting EGRA and EGMA.	Conduct EGRA and EGMA for grade 2 students.	Results of EGRA and EGMA in 2021 use for programme development.	Conduct EGRA and EGMA for grade 2 students.	Results of EGRA and EGMA in 2023 use for programme development.	Conduct impact evaluation on studies on EGRA and EGMA.	<ul style="list-style-type: none"> Used results of NAs in grades 4, 8, EGRA and EGMA for programme development. 	MoE Executing agency

Thrust area 3: Strengthen stewardship and service delivery of general education

How we achieve our objectives

The main purpose of the thrust area three is to strengthen stewardship and service delivery of general education which will contribute to improve the learning outcomes of students and lead to improvement in the quality of education. To achieve this purpose, several objectives, components and strategies have been identified. Also we have set expected outputs related to the thrust area three to measure our achievement within the planned medium-term. With the aim of strengthening stewardship and service delivery of general education in Sri Lanka, we are implementing following strategies to meet the said aim.

Objectives:

Our objectives are to:

- i. devolve decision-making powers and authority to schools in order to improve the quality of education and to improve the learning outcomes of students;
- ii. improve the cost-efficiency of education;
- iii. improve the accountability and transparency at school levels;
- iv. promote community participation in school development;
- v. streamline school-level management;
- vi. strengthen education governance at national, provincial and zonal levels;
- vii. improve the efficiency of education;
- viii. improve the accountability and transparency;
- ix. provide better services for education stakeholders and clients;
- x. improve the beneficiaries' satisfaction; and
- xi. provide opportunities for further education and professional development of education staff.

Components:

Component 3.1:

Strengthening the empowerment of schools through the implementation of SBM/EPSI.

Component 3.2:

Improving the quality and standards of the primary and secondary education through Sri Lanka Education Supervision Service.

Component 3.3:

Management reforms: Strengthening education administration and management at national, provincial, and zonal levels.

Component 3.4:

Implementation of long-term professional development programmes for improving professionalism of education personnel.

Key strategies/Initiatives:

Strategy 3.1.1:

Strengthening SBM/EPSI.

Strategy 3.1.2:

Decentralizing school financing system and establishing schools as cost-effectiveness centres.

Strategy 3.2.1:

Strengthen the school supervision service and establishment of national system for school quality assurance.

Strategy 3.3.1:

Management reforms: Strengthening education administration and management at national, provincials, and zonal levels.

Strategy 3.4.1:

Implementation of professional degree programmes and capacity building programmes for improving professionalism of education personnel.

Outcomes:

- Enhanced decision-making powers and authority to schools.
- Increased professionally qualified persons in the education system.
- Enhanced efficiency and effectiveness of all managerial levels of the education system through providing necessary physical and human resources.
- Functioned schools as cost effectiveness centers.
- Enhanced and assured the quality of all agencies of the education system.

KPI with medium-term target:

- All schools implemented EPSI effectively promoting improvement of cognitive and socio-emotional skills.
- 400 persons having postgraduate degrees increased SLEAS officers, SLTES officers, and curriculum developers by in 2025.
- Number of schools increased SEQ index by 5% in 2025.
- Number of zones functioning well as best service delivery centers.

3.1 Strengthening the empowerment of schools through the implementation of SBM/EPSI:

This strategic plan emphasizes the enhancement of current programme of school improvement by providing more autonomy at school level.

Strengthening of SBM/EPSI is crucial as schools are the frontline service providers in the education system. With the SBM, we can provide local level solutions to local issues. The main objective of EPSI is to improve the student's learning outcomes through empowering the school stakeholders by delegating more autonomy to the schools regarding all management aspects such as financial, physical and human resources.

EPSI will be implemented using balanced-controlled model (BCM) aiming to increase collaboration in decision-making, understanding and mutual respect among the school professionals and the community. Since all government schools are familiar with

the PSI, schools have the capability of self-managing the education process. Therefore, MoE will take actions to delegate more powers to the schools by reviewing the existing circulars and by providing more resources to the schools.

3.2 Improving the quality and standards of the primary and secondary education through school supervision service:

'Sri Lanka Education Supervision Service' is responsible for supervising all related institutes of school education system is the key to promote quality of the education system as it assures the sustainable improvement in the standards, quality and achievements of the general education system through independent evaluation.

We are assessing the whole education system including administration process, curriculum implementation process, and human resources development process via the quality assurance system, and then provide feedback for further improvement.

Self-evaluation of organisations is a systematic and analytical process enabling institute to identify their strength and weaknesses and thereby improve the quality of service. The schools and other education related organisations are empowered with all necessary competencies for self-analysis and assessment encouraging them to improve by themselves.

Further references:
MoE (2017) Concept paper on establishing independent school supervision service in Sri Lanka.

3.3 Management reforms: strengthening education administration and management at national, provincial, and zonal levels:

Our ultimate aim is to improve the learning outcomes of the students who can face the challenges in the future society. Whole education management and administration system should be developed to cater to our ultimate goals. Therefore, this plan has identified the

strengthening of education administration and management at all levels as a key strategic priority.

Under the Thrust area 3, several strategies have been identified to improve the education management in all aspects.

Restructures and strengthen zonal management structures.

Further references:
MoE (2017) Concept paper on strengthening zonal education management system.

Fill vacancies of SLEAS, SLPS, SLTES, and SLTS.

Revision of service minutes of SLEAS, SLTES, SLPS and SLTS.

Capacity development of all education administrators, managers and teacher educators.

More opportunities for reading professional programmes for young officers in education.

3.4 Implementation of professional development programmes for improving professionalism of education personnel:

This strategic plan has identified a long-term professional development as a major approach of development of the administrative and management system of education.

Development of human resources through long-term learning opportunities will support to improve the performance of the education system.

Officers of SLEAS, SLTES, NIE staff, and principals will be given opportunities for postgraduate degree qualification in education fields in national and internationally recognised universities.



Component 3.1: Strengthening SBM/EPSI

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3.1.1: Strengthening SBM/EPSI.	<ul style="list-style-type: none"> Define and issue of EPSI policy guidelines and circular. Implement EPSI in all schools. 	Implement EPSI in all schools.	Implement EPSI in all schools.	Implement EPSI in all schools.	<ul style="list-style-type: none"> Implement EPSI in all schools. Conduct impact evaluation on EPSI. 	<ul style="list-style-type: none"> Implement EPSI in all schools. Conduct impact evaluation on EPSI. 	<ul style="list-style-type: none"> Promoted PPP, CSR and third-sector programmes for development of small schools. Implemented foster-schools, school guardian, PPP programmes, linked school programmes and third-sector initiatives. Devolved decision-making powers and authority to school levels. Improved efficiency of school-level management. 	MoE PEAs Schools
	Implement capacity development programmes by schools, by zones, by province and at national levels.	Implement capacity development programmes by schools, by zones, by province and at national levels.	Implement capacity development programmes by schools, by zones, by province and at national levels.	Implement capacity development programmes by schools, by zones, by province and at national levels.	Implement capacity development programmes by schools, by zones, by province and at national levels.	Implement capacity development programmes by schools, by zones, by province and at national levels.		
	Complete EPSI cycle in all schools in all education zones and achieve the EPSI results.	Complete EPSI cycle in all schools in all education zones and achieve the EPSI results.	Complete EPSI cycle in all schools in all education zones and achieve the EPSI results.	Complete EPSI cycle in all schools in all education zones and achieve the EPSI results.	Complete EPSI cycle in all schools in all education zones and achieve the EPSI results.	Complete EPSI cycle in all schools in all education zones and achieve the EPSI results.		
	Implement CSR and third-sector programmes for development of all small schools.	Implement CSR and third-sector programmes for development of all small schools.	Implement CSR and third-sector programmes for development of all small schools.	Implement CSR and third-sector programmes for development of all small schools.	Implement CSR and third-sector programmes for development of all small schools.	Implement CSR and third-sector programmes for development of all small schools.		
	Implement foster-schools, school guardian, PPP programmes, linked school programmes and third-sector initiatives.	Implement foster-schools, school guardian, PPP programmes, linked school programmes and third-sector initiatives.	Implement foster-schools, school guardian, PPP programmes, linked school programmes and third-sector initiatives.	Implement foster-schools, school guardian, PPP programmes, linked school programmes and third-sector initiatives.	Implement foster-schools, school guardian, PPP programmes, linked school programmes and third-sector initiatives.	Implement foster-schools, school guardian, PPP programmes, linked school programmes and third-sector initiatives.		

Component 3.1: Strengthening SBM/EPSI

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3.1.1: Strengthening SBM/ EPSI.	Implement community partnership programmes.	Implement community partnership programmes.	Implement community partnership programmes.	Implement community partnership programmes.	Implement community partnership programmes.	Implement community partnership programmes.	<ul style="list-style-type: none"> Improved school based management. Increased effectiveness of the decision making. Improved education communication at school level. 	MoE PEAs Schools
	Implement CFS programmes.	Implement CFS programmes.	Implement CFS programmes.	Implement CFS programmes.	Implement CFS programmes.	Implement CFS programmes.		
	Establish school registrars' service and facilitate school principals for better management through the school registrars.	Facilitate school principals for better management through the school registrars.	Facilitate school principals for better management through the school registrars.	Facilitate school principals for better management through the school registrars.	Facilitate school principals for better management through the school registrars.	Facilitate school principals for better management through the school registrars.		
Strategy 3.1.2: Decentralizing school financing system and establishing schools as cost-effectiveness centres.	Implement school financing mechanism (SBLEG).	Implement school financing mechanism (SBLEG).	Implement school financing mechanism (SBLEG).	Implement school financing mechanism (SBLEG).	Implement school financing mechanism (SBLEG).	Implement school financing mechanism (SBLEG).	<ul style="list-style-type: none"> Improved cost-efficiency and effectiveness of school-level resource management. Devolved decision-making powers and authorities to school levels. Established system for maintenance and asset management in all school with more than 1,000 students. 	MoE PEAs Schools
	Implement capacity development programmes on school financing mechanism.	Implement capacity development programmes on school financing mechanism.	Implement capacity development programmes on school financing mechanism.	Implement capacity development programmes on school financing mechanism.	Implement capacity development programmes on school financing mechanism.	Implement capacity development programmes on school financing mechanism.		
	Introduce maintenance unit and asset management units in all school with more than 1,000 students.	Establish and implement maintenance unit and asset management units in all school with more than 1,000 students.	Establish and implement maintenance unit and asset management units in all school with more than 1,000 students.	Establish and implement maintenance unit and asset management units in all school with more than 1,000 students.	Establish and implement maintenance unit and asset management units in all school with more than 1,000 students.	Establish and implement maintenance unit and asset management units in all school with more than 1,000 students.		

Component 3.2: Improving the quality and standards of the primary and secondary education through Sri Lanka Education Supervision Service (SLESS)

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3.2.1: Establishment of national system for school supervision and quality assurance.	Conduct awareness programme for officers /schools regarding the evaluation system (1,100 schools).	Conduct awareness programme for officers/schools regarding the evaluation system (1,100 schools).	Conduct awareness programme for officers/schools regarding the evaluation system (1,100 schools).	Conduct awareness programme for officers/schools regarding the evaluation system (1,100 schools per year).	Conduct awareness programme for officers/schools regarding the evaluation system (1,100 schools per year).	Conduct awareness programme for officers/schools regarding the evaluation system (1,100 schools per year).	<ul style="list-style-type: none"> Established code of ethics for school principals. Maintained and ensured quality and standards of education through effective internal and external quality assurance process. 	MoE PEAs Schools
	Assess performance of the evaluators.	Assess performance of the evaluators.	Assess performance of the evaluators.	Assess performance of the evaluators.	Assess performance of the evaluators.	Assess performance of the evaluators.		
	Prepare ethic for school principals.	Introduce ethic for school principals.	Implement code of ethic for school principals.	Implement code of ethic for school principals.	Implement code of ethic for school principals.	Implement code of ethic for school principals.		
	Finalize and implement online digital tool in school evaluation.	Implement online digital tool in school evaluation.	Implement online digital tool in school evaluation.	Implement online digital tool in school evaluation.	Implement online digital tool in school evaluation.	Implement online digital tool in school evaluation.		
	Prepare a common training modules regarding external and internal evaluation.	Implement the common training modules regarding external and internal evaluation.	Implement the common training modules regarding external and internal evaluation.	Implement the common training modules regarding external and internal evaluation.	Implement the common training modules regarding external and internal evaluation.	Implement the common training modules regarding external and internal evaluation.		
	Establish a trainer’s pool for evaluation and train them.	Implement programmes related to trainer’s pool for evaluation and train them.	Implement programmes related to trainer’s pool for evaluation and train them.	Update the trainer pool and train them.	Update the trainer pool and train them.	Update the trainer pool and train them.		
	Conduct M&E programme on internal and external evaluations.	Conduct M&E programme on internal and external evaluations.	Conduct M&E programme on internal and external evaluations.	Conduct M&E programme on internal and external evaluations.	Conduct M&E programme on internal and external evaluations.	Conduct M&E programme on internal and external evaluations.		
	Provide special support for needy schools to develop SEQI.	Provide special support for needy schools to develop SEQI.	Provide special support for needy schools to develop SEQI.	Provide special support for needy schools to develop SEQI.	Provide special support for needy schools to develop SEQI.	Provide special support for needy schools to develop SEQI.	Increased SQEI in selected schools	
	Develop model schools regarding the QA process in each zone.	Develop model schools regarding the QA process in each zone.	Develop model schools regarding the QA process in each zone.	Develop model schools regarding the QA process in each zone.	Develop model schools regarding the QA process in each zone.	Develop model schools regarding the QA process in each zone.	Established model schools regarding the QA process in all education zones.	

Component 3.2: Improving the quality and standards of the primary and secondary education through Sri Lanka Education Supervision Service (SLESS)

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3.2.1: Establishment of national system for school supervision and quality assurance.	Conduct annual symposium and reward scheme programme.	Conduct annual symposium and reward scheme programme.	Conduct annual symposium and reward scheme programme.	Conduct annual symposium and reward scheme programme per year.	Conduct annual symposium and reward scheme programme per year.	Conduct annual symposium and reward scheme programme per year.	Best practices shared among the education system.	MoE PEAs Schools NCoEs TTCs TCs
	Identify best practices and prepare publications/video clips.							
	Prepare and evaluate each evaluation theme (video, presentations).	Prepare and evaluate each evaluation theme (video, presentations).	Prepare and evaluate each evaluation theme (video, presentations).	Prepare and evaluate each evaluation theme (video, presentations).	Prepare and evaluate each evaluation theme (video, presentations).	Prepare and evaluate each evaluation theme (video, presentations).	Developed evaluation theme (video, presentations) and used by the schools.	
	Implement zonal office evaluation digital monitoring tool.	Established digital-based M&E tools.						
	Prepare a system to award the best education service institute (Zonal/Provincial/Divisional).	Prepare a system to award the best education service institute (Zonal/Provincial/Divisional).	Prepare a system to award the best education service institute (Zonal/Provincial/Divisional).	Prepare a system to award the best education service institute (Zonal/Provincial/Divisional).	Prepare a system to award the best education service institute (Zonal/Provincial/Divisional).	Prepare a system to award the best education service institute (Zonal/Provincial/Divisional).	Awarded best performing educational institutes in the system of education in Sri Lanka.	
	Implement guideline on QA for all NCoEs and teacher education institutions.	Implement guideline on QA for all NCoEs and teacher education institutions.	Implement guideline on QA for all NCoEs and teacher education institutions.	Implement guideline on QA for all NCoEs and teacher education institutions.	Implement guideline on QA for all NCoEs and teacher education institutions.	Implement guideline on QA for all NCoEs and teacher education institutions.	All NCoEs and teacher education institutions completed internal evaluation.	
	Conduct awareness programmes and implement teacher competency framework.	Conduct awareness programmes and implement teacher competency framework.	Conduct awareness programmes and implement teacher competency framework.	Conduct awareness programmes and implement teacher competency framework.	Conduct awareness programmes and implement teacher competency framework.	Conduct awareness programmes and implement teacher competency framework.	Effective teachers and teacher students	
	Conduct research and publication on QA process.	Research and publications available						
	Conduct research and publication on QA process.	Research and publications available						

Component 3.2: Improving the quality and standards of the primary and secondary education through Sri Lanka Education Supervision Service (SLESS)

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3.2.i: Establishment of national system for school supervision and quality assurance.	Conduct 'Guru Prathibha' programme (Programme for award the best performing teachers/ principals/schools).	Conduct 'Guru Prathibha' programme (Programme for award the best performing teachers/ principals/schools).	Conduct 'Guru Prathibha' programme (Programme for award the best performing teachers/ principals/schools).	Conduct 'Guru Prathibha' programme (Programme for award the best performing teachers/ principals/schools).	Conduct 'Guru Prathibha' programme (Programme for award the best performing teachers/ principals/schools).	Conduct 'Guru Prathibha' programme (Programme for award the best performing teachers/ principals/schools).	<ul style="list-style-type: none"> Awarded Best performing principals and teachers by annum. 	MoE PEAs Schools
	Conduct capacity development programmes for teachers and principals of 'Guru Prathibha' programme.	Conduct capacity development programmes for teachers and principals of 'Guru Prathibha' programme.	Conduct capacity development programmes for teachers and principals of 'Guru Prathibha' programme.	Conduct capacity development programmes for teachers and principals of 'Guru Prathibha' programme.	Conduct capacity development programmes for teachers and principals of 'Guru Prathibha' programme.	Conduct capacity development programmes for teachers and principals of 'Guru Prathibha' programme.		
	Employ staff for the school inspectorate.							
	Implement capacity building programmes of school supervisory staff.	Implement capacity building programmes of school supervisory staff.	Implement capacity building programmes of school supervisory staff.	Implement capacity building programmes of school supervisory staff.	Implement capacity building programmes of school supervisory staff.	Implement capacity building programmes of school supervisory staff.		
	Provide needy resources for school supervisory section.	Provide/maintain/improve needy resources for school supervisory section.	Provide/maintain/improve needy resources for school supervisory section.	Provide/maintain/improve needy resources for school supervisory section.	Provide/maintain/improve needy resources for school supervisory section.	Provide/maintain/improve needy resources for school supervisory section.		

Component 3.2: Improving the quality and standards of the primary and secondary education through Sri Lanka Education Supervision Service (SLESS)

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3.2.1: Establishment of national system for school supervision and quality assurance.	Complete and publish report school community-based quality assurance self-reviews and external reviews in at least 2,000 schools.	Complete and publically report school community-based quality assurance self-reviews and external reviews in at least 3,000 schools.	Complete and publically report school community-based quality assurance self-reviews and external reviews in at least 4,000 schools.	Complete and publically report school community-based quality assurance self-reviews and external reviews in at least 5,000-6,000 schools.	Complete and publically report school community-based quality assurance self-reviews and external reviews in at least 7,000 schools.	Complete and publically report school community-based quality assurance self-reviews and external reviews in at least 8,000 schools.	<ul style="list-style-type: none"> Developed framework for school community-based QA and external review in new protocols. 	MoE PEAs
	Develop framework for a school community-based QA and external review, new protocols.	Implement framework for a school community-based QA and external review, new protocols.	Implement framework for a school community-based QA and external review, new protocols.	Implement framework for a school community-based QA and external review, new protocols.	Implement framework for a school community-based QA and external review, new protocols.	Implement framework for a school community-based QA and external review, new protocols.		
	<ul style="list-style-type: none"> Develop and issue guidelines and policy circular on implementation of QA programmes and SLESS. QA new protocols and guidelines pilot tested in a sample of 100 schools. 	Implement guidelines and policy circular on QA programmes and SLESS.	Implement guidelines and policy circular on QA programmes and SLESS.	Implement guidelines and policy circular on QA programmes and SLESS.	Implement guidelines and policy circular on QA programmes and SLESS.	Implement guidelines and policy circular on QA programmes and SLESS.		

Component 3.3: Education management reforms: strengthening education administration and management at national, provincials and zonal levels

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3.3.1: Strengthening education administration and management at national, provincials, and zonal levels.	<ul style="list-style-type: none"> Restructuring of national/provincial level education administrative system. Conduct workload analysis. 	Implement new zonal system.	Implement new zonal system.	<ul style="list-style-type: none"> Increased ZEOs according to necessity by 2020/2021. Empowered schools with improved service delivery and governance of educational administrative hierarchies. 	MoE PEAs Schools			
	Implement programmes related to strengthening education administration and management at national, provincial and zonal levels.	Implement programmes related to strengthening education administration and management at national, provincial and zonal levels.	Implement programmes related to strengthening education administration and management at national, provincial and zonal levels.	Implement programmes related to strengthening education administration and management at national, provincial and zonal levels.	Implement programmes related to strengthening education administration and management at national, provincial and zonal levels.	Implement programmes related to strengthening education administration and management at national, provincial and zonal levels.	<ul style="list-style-type: none"> Improved the efficiency of education. Improved the service delivery mechanism at implementation levels. 	
	Implement capacity development and HRD programmes.	Implement capacity development and HRD programmes.	<ul style="list-style-type: none"> Developed the capacities of education staff. 					
	Review and updated performance e-based partnership agreements for 2021 among MoE and all 9 provinces to align provincial and central work plans, supporting priority reforms.	Review and updated performance e-based partnership agreements for 2021 among MoE and all 9 provinces to align provincial and central work plans, supporting priority reforms.	Review and updated performance e-based partnership agreements for 2022 among MoE and all 9 provinces to align provincial and central work plans, supporting priority reforms.	Review and updated performance e-based partnership agreements for 2023 among MoE and all 9 provinces to align provincial and central work plans, supporting priority reforms.	Review and updated performance e-based partnership agreements for 2024/2025 among MoE and all 9 provinces to align provincial and central work plans, supporting priority reforms.	Review and updated performance e-based partnership agreements for 2024/2025 among MoE and all 9 provinces to align provincial and central work plans, supporting priority reforms.		

Component 3.3: Education management reforms: strengthening education administration and management at national, provincials and zonal levels

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3.3.1: Strengthening education administration and management at national, provincials, and zonal levels.	Establish the closed service to education system (Teachers, Principals, Teacher Educators, and education administrators).	Maintain the closed service to education system (Teachers, Principals, Teacher Educators, and education administrators).	Maintain the closed service to education system (Teachers, Principals, Teacher Educators, and education administrators).	Maintain the closed service to education system (Teachers, Principals, Teacher Educators and education administrators)	Maintain the closed service to education system. (Teachers, Principals, Teacher Educators, and education administrators).	Maintain the closed service to education system (Teachers, Principals, Teacher Educators, and education administrators).	Established the closed service for education services.	MoE NIE PEAs School
	Introduce education administrative reforms for provision of opportunities for teachers, subject coordinators, sectional heads to enhance the skills.	Provide opportunities for teachers, subject coordinators, sectional heads to enhance the skills	Provide opportunities for teachers, subject coordinators, sectional heads to enhance the skills	Provide opportunities for teachers, subject coordinators, sectional heads to enhance the skills	Provide opportunities for teachers, subject coordinators, sectional heads to enhance the skills	Provide opportunities for teachers, subject coordinators, sectional heads to enhance the skills	Improved skills of education service personnel.	MoE NIE PEAs School
	Improve leadership skills for school principals, and zonal education officers.	Improve leadership skills for school principals, and zonal education officers.	Improve leadership skills for school principals, and zonal education officers.	Improve leadership skills for school principals, and zonal education officers.	Improve leadership skills for school principals, and zonal education officers.	Improve leadership skills for school principals, and zonal education officers.	Improved leadership capacities of school principals and education officers.	MoE NIE PEAs School
	Recruitment/ deployment of staff of education services.							
	Initiate the process of digitalization of entire education system.	Finalize the process of digitalization of entire education system.	Provide the needy resources for educational institutes.	Digitalized education system.	MoE NIE PEAs Schools NCEOs TCs, TTCs			
	Implement FTI for improving zonal and provincial level officers' capacities for education development, infrastructure development and procurement matters.	Implement FTI for improving zonal and provincial level officers' capacities for education development, infrastructure development and procurement matters.	Implement FTI for improving zonal and provincial level officers' capacities for education development, infrastructure development and procurement matters.	Implement FTI for improving zonal and provincial level officers' capacities for education development, infrastructure development and procurement matters.	Implement FTI for improving zonal and provincial level officers' capacities for education development, infrastructure development and procurement matters.	Implement FTI for improving zonal and provincial level officers' capacities for education development, infrastructure development and procurement matters.	Improved capacities of zonal and provincial level on education development, infrastructure development and procurement matters.	PEAs MoE

Component 3.4: Implementation of long-term professional development programmes

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3-4-1: Implementation of long-term professional degree programmes and capacity development programmes.	<ul style="list-style-type: none"> Implement a long-term professional degree programme. 100 Master’s degrees awarded for teacher educators, curriculum developers and education administrators (national and provincial levels) (at least 50 per cent of those are female). 	<ul style="list-style-type: none"> Implement a long-term professional degree programme. 100 Master’s degrees awarded for teacher educators, curriculum developers and education administrators (national and provincial levels) (at least 50 per cent of those are female). 	<ul style="list-style-type: none"> Implement a long-term professional degree programme. 100 Master’s degrees awarded for teacher educators, curriculum developers and education administrators (national and provincial levels) (at least 50 per cent of those are female). 	<ul style="list-style-type: none"> Implement a long-term professional degree programme. 100 Master’s degrees awarded for teacher educators, curriculum developers and education administrators (national and provincial levels) (at least 50 per cent of those are female). 	<ul style="list-style-type: none"> Implement a long-term professional degree programme. 100 Master’s degrees completed for teacher educators, curriculum developers and education administrators (national and provincial levels) (at least 50 per cent of those are female). 	<ul style="list-style-type: none"> Implement a long-term professional degree programme. 200 Master’s degrees completed for teacher educators, curriculum developers and education administrators (national and provincial levels) (at least 50 per cent of those are female). 	<ul style="list-style-type: none"> 300 officers accomplished postgraduate degrees. Employed professionally capable and qualified staff in the system of education. Improved instructional leadership capacities of school principals. All schools are managed in better way. 	MOE PEAs
	Strengthen management capacities of school principals and education officials.	Strengthen management capacities of school principals and education officials.	Strengthen management capacities of school principals and education officials. (impact assessment)	Strengthen management capacities of school principals and education officials.	Strengthen management capacities of school principals and education officials.	Strengthen management capacities of school principals and education officials.		
	Implement a CPLD programmes for teacher educators, curriculum developers and education administrators.	Implement a CPLD programmes for teacher educators, curriculum developers and education administrators.	Implement a CPLD programmes for teacher educators, curriculum developers and education administrators.	Implement a CPLD programmes for teacher educators, curriculum developers and education administrators.	Implement a CPLD programmes for teacher educators, curriculum developers and education administrators.	Implement a CPLD programmes for teacher educators, curriculum developers and education administrators.		
	Develop instructional leadership modules (including e+) aligned to the new curriculum and teacher training.	Conduct training for principals, deputy principals, and provincial/zonal/divisional officers on instructional leadership in 600 schools.	Conduct training for principals, deputy principals, and provincial/zonal/divisional officers on instructional leadership in 600 schools.	Conduct training for principals, deputy principals, and provincial/zonal/divisional officers on instructional leadership in 600 schools.	Conduct training for principals, deputy principals, and provincial/zonal/divisional officers on instructional leadership in 600 schools.	Conduct training for principals, deputy principals, and provincial/zonal/divisional officers on instructional leadership in 600 schools.		

Component 3.4: Implementation of long-term professional development programmes

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 3-4-1: Implementation of long-term professional degree programmes and capacity development programmes.	Conduct ToT on instructional FELDM.	<ul style="list-style-type: none"> • Train principals on instructional leadership • Equip innovation labs. • Provide grants to schools for implementing school development plans (SDPs), improving learning outcomes and maintenance of innovation labs. 	Train principals on instructional leadership	<ul style="list-style-type: none"> • Employed professionally qualified school leaders. 	MoE PEAs			

Thrust area 4: Enhance evidence-based education policymaking and planning

How we achieve our objectives

The main purpose of the thrust area four is to enhance evidence-based policymaking and planning in the system of education in Sri Lanka. To achieve this purpose, several objectives, components and strategies have been identified. Also we have set expected outputs related to the trust area four to measure our achievement within the next medium-term. With the aim of enhancing evidence-based policymaking and planning in education, we are implementing number of strategies to establish such culture in the general education in Sri Lanka.

Objectives:

Our objectives are to:

- i. strengthen education evidence-based policymaking and planning at national, provincial, zonal and school levels;
- ii. improve and promote a planning culture in the system of education in Sri Lanka;
- iii. establish an evidence-based policymaking and planning culture in the system of education;
- iv. identify KPIs for each education development programmes;
- v. enhance economic efficiency and equity of resource allocation;
- vi. improve efficacy of external resources;
- vii. employ technically competent staff for education planning;
- viii. link education sector development rolling plan to policy on education planning; and
- ix. make awareness on education achievements.

Components:

Component 4.1:

Enhancing evidence-based education policymaking and planning, research and result-based monitoring and evaluative (RBME).

Component 4.2:

Creation of public awareness programmes on educational achievements.

Component 4.3:

Establishment of sectoral linkages.

Key strategies/ Initiatives:

Strategy 4.1.1:

Strengthening education policymaking and planning, education research and RBME.

Strategy 4.2.1:

Creation of public awareness programmes on educational achievements.

Strategy 4.3.1:

Establishment of sectorial and sub-sectorial linkages.

Expected outcomes:

- Established evidence-based policymaking and planning culture in the system of education in Sri Lanka.
- Implemented progressive policies in the system of education in Sri Lanka.
- Improved efficacy of external resources through effective coordination of development partners.
- Adequate data available for decision-making process.
- Increased transparency and accountability of education system.
- Enhanced inter-sectorial and sub-sectorial linkages.
- Established schools as cost-effectiveness centres.

KPIs with medium-term target:

- GDP share on education increased from 1.9% (2018) to reasonable level gradually (2025).
- Implemented a national education policy approved and progressive policies in the system of education in Sri Lanka.
- Implemented need-based financial mechanism and formula funding of schools.
- All educational institutes prepare MTP and AIPs on time.

4.1 Strengthening evidence-based education policymaking and planning, research and results-based monitoring and evaluations:

Planning of education is vital for the sustainable development of a country as it decides the human capital of the nation. Strengthening of planning, research and monitoring supports the proper implementation of the education programmes to achieve the goals of education.

We expect to promote the research in various disciplines promoting an evidence-based planning and monitoring culture in education.

We will encourage and provide support for both internal and external researchers including free-lance researchers to conduct research and studies on education to improve the quality of research avoiding the biases.

Linkage between the research, policy, planning and monitoring will be enhanced in future. We will evaluate and monitor according to the set standards.

4.2 Creation of public awareness programmes on education achievements:

As all people directly or indirectly are linked with the education of the country, they are very enthusiastic on changes in education. Therefore, public should be made aware of the achievements, new trends and programmes of the education system in a country. One of our objectives of the public awareness programmes is to obtain stakeholders involvement in the education.

We will use mass-media such as electronic media, printed media, social media to make aware the general public aware of educational achievements, policies, new educational programmes etc.

4.3 Establish inter-sectorial linkages:

In order to improve the quality and standards of education in the country it is necessary to work closer and collaboratively with respective sub-sectors on education (i.e. school education, technical and vocational education and higher education). In order to achieve successful

implementation of new education reforms, it is essential to establish collaboration with respective sectors/sub-sectors and third sectors which will pave the way to improve the quality of programmes as well as to lead to optimum utilisation of education resources and investment. Indeed, such establishment can also be used for sharing experiences and learning lessons from each other.

Indeed, the general education sectors need to be strongly and inter-connectively linked with the TVET and higher education (HE) sectors. Such linkages pave the way to address the issues and policy matters to educational, social, economic, and labour market requirements. In so doing, it is essential to identify responsibilities and functions of each sub-sector for smooth implementation and sustainability of such linkages with the futuristic manners.

So as to have a fair mechanism for university selection, Z score value based on status of school rather than the district will be considered. Hence general education sector need to be linked with higher education sector.

Component 4.1: Enhancing education policymaking and planning, research and result-based monitoring and evaluation (RBME)

Strategy	Programmes, key activities, targets & timeframe						Expected outputs/outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 4.1.1: Strengthening education policymaking and planning, education research and RBME.	Develop and implement education policy and regulatory framework for education more futuristic and country specific (Ref. CERP - 6.1 Appendix 1).	Develop and implement education policy and regulatory framework for education more futuristic and country specific (Ref. CERP - 6.1 Appendix 1).	Policy analysis and policy formulation.	Outputs: <ul style="list-style-type: none"> Implemented national guidelines for school structure matters (including national policy on establishment and upgrading existing provincial schools as national schools). Developed and updated medium-term education sector development plan. Outcomes: <ul style="list-style-type: none"> Improved and promoted evidence-based policymaking and planning culture in the system of education. Established evidence-based research culture in the system of education in Sri Lanka. Established scientific mechanism for resourcing schools and other educational institutions. 	MoE PEAs NIE DoE DEP			
	Conduct evidence-based policy research to improve the quality of education.	Conduct evidence-based policy research to improve the quality of education.	Conduct evidence-based policy research to improve the quality of education.	Conduct evidence-based policy research to improve the quality of education.	Conduct evidence-based policy research to improve the quality of education.	Conduct evidence-based policy research to improve the quality of education.		
	Develop research framework.	Implement research framework.	Implement research framework.	Implement research framework.	Implement research framework.	Implement research framework.		
	Revise/update/develop national norms and criteria for resourcing schools and other educational institutions.	Implement national policy on resourcing schools and other educational institutions.	Implement national policy on resourcing schools and other educational institutions.	Implement national policy on resourcing schools and other educational institutions.	Implement national policy on resourcing schools and other educational institutions.	Implement national policy on resourcing schools and other educational institutions.		
	Revise/update/develop national guidelines for school structure matters (including national policy on establishment and upgrading existing provincial schools as national schools).	Implement national guidelines for school structure matters (including national policy on establishment and upgrading existing provincial schools as national schools).	Implement national guidelines for school structure matters (including national policy on establishment and upgrading existing provincial schools as national schools).	Implement national guidelines for school structure matters (including national policy on establishment and upgrading existing provincial schools as national schools).	Implement national guidelines for school structure matters (including national policy on establishment and upgrading existing provincial schools as national schools).	Implement national guidelines for school structure matters (including national policy on establishment and upgrading existing provincial schools as national schools).		
	Develop web-based medium-term education sector development.	Develop/update web-based medium-term education sector development.	Develop/update web-based medium-term education sector development.	Develop/update web-based medium-term education sector development.	Develop/update web-based medium-term education sector development.	Develop/update web-based medium-term education sector development.		

Component 4.1: Enhancing education policymaking and planning, research and result-based monitoring and evaluation (RBME)

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 4.1.1: Strengthening education policy-making and planning, education research and RBME.	Prepare AIPs and updated medium-term education sector development plan.	Prepare AIPs and updated medium-term education sector development plan.	Prepare AIPs and updated medium-term education sector development plan.	Prepare AIPs and updated medium-term education sector development plan.	Prepare AIPs and updated medium-term education sector development plan.	Prepare AIPs and updated medium-term education sector development plan.	<ul style="list-style-type: none"> Improved the planning capacity at national, provincial and zonal levels. Established RBME framework. Established NEMIS in the general education sector. 	MoE PEAs Schools NIE DoE DEP
	Develop advanced school-based master plans for improving efficiency of assets management.	Implement advanced school-based master plans for improving efficiency of assets management.	Implement advanced school-based master plans for improving efficiency of assets management.	Implement advanced school-based master plans for improving efficiency of assets management.	Implement advanced school-based master plans for improving efficiency of assets management.	Implement advanced school-based master plans for improving efficiency of assets management.		
	Implement capacity development programmes of planning officers at national, provincial and zonal levels.	Implement capacity development programmes of planning officers at national, provincial and zonal levels.	Implement capacity development programmes of planning officers at national, provincial and zonal levels.	Implement capacity development programmes of planning officers at national, provincial and zonal levels.	Implement capacity development programmes of planning officers at national, provincial and zonal levels.	Implement capacity development programmes of planning officers at national, provincial and zonal levels.		
	Initiate a new scientific method of new school classification based on facility based index by school.	Finalize a new scientific method of new school classification based on facility based index by school.	Use the facility based indices for resource utilization and selection of students for higher education.	Use the facility based indices for resource utilization and selection of students for higher education.	Use the facility based indices for resource utilization and selection of students for higher education.	Use the facility based indices for resource utilization and selection of students for higher education.		
	Conduct RBME on a regular basis.							
	Implement and update web-based online monitoring system and EMIS.	Implement and update web-based online monitoring system and EMIS.	Implement and update web-based online monitoring system and EMIS.	Implement and update web-based online monitoring system and EMIS.	Implement and update web-based online monitoring system and EMIS.	Implement and update web-based online monitoring system and EMIS.		
	Coordinate donors, bilateral and multi-lateral organizations.							

Component 4.1: Enhancing education policymaking and planning, research and result-based monitoring and evaluation (RBME)

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 4.1.1: Strengthening education policy-making and planning, education research and RBME.	Establish standing committee for M&E framework and NEMIS policy.	<ul style="list-style-type: none"> Implement M&E framework and EMIS policy at national and provincial levels. Implement NEMIS online data collection and verification process in all schools and provinces. 	<ul style="list-style-type: none"> Implement M&E framework and NEMIS policy at national and provincial levels. Implement NEMIS online data collection and verification process in all schools and provinces. 	<ul style="list-style-type: none"> Implement M&E framework and NEMIS policy at national and provincial levels. Implement NEMIS online data collection and verification process in all schools and provinces. Conduct training for SLEAS staff from zonal and provincial levels in using new standards and tool completed. 	<ul style="list-style-type: none"> Implement M&E framework and NEMIS policy at national and provincial levels. Implement NEMIS online data collection and verification process in all schools and provinces. Conduct training for SLEAS staff from zonal and provincial levels in using new standards and tool completed. 	<ul style="list-style-type: none"> Implement M&E framework and NEMIS policy at national and provincial levels. Implement NEMIS online data collection and verification process in all schools and provinces. Conduct training for SLEAS staff from zonal and provincial levels in using new standards and tool completed. 	<ul style="list-style-type: none"> Improved effectiveness and efficiency of resources utilization. Established evidence based planning culture. 	MoE PEAs Schools NIE DoE DEP
	Establish a proper mechanism to have emergency response/ continuity plan based on a risk assessment on each school and provincial education authorities (PEAs) (Ref. CERP - 7.1 - Appendix 1).	Conduct awareness, training programmes and guide principals to have an emergency plan at school level (Ref. CERP - 7.1 - Appendix 1).	Conduct awareness, training programmes and guide principals to have an emergency plan at school level (Ref. CERP - 7.1 - Appendix 1).				<ul style="list-style-type: none"> All education institutes prepared emergency plans. 	

Component 4.1: Enhancing education policymaking and planning, research and result-based monitoring and evaluation (RBME)

Strategy	Programmes, key activities, targets & timeframe						Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024	2025		
Strategy 4.1.1: Strengthening education policy-making and planning, education research and RBME.	Appoint emergency response teams at each level, directly connected with provincial level and MoE (Ref. CERP - 7.1 - Appendix 1).	Conduct awareness, training programmes and guide PEAs to have an emergency response plans at divisional, zonal, provincial level (Ref. CERP - 7.1 - Appendix 1).	Conduct awareness, training programmes and guide PEAs to have an emergency response plans at divisional, zonal, provincial level (Ref. CERP - 7.1 - Appendix 1).				<ul style="list-style-type: none"> All education institutes prepared emergency plans. 	MoE PEAs Schools NIE DoE DEP
	Maintain up to date data-base in all electronic resources available for students/ teachers at home (Ref. CERP - 7.2 - Appendix 1).	Maintain up to date data-base in all electronic resources available for students/ teachers at home.	Maintain up to date data-base in all electronic resources available for students/ teachers at home.	Maintain up to date data-base in all electronic resources available for students/ teachers at home.	Maintain up to date data-base in all electronic resources available for students/ teachers at home.	Maintain up to date data-base in all electronic resources available for students/ teachers at home.		
	Establish a mechanism to provide extra funds to each unit and flexible expenditure policy (Ref. CERP - 7.3 - Appendix 1).							
	Facilitate school level programmes and activities by direct financing to the schools after COVID-19 (Ref. CERP - 7.3 - Appendix 1).	Facilitate school level programmes and activities by direct financing to the schools after COVID-19 (Ref. CERP - 7.3 - Appendix 1).	Facilitate school level programmes and activities by direct financing to the schools.	Facilitate school level programmes and activities by direct financing to the schools.	Facilitate school level programmes and activities by direct financing to the schools.	Facilitate school level programmes and activities by direct financing to the schools.		

Component 4.2: Creation of public awareness programmes on educational achievements

Strategy	Programmes, key activities, targets & timeframe					Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024-2025		
Strategy 4.2.i: Creation of public awareness programmes on educational achievements.	Conduct public awareness programmes through, printed media, electronic media, social media and campaigns modes, and other modes.	Conduct public awareness programmes through, printed media, electronic media, social media and campaigns modes, and other modes.	Conduct public awareness programmes through, printed media, electronic media, social media and campaigns modes, and other modes.	Conduct public awareness programmes through, printed media, electronic media, social media and campaigns modes, and other modes.	Conduct public awareness programmes through, printed media, electronic media, social media and campaigns modes, and other modes.	<ul style="list-style-type: none"> • Improved third sector participation for development of education. • Improved accountability and stewardship of general education. 	MoE PEAs

Component 4.3: Establishment of sectoral linkages

Strategy	Programmes, key activities, targets & timeframe					Expected outcomes	Implementation responsibility
	2020	2021	2022	2023	2024-2025		
Strategy 4.3.i: Establishment of sectoral and sub-sectoral linkages.	Establishment and coordination of sectoral, sub-sectoral and third-sectors linkages.	Coordination of sectoral, sub-sectoral and third-sectors linkages.	Coordination of sectoral, sub-sectoral and third-sectors linkages.	Coordination of sectoral, sub-sectoral and third-sectors linkages.	Coordination of sectoral, sub-sectoral and third-sectors linkages.	Established sound linkages among sectors, sub-sectors and third-sectors linkages.	MoE PEAs
	Establish performance-based partnership agreements for 2020 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms.	Review and update performance-based partnership agreements for 2021 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms.	Performance-based partnership agreements reviewed and updated for 2022 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms	Performance e-based partnership agreements reviewed and updated for 2023 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms	Performance e-based partnership agreements reviewed and updated for 2025 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms.	Aligned Performance-based partnership agreements between central and provincial governments with the education reform agenda each year.	
	Establish private actor and third sectoral linkage in education. Especially linkages with the Ministry of Health and all social works departments in order to implement the awareness programmes, school health programmes etc. (Ref. CERP - 7.5 – Appendix 1).	Establish private actor and third sectoral linkage in education. Especially linkages with the Ministry of Health and all social works departments in order to implement the awareness programmes, school health programmes etc. (Ref. CERP - 7.5 - Appendix 1).				Established sound linkages among sectors, sub-sectors and third-sectors linkages.	

PART 4

How we implement

Part 4 explains how we implement this plan, who are the stakeholders and how we secure financial assistance to implement this plan.



PART 4

How we implement

This chapter explains the way/style of executing this plan with respective authorities. Mainly this section concentrates on financing mechanism and method of managing human resources for successful implementation of this plan.

Sri Lankan education system is a decentralised system. However, the MoE is able to implement this plan in collaboration with the PEAs.

Financing of our plan:

The government has taken effort to increase the investment on education. It has planned to gradually increase the government share on education expenditure up to reasonable level of the GDP in the future ensuring the equity in education and to provide quality education for all.

We are resourcing education programme aligned with the education policies. We mainly accord priorities for the quality improvement of the education focusing on sustainable development of the country. Also we are financing education

of the country through better mechanism ensuring equity of resources allocation throughout the entire country via MoE and PEAs.

We are expecting both external and internal funds for the implementation of this strategic plan. Some external parties have already agreed to support the education sector development plan (2020 - 2025).

Our implementation strategies:

This plan will be implemented in collaboration with all national and provincial agencies.

Implementation of this plan will be supported by the education structure, as roles and responsibilities of different entities of the education system are clearly defined.

Restructuring of certain educational institutions will be done in the future for better functioning of the school education system.

Capacity of the human resources in the system is the main requirement for the implementation process. Therefore, we will improve the capacities of the people who directly involve in the implementation of education development programmes.

Improved monitoring and evaluation system will assist the proper functioning of this system.

Moreover, we have already developed the partnership with other government and non-government organisations and third-sector participation.



Education investments: Source of contribution and Funding gaps

Development components	CF	WB	ADB	UNICEF	KOICA	JICA	UNDP	OFID	CoL	India	UNESCO	WFO	GIZ	Commonwealth	Status of funding
Curriculum development	●	●	●	●							●				●
Primary education	●			●											●
Science, mathematics	●	●	●												●
English education	●	●													●
ICT, Digital education	●				●										●
Teacher education, Teacher development	●	●	●		●			●	●						●
Textbooks, learning materials	●	●	●					●							●
Technology education, 13 years guaranteed education	●		●		●			●							●
Career guidance, student counseling	●	●		●											●
NFE, SE, Inclusive education	●	●			●	●									●
Assessments, testing and evaluation	●		●												●
Social cohesion, peace education	●	●		●											●
Religious, Sports, Aesthetic, CCAs	●														●
EPSI		●													●
HRD, CPVD, CB, Training	●	●	●	●	●			●							●
Quality assurance, Inspection	●	●													●
Health and nutrition	●	●													●
Languages, 2NL, social science subjects	●		●	●											●
Infrastructure, facilities, resources	●	●	●	●	●			●		●					●
Policy, planning, monitoring and data management	●	●	●												●

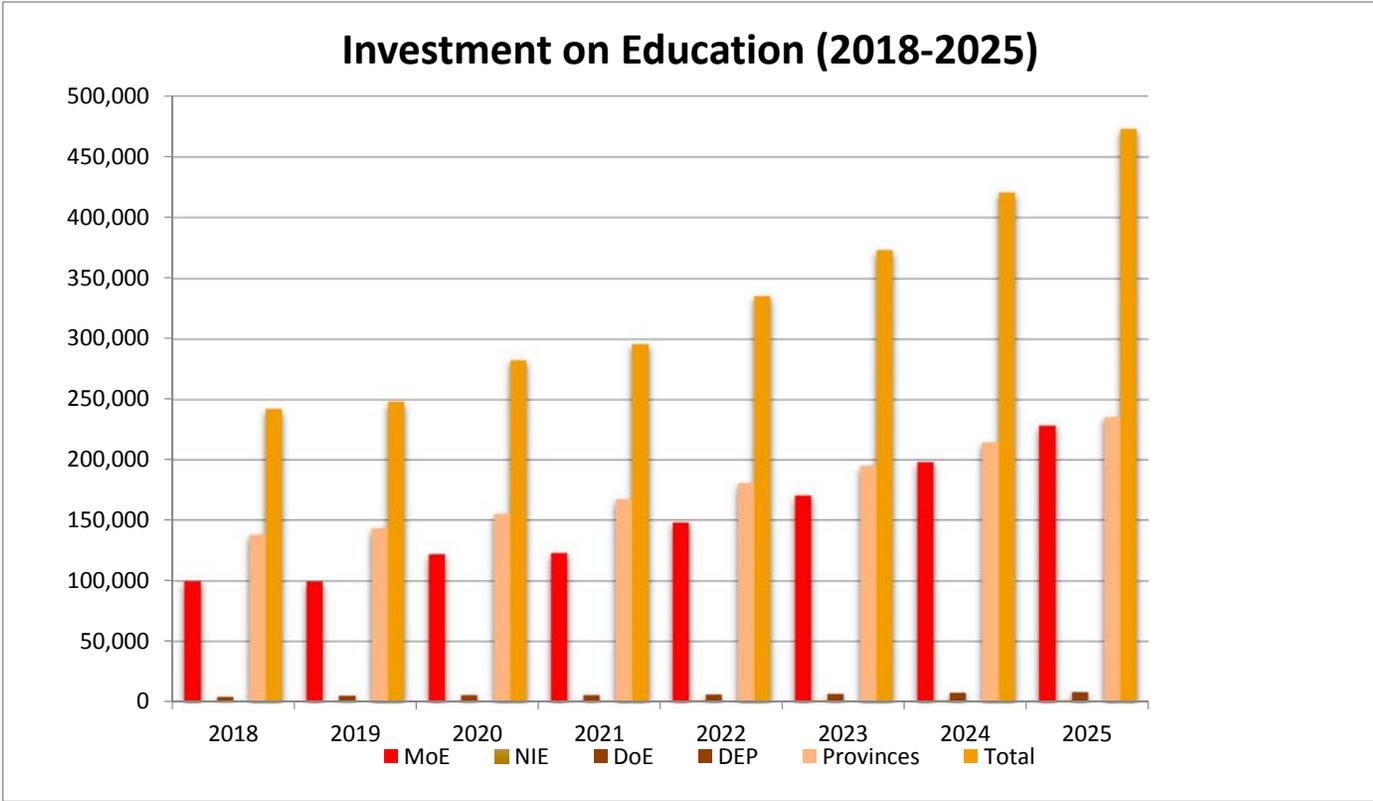
● Funds are adequate.
● More funds are required
● Need to be addressed urgently

Medium-term budgetary framework (MTBF) (2020 – 2025)

Year	Medium-term budgetary framework (MTBF) (SLRs million)						
	Category	MoE	NIE	DoE	DEP	Provinces	Total
2018 (Actual)	Rec.	58,575.850	430.000	3,212.800	58.660	131,760.470	194,037.780
	Cap.	41,426.860	200.000	819.000	73.600	5,703.520	48,222.980
	Total	100,002.710	630.000	4,031.800	132.260	137,463.990	242,260.760
2019 (Actual)	Rec.	55,710.000	465.000	4,265.000	60.000	137,865.080	198,365.080
	Cap.	43,605.000	125.000	730.000	40.000	5,294.000	49,794.000
	Total	99,315.000	590.000	4,995.000	100.000	143,159.080	248,159.080
2020 (estimated)	Rec.	61,242.000	500.000	4,392.000	66.000	148,894.286	215,094.286
	Cap.	57,841.800	300.000	1,067.500	235.000	5,717.520	65,161.820
	Total	119,083.800	625.000	5,459.500	301.000	154,611.806	280,081.106
2021 (Projection)	Rec.	62,615.900	515.000	4,609.400	69.200	160,805.829	228,615.329
	Cap.	59,893.000	300.000	1,048.000	230.000	6,174.922	67,645.922
	Total	122,508.900	640.000	5,657.400	299.200	166,980.751	296,086.251
2022 (Projection)	Rec.	67,625.172	556.200	4,978.152	74.736	173,670.296	246,904.556
	Cap.	80,408.440	308.000	1,131.840	232.400	6,668.915	88,749.595
	Total	148,033.612	864.200	6,109.992	307.136	180,339.211	335,654.151
2023 (Projection)	Rec.	73,035.186	600.696	5,376.404	80.715	187,563.919	266,656.920
	Cap.	97,389.115	316.640	1,222.387	234.992	7,202.429	106,365.563
	Total	170,424.301	917.336	6,598.791	315.707	194,766.348	373,022.483
2024 (Projection)	Rec.	80,338.704	660.766	5,914.045	88.786	206,320.311	293,322.612
	Cap.	117,676.027	328.304	1,344.626	238.491	7,922.671	127,510.119
	Total	198,014.731	989.070	7,258.670	327.278	214,242.983	420,832.731
2025 (Projection)	Rec.	88,372.575	726.842	6,505.449	97.665	226,952.342	322,654.873
	Cap.	139,991.629	341.134	1,479.089	238.876	8,714.939	150,765.667
	Total	228,364.204	1,067.977	7,984.538	336.541	235,667.281	473,420.540

Summary of the MTBF (2018-2025)

Institutes	Estimated MTBF (SLRs million)							
	2018	2019	2020	2021	2022	2023	2024	2025
MoE	100,002.710	99,315.000	119,083.800	122,508.900	148,033.612	170,424.301	198,014.731	228,364.204
NIE	630.000	590.000	625.000	640.000	864.200	917.336	989.070	1,067.977
DoE	4,031.800	4,995.000	5,459.500	5,657.400	6,109.992	6,598.791	7,258.670	7,984.538
DEP	132.260	100.000	301.000	299.200	307.136	315.707	327.278	336.541
Provinces	137,463.990	143,159.080	154,611.806	166,980.751	180,339.211	194,766.348	214,242.983	235,667.281
Total	242,260.760	248,159.080	280,081.106	296,086.251	335,654.151	373,022.483	420,332.731	473,420.540



Criteria for budgeting

When calculating MTBF several criteria are considered and such criteria are given below.

Recurrent:

1. Teacher salaries based on demand and supply of teachers (teacher projection) for national schools and provincial schools.
2. Non-teaching salaries (based on the requirements)
3. Learning resources and resource required for curriculum enhancement based on students projection
4. Formula funding for schools:
 - a. Curriculum enhancement (primary, junior secondary, senior secondary (i.e. Arts, Commerce, Science, mathematics, Technology, 13 years programme)
 - b. School site-needs
 - c. Per pupil cost
 - d. Teacher related programmes (i.e. CPLD, HRD, capacity development etc.)
5. Teacher education
6. Education subsidies and welfare programme
7. New education reforms
8. Economic proposal (i.e. industrial zones, new development projects etc.)
9. Recurrent budget allocation: for quality development – percentage increased annually as follows in successive years (i.e. by ...%, 2%, 2.2%, 2.5%, 2.7%, 3.0%)

Capital

1. New education reforms
2. Economic proposals (i.e. industrial zones, new development projects etc.)
3. Teacher education (i.e. new NCoEs, new TTCs, new TCs, smart classrooms etc.)
4. Capital budget allocation: for higher-order learning spaces and higher-order capital assets – percentage increased annually as follows in successive years (i.e. by ...%, 30%, 32%, 35%, 37%, 40%)
5. Replacement and maintenance of higher-order learning spaces and higher-order capital assets -% increased annually as follows in successive years (i.e. by ...%, 10%, 12%, 14%, 15%, 15.5%)
- 6.

General factors:

1. Economic conditions:
 - Economic growth (i.e. high growth rate, medium growth, low growth)
 - Government share on education (as percentage of GDP, GNP, TGE)
 - Provincial share on education
2. Development partners contribution

Methodology:

1. MTBF projection model
2. Proto type project model
3. Macro-economic modelling for policy
4. Different budgetary methodology/approaches used: i.e. incremental, historical, performance-based, MTBF, programme-based.

Sources of funding for education:

- Consolidated funds (CF).
- Development partners assistance (both bilateral and multi-lateral): World Bank, ADB, Aus-DFAT, UNICEF, UNESCO, GIZ, Indian assistance, JICA, KOICA, Commonwealth, COL, OPEC, Finland assistance, etc.
- Third sectors.
- Well-wishes.

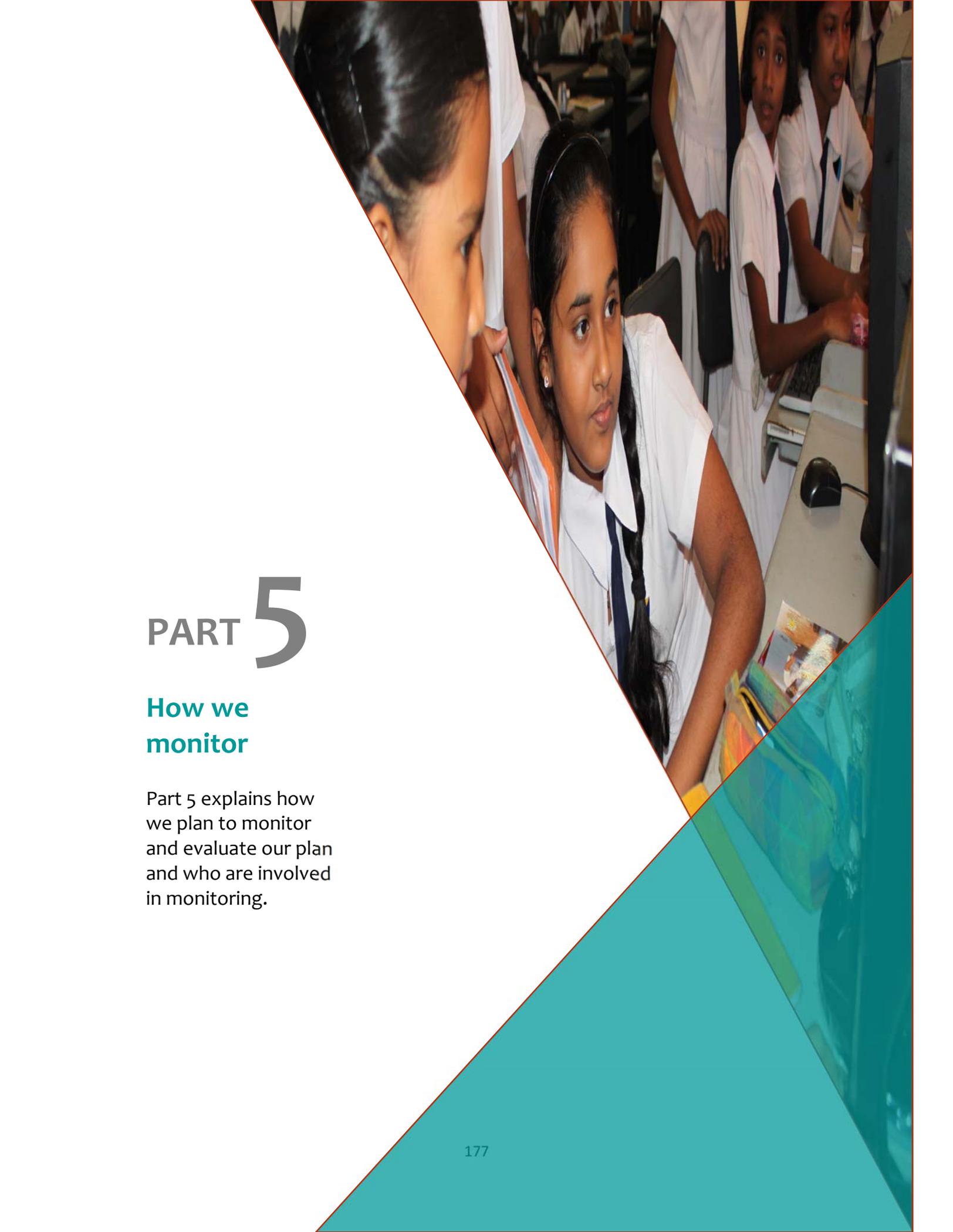
Implementation arrangements:

Overall national-level coordination:

Ministry of Education (MoE)

Implementing agencies:

- Ministry of Education (MoE).
- National institute of Education (NIE).
- Department of Examinations (DoE).
- Department of Education Publications (DEP).
- All Provincial Ministries of Education (PMEs).
- All Provincial Departments of Education (PDoEs).
- All Zonal Education Offices (ZEOs).
- Divisional Education Offices
- All Schools.
- All National Colleges of Education (NCoEs).
- All Teacher Training Colleges (TTCs).
- All Teacher Centers (TCs).
- All Regional English Support Centers (RESCs).
- All Computer Resource Centers (CRCs).
- Content Development Center (CDC).



PART 5

How we monitor

Part 5 explains how we plan to monitor and evaluate our plan and who are involved in monitoring.

PART 5

How we monitor

Monitoring and evaluation of the medium-term plan

This medium-term plan has been prepared based on the results-based approach. Also this will be revised each year using rolling plan technique. Therefore, monitoring and evaluation is a fundamental procedure for successful implementation of this plan. It also improves the achievement/results of this plan.

We have planned several methods for monitoring and evaluation in different time schedules.

Routine monitoring will be done on a monthly basis. Regular data collection will be done to feed the quarterly, bi-annum and yearly analyses.

For this purpose, NEMIS online monitoring database will be developed. Further, it will be a web-based online digital reporting system which will lead to produce real time data with more accurate and up-to-date information.

Simultaneously progress review meetings will be organised with the focal points at national and provincial levels.

Moreover, education development committee meetings with the participation of all counter parts both national and provincial levels will be conducted monthly. Annual performance reports will be prepared and submitted to the Parliament.

In addition, researches and the third party evaluations have been planned to conduct as mid-term evaluations that will allow a broader view of the plan implementation.

Final evaluation will be done by the third party in collaboration with the MoE.

At national level, Policy and Programme coordination committee (PPCC) and Inter-Institutional Coordination Committee for Education Policy and Reforms (IICPR) have been established, especially for matters related to policy advocacies and address issues related policies and coordination of future education development programmes.

National and provincial level steering and technical committees will be established to coordinate between relevant subject-based

counterparts of the MoE, NIE, DoE, EPD, and PEAs in order to improve the management efficiency of respective projects, programmes.



Results-based monitoring and evaluation framework

Thrust area 1: Strengthen equity in education: equitable learning opportunities for all children

Outcome Indicators:

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Increased survival rate of students up to grade 11 in the education system.	Survival rate (2017): Boys: 87% Girls: 90%, Total: 88% Survival rate: (2018) Boys: 86% Girls: 92 % Total: 89%	Increased survival rate: Boys: 88% Girls: 93% Total: 91%	Increased survival rate: Boys: 89% Girls: 94 % Total: 92 %	Increased survival rate: Boys: 90% Girls: 95% Total: 93 %	Increased survival rate: Boys: 91% Girls: 96 % Total: 94 %	Increased survival rate: Boys: 92% Girls: 97% Total 95%	Increased survival rate Boys: 93% Girls: 98% Total 96%	Increased survival rate: Boys: 94% Girls: 98.5% Total 96%	MoE PEAs Schools
Increased net enrolment rate (NER) in upper-secondary.	NER in upper-secondary: (81.3% in 2017)	Increased NER: 82% .	Increased NER: 83% .	Increased NER: 84% .	Increased NER: 85% .	Increased NER: 86% .	Increased NER: 87% .	Increased NER: 88% .	MoE PEAs Schools

Process Indicators:

KPI	Targets								Performance responsibility	
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025		
Increased centres for the implementation of 13 years guaranteed education programmes.	<ul style="list-style-type: none"> Policy developed. Pilot programme conducted. 	13 years guaranteed education programmes in 196 schools have been implemented in 2018.	13 years guaranteed education programmes have been implemented in 311 schools.	Implemented 13 years guaranteed education programmes in at least 586 schools.	Implemented 13 years guaranteed education programmes in at least 860 schools.	Implemented 13 years guaranteed education programmes in at least 860 schools.	Implemented 13 years guaranteed education programmes in all schools.	Implemented 13 years guaranteed education programmes in all schools.	Implemented 13 years guaranteed education programmes in all schools.	MoE PEAs Schools
Expanded school health and nutrition (SHN) programmes developed, implemented and results achieved.	<ul style="list-style-type: none"> Basic SHN programme in place. SHN programme expanded to include psycho-social well-being of students. 	SHN programme has been implemented and result achieved in 50 schools.	Expanded SHN programme implemented and result achieved in at least 100 schools.	Expanded SHN programme implemented and result achieved in at least 250 schools.	Expanded SHN programme implemented and result achieved in at least 500 schools.	Expanded SHN programme implemented and result achieved in at least 750 schools.	Expanded SHN programme implemented and result achieved in at least 1,000 schools.	Expanded SHN programme implemented and result achieved in at least 1,000 schools.	Expanded SHN programme implemented and result achieved in at least 1,000 schools.	MoE PEAs Schools

Results-based monitoring and evaluation framework

Thrust area 1: Strengthen equity in education: equitable learning opportunities for all children

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Developed and implemented inclusive education programmes.	<ul style="list-style-type: none"> Inclusive education programmes are in place. Inclusive education programme and guidelines defined. 	Inclusive education programme has been introduced for all schools.	Inclusive education programme implemented and result achieved within schools in at least 15% zones.	Inclusive education programme implemented and result achieved within schools in at least 30% zones.	Inclusive education programme implemented and result achieved within schools in at least 45% zones.	Inclusive education programme implemented and result achieved within schools in at least 60% of zones.	Inclusive education programme implemented and result achieved within schools in at least 75% of zones.	Inclusive education programme implemented and result achieved within schools in 75% zones.	MoE PEAs Schools

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

Outcome Indicators:

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Increased pass rates of national examinations.	GCE OL: 71.03% GCE AL: 66.02% Increased: GCE OL: 72% GCE AL: 64.70%	Increased: GCE OL: 73% GCE AL: 68%	Increased: GCE OL: 74% GCE AL: 69%	Increased: GCE OL: 75% GCE AL: 70%	Increased: GCE OL: 76% GCE AL: 71%	Increased: GCE OL: 78% GCE AL: 72%	Increased: GCE OL: 79% GCE AL: 74%	Increased: GCE OL: 80% GCE AL: 75%	MoE PEAs Schools DoE
Improved student learning outcomes in GCE OL mathematics and science subjects.		Baseline 2019: No assessments yet based on new curriculum.	NSAF developed in coordination with curriculum development.	Relevant DoE and NIE staff responsible for assessments have successfully completed training on assessment (including computer-based testing) based on revised curricula.	New GCE OL and AL assessments for programme target subjects (GCEOL: science and mathematics; GCE AL: science (physics, chemistry, biology), combined mathematics, technology (engineering technology, bio-system technology and science for technology), commerce (business studies, accounting, economics and ICT) are developed.	-	GCE OL examination held based on new curricula and new assessments standards.	Secondary students learning outcomes in GCE OL mathematics and science subjects improved by 4% in programme schools from 2024 baseline (by national and provincial levels; by schools, by gender).	MoE PEAs NIE DoE Schools

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Increased percentage of students enrolled into the science and technology streams.	<ul style="list-style-type: none"> Enrolment percentage is 33%. Increased enrolment percentage up to 35%. 	Increased enrolment percentage up to 36%.	Increased enrolment percentage up to 37%.	Increased enrolment percentage up to 38%.	Increased enrolment percentage up to 38.5%.	Increased enrolment percentage up to 39%.	Increased enrolment percentage up to 39.5%.	Increased enrolment percentage up to 40%.	MoE PEAs Schools
Improved English language learning outcomes.	English language learning enhancement (ELLE) programme designed.	Students in 100 schools benefit from direct interventions under the ELLE programme to improve English language learning outcomes.	Students in at least 250 schools benefit from direct interventions under the ELLE programme to improve English language learning outcomes.	<ul style="list-style-type: none"> English language learning outcomes of at least 40% of students in the 250 target schools improved. Students in at least 250 schools benefit from direct interventions under the ELLE programme to improve English language learning outcomes. 	English language learning outcomes of at least 60% of students in the 500 target schools improved.	English language learning outcomes of at least 70% of students in the 500 target schools improved.	English language learning outcomes of at least 80% of students in the 500 target schools improved.	English language learning outcomes of at least 80% of students in the 500 target schools improved.	MoE PEAs Schools

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Improved mathematics learning outcomes.	<ul style="list-style-type: none"> Preliminary works commenced on improving mathematics education. Mathematics learning enhancement (MLE) programme designed. 	Students in at least 100 schools benefit from direct interventions under the MLE programme to improve mathematics learning outcomes.	Students in at least 250 schools benefit from direct interventions under the MLE programme to improve mathematics learning outcomes.	<ul style="list-style-type: none"> Mathematics learning outcomes of at least 40% of students in the 250 target schools improved. Students in at least 500 schools benefit from direct interventions under the MLE programme to improve mathematics language learning outcomes. 	Mathematics learning outcomes of at least 60% of students in the 500 target schools improved.	Mathematics learning outcomes of at least 70% of students in the 500 target schools improved.	Mathematics language learning outcomes of 80% of students in the 500 target schools improved.	Mathematics language learning outcomes of 80% of students in the 500 target schools improved.	MoE PEAs Schools

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Increased percentage of professionally qualified teachers.	<ul style="list-style-type: none"> Professionally qualified teacher percentage is 86% in 2017. Increased professionally qualified teacher percentage up to 87% in 2018. 	Increased professionally qualified teacher percentage up to 88%.	Increased professionally qualified teacher percentage up to 89%.	Increased professionally qualified teacher percentage up to 90%.	Professionally qualified teacher percentage increased up to 91%.	Professionally qualified teacher percentage increased up to 93%.	Professionally qualified teacher percentage increased up to 94%.	Professionally qualified teacher percentage increased up to 95%.	MoE, NIE
Increased quantity of new professionally qualified teachers.	3,500 additional professionally qualified teachers (at least 50% of those are female).	4,000 additional professionally qualified teachers (at least 50% of those are female).	8,000 additional professionally qualified teachers (at least 50% of those are female).	12,000 additional professionally qualified teachers (at least 50% of those are female).	16,000 additional professionally qualified teachers (at least 50% of those are female).	20,000 additional professionally qualified teachers (at least 50% of those are female).	24,000 additional professionally qualified teachers (at least 50% of those are female).	26,000 additional professionally qualified teachers (at least 50% of those are female).	MoE, NIE NCoEs
Promoted good citizenship engagement.	<ul style="list-style-type: none"> Ad-hoc citizenship engagement programmes in place. Good citizenship programme and guidelines defined. 	Good citizenship programme introduced for all schools.	Good citizenship programme implemented at least 15% of zones.	Good citizenship programme implemented at least 30% of zones.	Good citizenship programme implemented at least 45% of zones.	Good citizenship programme implemented at least 60% of zones.	Good citizenship programme implemented at least 75% of zones.	Good citizenship programme implemented at least 75% of zones.	MoE PEAs Schools

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

Process Indicators:

KPI	Targets							Performance responsibility
	2019	2020	2021	2022	2023	2024	2025	
New GCE OL and AL curriculum in programme target subjects (GCEOL: science and mathematics; GCE AL: science (physics, chemistry, biology), combined mathematics, technology (engineering technology, bio-system technology and science for technology), commerce (business studies, accounting, economics and ICT) implemented in 600 schools.	<ul style="list-style-type: none"> Baseline 2019: No curriculum integrating fully operationalized 21st century skills. National curricula framework developed. 	<ul style="list-style-type: none"> Curriculum developed for GCE OL and AL programme target subjects for grades 10-13. National media campaign and implementation plan developed to raise awareness on new science, mathematics, technology and commerce curriculum, pedagogy and assessment relevant to 21st century and labour needs. 	All instructional materials for programme GCE OL and AL programme target subjects for grades 10 to 13 revised.	National media campaign implemented	-Grade 10 curricula for GCE OL programme target subjects implemented in all schools.	<ul style="list-style-type: none"> Grade 11 curriculum GCE OL programme target subjects implemented in all schools. All innovation labs being used. 	<ul style="list-style-type: none"> New GCE OL and AL curricula in programme target subjects implemented by 2025 (by national and provincial schools) Grade 12 curriculum for GCE AL programme target subjects introduced and implemented in all schools. 	NIE MoE

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
<ul style="list-style-type: none"> All schools implemented school-based professional teacher development (SBPTD) programmes. SBPTD programmes results achieved. 	<ul style="list-style-type: none"> SBTD programmes are in place in all schools. SBPTD programme has been designed and implemented. 	SBPTD programme has been designed and introduced for all schools.	Schools in at least 15% of zones achieve the SBPTD results.	Schools in at least 30% of zones achieve the SBPTD results.	Schools in at least 45% of zones achieve the SBPTD results.	Schools in at least 60% of zones achieve the SBPTD results.	Schools in at least 75% of zones achieve the SBPTD results.	Schools in at least 75% of zones achieve the SBPTD results.	MoE PEAs Schools
			All teachers in at least 15% of zones benefit from SBPTD programmes.	All teachers in at least 30% of zones benefit from SBPTD programmes.	All teachers in at least 45% of zones benefit from SBPTD programmes.	All teachers in at least 60% of zones benefit from SBPTD programmes.	All teachers in at least 75% of zones benefit from SBPTD programmes.	All teachers in at least 75% of zones benefit from SBPTD programmes.	MoE PEAs Schools
Modernized and internationalized menu of assessments systems of learning outcomes.	<ul style="list-style-type: none"> NA for grade 4 and grade 8 in place. Sri Lanka never participated in international assessments. 	Conducted NA for Mathematics and English subjects for grade 8 students.	Conduct NA for Mathematics, Sinhala and English subjects for grade 4 students.	Conduct NA for Mathematics and English subjects for grade 8 students.	Conduct NA for Mathematics, Sinhala and English subjects for grade 4 students.	Conducted NA for Mathematics and English subjects for grade 8 students.		The 2 nd EGRA and EGMA completed.	MoE

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

KPI	Targets							Performance responsibility
	Baseline 2019	2020	2021	2022	2023	2024	2025	
Teachers implement inquiry-based and interactive teaching practices in programme GCE OL and AL programme target subjects, in programme schools (by gender).	<ul style="list-style-type: none"> Zero teachers trained in new curricula. Teacher standards framework developed. 	Provincial applied resource hubs [ARH] (12) and national ARH (1) at NIE (13 in total) are each adequately staffed and equipped as per criteria/minimum standards and includes a pool of resource trainers for Sinhala and Tamil medium and bilingual education separately in compliance with by province and by medium requirements.	New GCE OL and AL programme subjects teachers training modules (e+) for grades 10-13 completed, including, content for online teacher support and learning.	<ul style="list-style-type: none"> ToT for at least 50% of ARH staff and pool of trainers implemented in GCE OL programme target subjects. Training completed for grade 10 teachers in GCE OL programme target subjects for at least 80% of teachers. 	<ul style="list-style-type: none"> ToT for at least 80% of ARH staff and pool of trainers implemented in GCE OL target subjects (cumulative). Training completed for grade 11 teachers in target GCE OL subjects for at least 80% of teachers. ToT for at least 50% of ARH staff implemented in GCE AL target subjects. 	Training completed in GCE AL programme target subjects for at least 40% of teachers (cumulative).	Inquiry-based and interactive teaching practices in GCE OL and AL programme target subjects implemented for grades 10-13 by at least 65% of trained teachers in programme schools.	MoE NIE PEAs Schools

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

KPI	Targets							Performance responsibility
	Baseline (2019)	2020	2021	2022	2023	2024	2025	
Teacher deployment in GCE OL and AL target subjects improved in programme schools.	Baseline 2019: MoE circular not consistently followed in teacher deployment.	School-based teacher mapping conducted for programme supported schools.	MoE and PEAs ensure deployment of core-programme target GCE OL and AL subject teachers is as per MoE circular on determination of teacher cadre, by school in at least 50% of schools for GCE OL and 20% of schools for GCE AL.	PEAs ensure deployment of core-programme target GCE OL and AL subject teachers is as per MoE circular on determination of teacher cadre, by school, in at least 75% of schools for GCE OL, 40% of schools for GCE AL (cumulative).	PEAs ensure deployment of core-programme target GCE OL and AL subject teachers is as per MoE circular on determination of teacher cadre, by school, in at least 75% of schools for GCE OL, 60% of schools for GCE AL (cumulative).	PEAs ensure deployment of core-programme target GCE OL and AL subject teachers is as per MoE circular on determination of teacher cadre, by school, in at least 75% of schools for GCE OL, 75% of schools for GCE AL (cumulative).	Teacher deployment in GCE OL and AL target subject improved by school in at least 75% of programme schools in line with MoE circular on determination of teacher cadre by 2025 (by national and provincial schools).	MoE PEAs Schools

Results-based monitoring and evaluation framework

Thrust area 2: Improve quality of general education

KPI	Targets								Performance responsibility
	Baseline (2018)	2019	2020	2021	2022	2023	2024	2025	
Promoted digitally enabled books for English language and mathematics learning.	<ul style="list-style-type: none"> Production of digitally enabled books for selected subjects learning in schools commenced. Production of digitally enabled books for English language and mathematics learning in schools commenced. 	Production of English language digitally enabled books for grade 6 and mathematics digitally enabled books for grade 6 and 10 commenced	<ul style="list-style-type: none"> English language digitally enabled books for grade 6 and mathematics digitally enabled books for grades 6 and 10 made available to schools. Production of English language digitally enabled books for grade 7 and mathematics digitally enabled books for grades 7 and 11 made commenced. 	<ul style="list-style-type: none"> English language digitally enabled books for grade 7 and mathematics digitally enabled books for grades 7 and 11 made available to schools. Production of English language digitally enabled books for grades 8-9 and mathematics digitally enabled books for grades 1, 8, 9 made commenced. 	<ul style="list-style-type: none"> English language digitally enabled books for grade 8-9 and mathematics digitally enabled books for grades 1, 8, 9 made available for schools. Production of English language digitally enabled books for grades 10-11, and mathematics digitally enabled books for grades 2-3 made commenced. 	<ul style="list-style-type: none"> English language digitally enabled books for grades 10-11, and mathematics digitally enabled books for grades 2-3 made available to schools. English language digitally enabled books for grades 3-5, and mathematics digitally enabled books for grades 4-5 commenced. 	<ul style="list-style-type: none"> English language digitally enabled books for grades 3-5, and mathematics digitally enabled books for grades 4-5 made available to schools. Production of English language digitally enabled books for grades 3-11, and mathematics digitally enabled books for grades 1-11 commenced. 	English language digitally enabled books for grades 3-11, and mathematics digitally enabled books for grades 1-11 made available to schools.	DEP NIE MoE

Results-based monitoring and evaluation framework

Thrust area 3: Strengthen stewardship and service delivery of general education

Process Indicators:

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Enhanced programme for school improvement (EPSI) results achieved.	<ul style="list-style-type: none"> Programme for school improvement (PSI) in place. EPSI defined and policy circular completed (Revised MoE circular No. 7/2013). 	EPSI programme introduced for all schools.	Schools in at least 15% of zones achieve the EPSI results.	Schools in at least 30% of zones achieve the EPSI results.	Schools in at least 45% of zones achieve the EPSI results.	Schools in at least 60% of zones achieve the EPSI results.	Schools in at least 75% of zones achieve the EPSI results.	Schools in 75% of zones achieve the EPSI results.	Schools PEAs MoE
Implemented human resources development (HRD) of education academic and administrative services staff.	<ul style="list-style-type: none"> HRD programmes in place. HRD plan prepared. 		100 Master's degree enrolments awarded for teacher educators, curriculum developers and education administrators (at least 50% of those are female).	At least 100 Master's degrees awarded by teacher educators, curriculum developers and education administrators (at least 50% of those are female).	At least 100 Master's degrees awarded by teacher educators, curriculum developers and education administrators (at least 50% of those are female).	At least 200 Master's degrees completed by teacher educators, curriculum developers and education administrators (at least 50% of those are female).	At least 250 Master's degrees completed by teacher educators, curriculum developers and education administrators (at least 50% of those are female).	3000 Master's degrees completed by teacher educators, curriculum developers and education administrators (at least 50% of those are female).	MoE PEAs

Results-based monitoring and evaluation framework

Thrust area 3: Strengthen stewardship and service delivery of general education

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Established national system for school quality assurance (QA).	<ul style="list-style-type: none"> • Concept paper developed. • Framework for a school community-based QA and supervision system, external review, new protocols, and guidelines developed. • Developed and issued policy circular, and school supervisors appointed. 	School community-based QA self-reviews and external review completed and publically reported in at least 500 schools.	School community-based QA self-reviews and external review completed and publically reported in at least 1,000 schools.	School community-based QA self-reviews and external review completed and publically reported in at least 2,000 schools.	School community-based QA self-reviews and external review completed and publically reported in at least 3,000 schools.	School community-based QA self-reviews and external review completed and publically reported in at least 4,000 schools.	School community-based QA self-reviews and external review completed and publically reported in 5,000 schools.	School community-based QA self-reviews and external review completed and publically reported in at least 5,000 schools.	MoE

Results-based monitoring and evaluation framework

Thrust area 3: Strengthen stewardship and service delivery of general education

KPI	Targets						Performance responsibility	
	Baseline 2019	2020	2021	2022	2023	2024		2025
Strengthened educational leadership to support improved learning outcomes in science, mathematics, technology and commerce (SMTC) subjects.	<ul style="list-style-type: none"> 0% of 3,200 principals, assistant principals and deputy principals trained. 0% of 200 provincial/zonal/divisional education officers and 200 science and maths ISAs and directors trained. 	<ul style="list-style-type: none"> Instructional leadership modules (including e+) developed aligned to new curriculum and teacher training in SMTC subjects. FELDM TOT on instructional leadership completed. 	<ul style="list-style-type: none"> At least 25% principals, deputy principals and assistant principals in program schools trained on instructional leadership (with at least 20% trained being women). 25% of provincial/zonal/divisional education officers, science and maths ISAs and directors trained on leadership skills and educational governance leadership (with at least 20% trained being women) Innovation labs equipped as per minimum standards. Grants to schools for implementing school development plans (SDPs) improve learning outcomes and maintenance of innovation labs. 	<ul style="list-style-type: none"> At least 50% principals, deputy principals and assistant principals in program schools trained on instructional leadership (with at least 30% trained being women cumulative). 50% of provincial/zonal/divisional education officers, science and maths ISAs and directors trained on leadership skills and educational governance leadership (with at least 30% trained being women cumulative) At least 20% of SDPs include strategies for (a) improving learning outcomes in SMTC subject areas, (b) for attracting girls into SMTC subjects. 	<ul style="list-style-type: none"> At least 75% principals, deputy principals and assistant principals in program schools trained on instructional leadership (with at least 40% trained being women cumulative) 75% of provincial/zonal/divisional education officers, science and maths ISAs and directors trained on leadership skills and educational governance leadership (with at least 40% trained being women cumulative). At least 40% of SDPs include strategies for (a) improving learning outcomes in SMTC subject areas, (b) for attracting girls into SMTC subjects. 	<ul style="list-style-type: none"> At least 40% of target program schools have implemented SDP strategies for (a) and (b). 	<ul style="list-style-type: none"> At least 75% of educational leadership (principals, Deputies and Provincial/Divisional/Zonal Education Officers, Science and mathematics ISAs and directors) trained, (with at least 40% females), and 70% of SDPs in programme schools implemented in support of reforms. 	MoE PEAs NIE

Results-based monitoring and evaluation framework

Thrust area 3: Strengthen stewardship and service delivery of general education

KPI	Targets							Performance responsibility
	Baseline (2019)	2020	2021	2022	2023	2024	2025	
Performance-based partnership agreements between central and provincial governments are aligned with the education reform agenda each year.	No institutional mechanism for review of alignment between PPAs and education reform agenda.	Performance-based partnership agreements established for 2020 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms.	Performance -based partnership agreements reviewed and updated for 2021 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms.	Performance -based partnership agreements reviewed and updated for 2022 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms	Performance e-based partnership agreements reviewed and updated for 2023 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms	Performance e-based partnership agreements reviewed and updated for 2024 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms.	Performance e-based partnership agreements reviewed and updated for 2025 among MoE and all 9 provinces to align provincial and national work plans, supporting priority reforms.	MoE PEAs Schools

Results-based monitoring and evaluation framework

Thrust area 4: Enhance evidence-based policymaking and planning

Outcome Indicators:

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
All key sector indicators and sector performance reports publicly available by 2025.		<p>Baseline 2019: No integrated M&E system across MoE, DOE and NIE.</p>	<ul style="list-style-type: none"> Standing committee for M&E framework and NEMIS policy established. ICT equipment installed according to NEMIS action plan. Research guidelines & protocol approved. 	M&E framework and NEMIS policy and action plan approved.	Monitoring and data entry formats and guides standardized and data quality standards (including use of data developed)	NEMIS online data collection and verification process in place in all provinces	Training for relevant SLEAS staff from zonal and provincial levels in using new standards and tools completed.	All key sector indicators from MOE, NIE and DOE made publicly available on the new NEMIS website and published as sector performance reports by 2025.	MoE

Results-based monitoring and evaluation framework

Thrust area 4: Enhance evidence-based policymaking and planning

Process Indicators:

KPI	Targets								Performance responsibility
	Baseline (2017 & 2018)	2019	2020	2021	2022	2023	2024	2025	
Developed medium-term education sector development plan (following rolling planning approach).	<ul style="list-style-type: none"> Developed medium-term education sector development plan for 2018 - 2025. 	Revise/develop medium-term education sector development plan for 2020 – 2025 incorporating new development programmes and initiatives.	Updated medium-term education sector development plan for 2020 - 2025.	Updated medium-term education sector development plan for 2020 - 2025.	Updated medium-term education sector development plan for 2020 - 2025.	Updated medium-term education sector development plan for 2020 - 2025.	<ul style="list-style-type: none"> Updated medium-term education sector development plan for 2020 - 2025. Initiation of developing medium-term education sector development plan for 2026 – 2030 incorporating new development programmes and initiatives. 	Develop medium-term education sector development plan for 2026 – 2030 incorporating new development programmes and initiatives.	MoE PEAs NIE DoE DEP Schools
Developed AIPs for education institutions and agencies based on medium-term education sector development plan.	<ul style="list-style-type: none"> Prepared AIPs for each fiscal year based on the medium-term education sector development plan. Prepared AIPs for 2019 based on the medium-term education sector development plan. 	Prepared AIPs for 2020 based on the medium-term education sector development plan.	Prepared AIPs for 2021 based on the medium-term education sector development plan.	Prepared AIPs for 2022 based on the medium-term education sector development plan.	Prepared AIPs for 2023 based on the medium-term education sector development plan.	Prepared AIPs for 2024 based on the medium-term education sector development plan.	Prepared AIPs for 2025 based on the medium-term education sector development plan.	Prepared AIPs for 2026 based on the medium-term education sector development plan.	

Futuristic directions

Employers demand for certain fundamental skills and competencies which need to be acquired by all those students who are expecting to join the WoW. These skills and competencies that go beyond the realm of technical knowledge and paper qualifications. Skills specified by employers include communication skills and a range of self-management skills. These include confidence, attire, being well mannered, body language, punctuality, preparedness, knowledge of current affairs etc.

Several international research and studies have highlighted that labour productivity will depend on high level cognitive skills such as analysis, problem solving, communication and behavioural skills such as discipline and work efforts. These higher productivity skills are what employers now demand. The report has given guidelines for the design of policies across sectors to create productive employment and promote economic growth. The five steps

proposed in the report are:

- getting children off to the right start;
- ensuring that all students learn;
- building job relevant skills;
- encouraging entrepreneurship and innovation; and
- facilitating labour mobility and job matching.

Many reports highlighted that, moving towards achieving full potential of being a knowledge hub; Sri Lanka's education system must focus on encouraging free and independent thinking and innovation from primary to tertiary levels of education and improving the quality of output to meet the demands of a rapidly transforming economy. Such aspects need to be incorporated in to the school curriculum at appropriate stages in an appropriate manner to step-up necessary cognitive behavioural and other skills to improve the employability and productivity of the students.



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Contributions and Consultations

2015/2019	Public opinion through: written versions, verbal mode, mouth-word opinion, printed and electronic media etc.
June 21 & 22, 2019	Consultation work session (MoE, NIE, DEP, DoE officers, NEC and University staff) at Waters Edge, Battaramulla.
June 7 & 8, 2019	Consultation work session (MoE, NIE, DEP, DoE officers) at CETRAC, Pelawatta.
July 8 & 9, 2019	Consultation work session (MoE, NIE, DEP, DoE officers) at CETRAC, Pelawatta.
September 6, 2019	Meeting with provincial education officers at Centre for Leadership Development, Meepe.
September 9 & 10, 2019	Meeting with national and provincial level officers and school principals (MoE, NIE, PDoEs, ZEOs and Schools) at CETRAC, Pelawatta.
October 7, 2019	Meeting with members of Inter-Institutional Committee for Education Policy and Reforms (IICEPR) members (repressing, officials/academics from the MoE, NIE, DoE, DEP, universities, MoHE, UGC) at the MoE.
October 8, 2019	Meeting with the Chairman, Vice Chairman (Policy) and Vice Chairman (Planning) of the NEC and the MoE senior officers at the MoE.
October 21, 2019	Meeting with the Commission members of the NEC and MoE senior officers at the BMICH.
December, 2019	Meeting with Task Force for Education at the MoE
January, 2020	Meeting with Task Force for Education at the MoE
February, 2020	Meeting with Task Force for Education at the MoE
March, 2020	Meeting with Task Force for Education at the MoE
May 28, 2020	Meeting with officers of the MoE, moF, NIE, DoE at the MoE.

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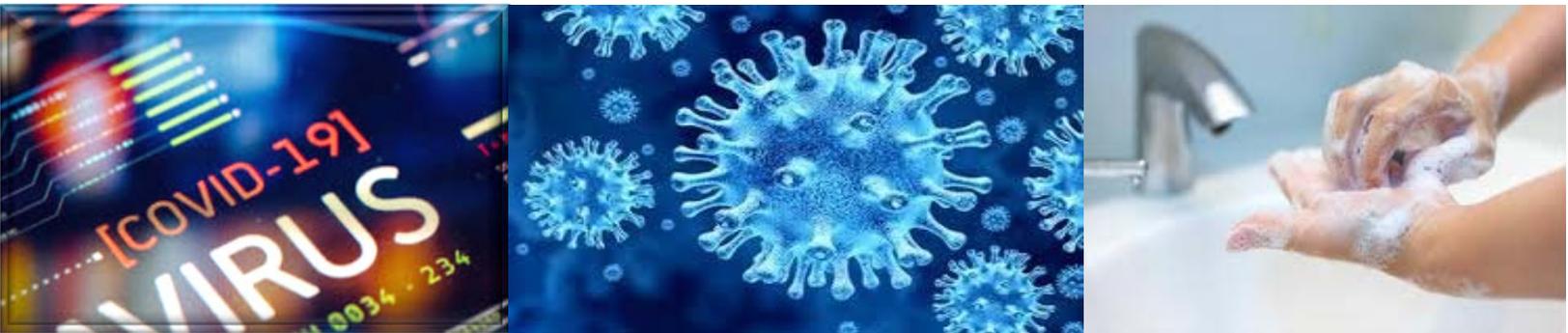
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Contingency Emergency Response Plan (CERP) for the School Education Sector in Sri Lanka to minimize COVID-19 pandemic disruptions

**Policy and Planning Branch
Ministry of Education**
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Abbreviations and Acronyms

C	-	Capital
CERC	-	Contingency Emergency Response Component
CERP	-	Contingency Emergency Response Plan
CF	-	Consolidated Fund
CP	-	Central Province
DEOs	-	Divisional Education Offices
DG	-	Director General
DoE	-	Department of Examinations
DoEP	-	Department of Education Publications
EP	-	Eastern Province
EQD	-	Education Quality Development
GEMP	-	General Education Modernization Project
GoSL	-	Government of Sri Lanka
HRD	-	Human Resource Development
ICT	-	Information Communication Technology
KPI	-	Key Performance Indicators
LMS	-	Learning Management System
MoE	-	Ministry of Education
Nat.	-	National
NCoEs	-	National Colleges of Education
NCP	-	North Central Province
NECMU	-	National Education COVID-19 Monitoring Unit
NIE	-	National Institute of Education
NP	-	Northern Province
NWP	-	North Western Province
PDoEs	-	Provincial Departments of Education
PEAs	-	Provincial Education Authorities
Prin.	-	Principals
Prov.	-	Provincial
R	-	Recurrent
Res.	-	Responsibility
SA	-	School Affairs
SaP	-	Sabaragamuwa Province
Sch.	-	Schools
SHN	-	School Health and Nutrition
SP	-	Southern Province
T	-	Total
TCs	-	Teacher Centres
TEIs	-	Teacher Education Institutions/Institutes
TTCs	-	Teacher Training Colleges
UP	-	Uva Province
WP	-	Western Province
ZEOs	-	Zonal Education Offices

Contingency Emergency Response Plan (CERP) for the School Education Sector in Sri Lanka to minimize COVID-19 pandemic disruptions

1.0 Background

With the emerging of the COVID-19 novel corona viral outbreak, the Government of Sri Lanka (GoSL) was vigilant in preparing the country to face with any potential dangers. However, with the outbreak of this viral disease across the borders of nations, developing in to a pandemic, the Government declared closure of all schools, island-wide from March 13, 2020 until further notice. This has positively supported to prevent the exposure of students for the novel COVID-19 viral pandemic at that time.

However, the closure of schools island-wide has its own implications, due to interruptions in continuation of annual school calendar and daily learning and teaching processes, conducting public examinations and other school related activities, as scheduled. In such national emergency situation, as the nationally responsible authority of general (school) education, the Ministry of Education (MoE), Sri Lanka decided to put forward an effective strategic plan in order to redress/compensate the school education system with possible means for delivering education while ensuring the health guidelines and social distancing policies are being strictly followed.

2.0 Rationale

In response to COVID-19 outbreak, the MoE, in consultation with respective authorities, and with the financial and technical support from different sources (i.e. consolidated funds, development partners' contributions and third-sector well-wishers etc.), is presently taking several remedial measures to back-up continuation of students' education through different modalities. Further, appropriate measures are being identified to mitigate the consequences of school closure on scheduled examinations, school terms, children's mental and physical well-being, and for preparing school communities for re-opening of schools according to the guidelines of the health authorities. Accordingly, as a quick and effective response from the MoE, the '**Contingency Emergency Response Plan (CERP) to minimize COVID-19 pandemic disruptions in the School Education Sector in Sri Lanka**' has been formulated. This plan incorporates components to respond to the 'period of COVID-19 outbreak (from March, 2020 to June 30, 2020)' and 'post-COVID-19 pandemic disruptions (from July, 2020 onwards)'.

This plan covers the entire state school education system of Sri Lanka. Hence, all service providing institutions, authorities, school communities and students (front level beneficiaries) are the stakeholders of this plan. Accordingly, the stakeholders include the MoE, National Institute of Education (NIE), Department of Examinations (DoE), Department of Education Publications (DoEP or EPD), Teacher Education Institutes (TEIs) (18 NCoEs, TTCs and TCs), Provincial Departments of Education (PDoEs) (08) [including 98 Zonal Education Offices (ZEOs) and 310 Divisional Education Offices (DEOs)] and the schools. Data on the numbers of government schools with numbers of teachers and students are shown in Table 1.

Table 1: Number of schools, students and teachers by province (2018)

Province	School Type	No. of schools	No. of students	No. of teachers
WP	1AB	202	480,089	20,399
	1C	249	212,649	10,453
	Type 2	452	154,334	9,505
	Type 3	453	128,445	5,667
WP: Sub-total		1,356	975,517	46,024
CP	1AB	116	194,493	9,856
	1C	319	170,826	11,073
	Type 2	457	97,674	8,818
	Type 3	625	93,931	5,894
CP: Sub-total		1,517	556,924	35,641
SP	1AB	148	255,361	11,531
	1C	220	119,663	7,554
	Type 2	331	71,892	6,761
	Type 3	411	91,712	4,755
SP: Sub-total		1,110	538,628	30,601
NP	1AB	106	98,125	6,123
	1C	122	44,377	3,572
	Type 2	289	55,095	5,351
	Type 3	470	41,034	3,112
NP: Sub-total		987	238,631	18,158
EP	1AB	105	134,964	6,967
	1C	186	102,306	6,054
	Type 2	341	89,390	6,460
	Type 3	482	66,911	3,966
EP: Sub-total		1,114	393,571	23,447
NWP	1AB	113	195,237	9,161
	1C	254	148,062	8,566
	Type 2	414	96,105	7,370
	Type 3	469	77,552	4,405
NWP: Sub-total		1,250	516,956	29,502
NCP	1AB	64	104,901	4,910
	1C	132	72,986	4,659
	Type 2	221	53,233	4,320
	Type 3	398	68,716	4,002
NCP: Sub-total		815	299,836	17,891
UP	1AB	81	102,572	5,596
	1C	186	85,912	6,237
	Type 2	290	55,093	5,377
	Type 3	341	50,830	3,284
UP: Sub-total		898	294,407	20,494
SaP	1AB	109	157,906	8,158
	1C	179	88,866	5,757
	Type 2	430	90,554	7,925
	Type 3	410	62,976	3,736
SaP: Sub-total		1,128	400,302	25,576
Sri Lanka	1AB	1,044	1,723,648	82,701
	1C	1,847	1,045,647	63,925
	Type 2	3,225	763,370	61,887
	Type 3	4,059	682,107	38,821
Sri Lanka: Grand Total		10,175	4,214,772	247,334

Source: primary data from: MoE (2018).

3.0 Key objectives

Overall objectives of the CERP are to:

- facilitate school children's learning at home;
- facilitate learning of schoolchildren in rural, smaller, under-resourced schools;
- promote e-learning and self-learning facilities in schools;
- strengthen teacher professional development with e- and distance-learning modes;
- create safe and hygienic school environment for students;
- improve students' physical and psycho-social well-being;
- develop a comprehensive risk analysis and emergency response continuity plan; and
- establish a comprehensive risk analysis and emergency response units.

4.0 Expected outputs and outcomes

The main outcome of the plan will be to improve the quality standards of the education system mitigating the negative impacts of the COVID-19 pandemic on the general education system.

Expected outputs:

- Guidance and support provided for students to continue their studies while staying at home.
- Guidance and support provided for students to keep psycho-social well-being.
- Teaching and learning through digital learning management system and online learning pedagogy promoted and sustained.
- Examinations and learning assessment modernised, re-organised/re-scheduled.
- Reflections of an innovative education system in post-Covid-19 pandemic context is promoted.
- Country-specific national curriculum is modernized and developed.
- Familiarisation and active immersion of education workforce in digital-working environment is promoted.
- Personal and institutional-based health practices, ethics and disciplines promoted, implemented and sustained.
- Increased the participation of private actors and third sectors in education.
- Home-based and flexible learning practices stimulated.

Expected outcomes:

- Ensured equitable access to quality education for all children, even in unexpected circumstances/calamities/crises.
- Ensured inclusion and equity in education.
- Ensured sustained digital learning environments in schools and educational institutions.

- Improved confidence/tolerance in children to understand, adapt and better respond to difficult circumstances.

5.0 Beneficiaries: basic data and information

This plan is expected to directly benefit the entire system of education in Sri Lanka. With regard to that aspect, all students, teachers and schools will directly receive benefits as a result of the implementation of this plan at national, provincial and school levels. Data on total number of schools, students and teachers by province are summarised (2018) in Table 2.

Table 2: Number of schools, students and teachers by province (2018)

Province	No. of schools	No. of students	No. of teachers
WP	1,356	975,517	46,024
CP	1,517	556,924	35,641
SP	1,110	538,628	30,601
NP	987	238,631	18,158
EP	1,114	393,571	23,447
NWP	1,250	516,956	29,502
NCP	815	299,836	17,891
UP	898	294,407	20,494
SaP	1,128	400,302	25,576
Grand Total	10,175	4,214,772	247,334

Source: primary data from: MoE (2018).

6.0 Challenges and constraints

Since the general education system is mainly built-up around the schools, obviously, in the implementation process of this plan during the pandemic period, education sector authorities both at national and provincial levels are facing various challenges and constraints, especially in adopting fast-track initiatives for transformation of the system to a new stance. Out of those, following challenges and constraints are subject to serious consideration of the policymakers and technocrats.

Adaptability and attitudes of teachers and officers: Adaptation for a new situation is quite challengeable for teachers and respective parties when they are used to work for ages in somewhat traditional routine environments. However, using technology become the only way for interactions in a situation of lockdown, teachers have to rely on such modalities to communicate with students with immediate effect. It was clearly observed that in the implementation of web-based education, online education (i.e. WhatsApp, Viber, Zoom, Skype, etc.) and learning management systems (LMSs) (a LMS is an online platform that organises and delivers eLearning programmes, and stores and tracks student learning outcomes), as well as micro-teaching (small group) systems using smartphones, peer-learning, learning platforms like Moodle, blackboard, Google classrooms some teachers and especially students in remote areas face difficulties due to various reasons: lack of practical

experience for teacher in using them effectively, lack of devices and connectivity for students, barriers for two-way communication, etc.. Hence, it is required to design appropriate programmes to induce positive attitudes among teachers and to support students to overcome such challenges on an urgent basis.

LMS: LMS is an online platform that organizes and delivers eLearning programmes, and stores and tracks student learning outcomes. LMSs are increasingly used by the higher education system enabling students to have access for 24/7 in part-time or remote learning. However, school systems can adopt LMSs to promote blended learning settings, an LMS can serve as a great platform to easily send students' relevant supplemental resources to enhance the education received during classroom time and that help teachers to be planned, be proactive, promote individualized learning and efficiently manage school time.

Unavailability of digital-based learning access: Currently wide-spread discussions are centred towards the promoting digital-based learning in school systems. However, in Sri Lanka, as the secondary data and information confirms, there are issues of connectivity in some parts of the country thus learners facing difficulties in accessing to the internet. Moreover, availability of digital facilities (i.e. mobile smartphones, laptops, personal computers, internet facilities, TV, etc.) at households is dissimilar, and the issue is severe in the remote areas. Also, the modern technological know-how among teachers and parents of school children is also not alike everywhere. Such circumstances point out that owning and using information and communication technology infrastructure with right know-how is not prevailing in the country for learning in an inclusive and equitable manner. Thus, any attempt towards promotion of digital-based education need prior actions for mitigating gaps of appropriate infrastructure and tech. know-how among teachers and learners. Promotion of digital learning may result for increasing inequity otherwise. Therefore, the country needs immediate and serious measures to be taken for closing the prevailing basic gaps on inputs, knowledge and practices. Data related to availability of ICT facilities in schools by province are given in Table 3.

Table 3: Number of schools with availability of ICT facilities by province (2018)

Province	Basic data			No. of computers			Internet Facility (No. of schools)	# students learning ICT as a subject
	School Type	No. of schools	No. of students	Desktops	Laptops	Tabs		
WP	1AB	202	480,089	10,638	671	346	191	66,258
	1C	249	212,649	5,997	324	77	200	26,009
	Type 2	452	154,334	3,433	297	44	277	15,817
	Type 3	453	128,445	1,902	238	74	264	156
WP: Sub-total		1,356	975,517	21,970	1,530	541	932	108,240
CP	1AB	116	194,493	7,076	292	34	94	25,572
	1C	319	170,826	8,968	356	137	153	24,093
	Type 2	457	97,674	2,482	72	61	78	7,146
	Type 3	625	93,931	1,388	95	44	63	29
CP: Sub-total		1,517	556,924	19,914	815	276	388	56,840
SP	1AB	148	255,361	8,713	386	186	110	39,496
	1C	220	119,663	3,614	107	74	53	13,605
	Type 2	331	71,892	1,994	74	51	25	7,834
	Type 3	411	91,712	900	79	18	22	-
SP: Sub-total		1,110	538,628	15,221	646	329	210	60,935
NP	1AB	106	98,125	6,986	238	308	98	11,116
	1C	122	44,377	2,347	171	77	92	4,961
	Type 2	289	55,095	2,386	159	110	157	4,202
	Type 3	470	41,034	995	240	80	108	37
NP: Sub-total		987	238,631	12,714	808	575	455	20,316
EP	1AB	105	134,964	5,645	288	307	64	18,124
	1C	186	102,306	4,615	113	212	71	12,634
	Type 2	341	89,390	2,905	37	94	50	8,998
	Type 3	482	66,911	728	48	74	39	95
EP: Sub-total		1,114	393,571	13,893	486	687	224	39,851
NWP	1AB	113	195,237	6,187	298	295	79	14,886
	1C	254	148,062	6,628	304	188	88	11,713
	Type 2	414	96,105	1,776	70	66	58	4,237
	Type 3	469	77,552	1,030	111	14	29	193
NWP: Sub-total		1,250	516,956	15,621	783	563	254	31,029
NCP	1AB	64	104,901	4,264	172	108	45	13,205
	1C	132	72,986	3,328	109	37	37	10,364
	Type 2	221	53,233	1,784	69	106	25	4,784
	Type 3	398	68,716	1,065	76	53	22	-
NCP: Sub-total		815	299,836	10,441	426	304	129	28,353
UP	1AB	81	102,572	5,398	237	75	53	16,436
	1C	186	85,912	4,299	129	246	64	10,964
	Type 2	290	55,093	1,408	109	24	21	3,989
	Type 3	341	50,830	404	37	3	19	123
UP: Sub-total		898	294,407	11,509	512	348	157	31,512
SaP	1AB	109	157,906	7,260	209	339	79	23,262
	1C	179	88,866	4,077	116	207	75	9,964
	Type 2	430	90,554	2,926	92	55	61	7,458
	Type 3	410	62,976	693	33	61	31	46
SaP: Sub-total		1,128	400,302	14,956	450	662	246	40,730
Sri Lanka	1AB	1,044	1,723,648	62,167	2,791	1,998	813	228,355
	1C	1,847	1,045,647	43,873	1,729	1,255	833	124,307
	Type 2	3,225	763,370	21,094	979	611	752	64,465
	Type 3	4,059	682,107	9,105	957	421	597	679
Sri Lanka Total		10,175	4,214,772	136,239	6,456	4,285	2,995	417,806

Source: primary data from: MoE (2018).

Data related to number of schools with average number of computers available per student groups in all schools by province are given in Table 4.

Table 4: Number of schools with average number of computers available by students group in all schools by province (2018)

Province	No. of schools with average number of computers available per student (Total No. of students/No. of computers available)								Total No. of schools in each province
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 computers	
WP	348	332	200	127	118	68	83	80	1,356
CP	463	384	213	123	91	52	43	148	1,517
SP	316	245	112	60	58	27	59	233	1,110
NP	448	194	76	29	26	11	14	189	987
EP	327	219	105	72	56	32	56	247	1,114
NWP	281	222	156	99	80	36	46	330	1,250
NCP	242	154	77	30	28	16	38	230	815
UP	279	214	85	40	39	21	35	185	898
SaP	421	183	97	54	50	21	33	269	1,128
Grand Total	3,125	2,147	1,121	634	546	284	407	1,911	10,175

Source: primary data from: MoE (2018).

Table 4 provides a basic idea of irrational and uneven distribution of electronic devices (computers) among students and schools. For example, as per Table 4, there are 1,911 schools without having any single computer for teaching and learning of those schools. Also, there are 3,125 schools having computers per student ratio of 1-25. These data shows, policymakers and education authorities have to take measures to provide e-learning facilities for all schools in the system at least on a phase out programmes. Indeed, this situation is varied by types of schools. Analysed data related to number of schools with average number of computers available by student's groups in 1AB schools, 1C schools, Types 2 and 3 schools by province are given in Appendix 1: Tables A, B, C and D respectively.

As Appendix 1: Table A shows, in type 1AB schools, there are 578 schools with computer per students ratio is 1: 1-25 students while 4 schools without having a single computer. As Appendix 1: Table B shows, among type 1C schools, there are 713 schools with computer per ratio of 1: 1-25 students, while 35 of those having zero computers. As Appendix 1: Table C shows, among type 2 schools, there are 1,098 schools having computer per student ratio 1: 1-25 students while 363 such schools do not have a single computer in each. As Appendix 1: Table D shows, among type 3 schools, there are 736 schools having computer per student ratio of 1: 1-25 students, while there are 1,509 Type 3 schools do not have a single computer in each.

Data related to number of schools with average number of computers available by student's range in all schools are given in Table 5.

Table 5: Number of schools with average number of computers available by students range in all schools (2018)

Student range	No. of schools with average computers (Total No. of students/Total No. of computers)								Total
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 Computers	
1-50	496	230						754	1,480
51-100	418	292	187	144				489	1,530
101-200	731	419	228	95	170	106		380	2,129
201-300	426	360	123	31	81		82	117	1,220
301-400	218	241	174	44	27	54	47	77	882
401-500	139	139	85	77	24	7	52	35	558
501-600	155	112	65	36	40	10	43	17	478
601-700	99	73	40	19	26	11	28	14	310
701-800	76	48	36	30	24	10	28	6	258
801-900	52	38	26	27	12	16	15	6	192
901-1,000	48	33	22	16	15	9	7	2	152
1,001-1,500	167	48	50	24	54	18	51	9	421
1,501-2,000	78	27	32	33	16	17	14	4	221
2,001-2,500	20	35	18	24	14	3	19		133
2,501-3,000	2	10	5	13	23	10	7		70
3,001-4,000		31	14	14	12	9	10	1	91
4,001-5,000		6	11	4	6	3	3		33
5,001-6,000		2	4	3	1	1	1		12
6,001-7,000		2			1				3
7,001-8,000			1						1
8,001-9,000		1							1
Sri Lanka	3,125	2,147	1,121	634	546	284	407	1,911	10,175

Source: primary data from: MoE (2018).

As Table 5 shows variation of the distribution of computers as number of schools with average number of computers available by student's range in all schools. It seems majority of medium-size schools are having some reasonable number of computers, but need to look at these by schools. Further, this situation is varied by types of schools and such analysed data are given in Appendix 2: Tables A, B, C and D.

Table 6: Number of computers by student range and number of students by type of schools (2018)

Student range	1AB				1C				Type 2				Type 3				Total			
	No. of schools	No. of students	No. of computers	Student / Computer ratio	No. of schools	No. of students	No. of computers	Student / Computer ratio	No. of schools	No. of students	No. of computers	Student / Computer ratio	No. of schools	No. of students	No. of computers	Student / Computer ratio	No. of schools	No. of students	No. of computers	Student / Computer ratio
1-50					2	60	17	4	141	5,168	335	15	1,337	38,338	1,324	29	1,480	43,566	1,676	26
51-100					21	1,708	329	5	528	41,485	1,928	22	981	71,065	1,779	40	1,530	114,258	4,036	28
101-200	2	236	141	2	154	24,443	3,065	8	1,153	170,507	6,772	25	820	117,441	2,190	54	2,129	312,627	12,168	26
201-300	24	6,437	1,496	4	266	66,923	5,884	11	689	167,656	5,416	31	241	59,068	746	79	1,220	300,084	13,542	22
301-400	29	10,648	1,869	6	290	100,939	6,614	15	338	114,851	2,810	41	225	78,779	758	104	882	305,217	12,051	25
401-500	45	20,663	3,133	7	252	112,122	5,381	21	148	65,323	1,285	51	113	50,319	405	124	558	248,427	10,204	24
501-600	70	38,549	4,809	8	224	122,590	6,010	20	81	43,908	798	55	103	56,795	558	102	478	261,842	12,175	22
601-700	62	40,652	3,926	10	143	92,865	4,522	21	31	19,889	361	55	74	47,223	333	142	310	200,629	9,142	22
701-800	51	38,129	3,498	11	129	96,405	3,291	29	34	25,490	398	64	44	33,357	165	202	258	193,381	7,352	26
801-900	44	37,129	2,821	13	93	78,856	2,195	36	18	15,044	169	89	37	31,191	249	125	192	162,220	5,434	30
901-1,000	51	48,451	3,381	14	69	65,465	1,502	44	12	11,272	136	83	20	19,234	150	128	152	144,422	5,169	28
1,001-1,500	192	233,649	12,032	19	144	170,967	3,648	47	29	34,975	365	96	56	64,968	345	188	421	504,559	16,390	31
1,501-2,000	158	270,040	8,486	32	42	70,105	1,044	67	14	23,773	195	122	7	12,130	91	133	221	376,048	9,816	38
2,001-2,500	115	258,773	5,969	43	12	26,024	260	100	5	11,674	56	208	1	2,199	12	183	133	298,670	6,297	47
2,501-3,000	61	166,993	2,308	72	6	16,175	111	146	3	8,323	47	177					70	191,491	2,466	78
3,001-4,000	91	312,290	4,719	66													91	312,290	4,719	66
4,001-5,000	32	142,220	1,953	73					1	4,032	23	175					33	146,252	1,976	74
5,001-6,000	12	63,905	899	71													12	63,905	899	71
6,001-7,000	3	18,612	371	50													3	18,612	371	50
7001-8000	1	7,561	149	51													1	7,561	149	51
8001-9000	1	8,711	207	42													1	8,711	207	42
Sri Lanka	1,044	1,723,648	62,167	28	1,847	1,045,647	43,873	24	3,225	763,370	21,094	36	4,059	682,107	9,105	75	10,175	4,214,772	136,239	31

Source: primary data from: MoE (2018).

Table 6 shows variation of number of computers by student range and number of students by type of schools in the country. If we will plan to provide ICT facilities for schools, we need to seriously consider the availability of these resources in the school system.

Moreover, according to DCS (2019) there are discrepancies in computer usage and network coverage in the households around the country and data related to percentage of computer owned households by sector by province are given in Table 7.

Table 7: Percentage of computer owned households by sector by province

Sector/ Province	Desktop (%)			Desktop or Laptop (%)		
	2017	2018	2019	2017	2018	2019
Sri Lanka	12.5	10.5	8.8	23.5	22.9	22.2
Urban	19.9	15.5	14.4	39.9	39.5	38.3
Rural	11.5	9.9	8.1	21.0	20.3	19.9
Estate	3.5	2.2	0.9	5.1	4.9	3.8
Province						
Western	19.5	14.6	12.6	37.1	33.4	34.7
Central	11.6	11.8	9.3	23.3	22.5	20.6
Southern	10.0	9.5	7.3	19.0	20.8	16.6
Northern	5.9	7.9	7.5	18.6	21.2	18.0
Eastern	6.2	5.7	7.0	11.0	13.5	14.2
North-western	11.5	9.5	7.3	21.1	20.8	20.3
North-central	9.2	7.8	4.4	16.5	17.1	13.4
Uva	6.8	5.1	3.7	9.7	10.7	12.9
Sabaragamuwa	13.1	10.8	10.0	20.4	19.7	19.6

These figures are to be treated with caution as the corresponding CV (Coefficient of variation) values are high.

As Table 7 shows, in such circumstances, it would be farther than supportive if it is possible to make sufficient provisions to empower usage of computers, laptops, tablets etc. and establish a strong and free internet coverage island-wide.

Capacity of teachers and quality of professionalism for teaching and learning: Teaching capacity and ability to use effective instructional approaches suit to distance-learning and their professionalism directly affects the quality of pedagogical process and ultimately learning outcomes of students. Therefore, improving capacity of teachers will be vital to transform the traditional conventional forms of teaching and learning formats to modern methodologies and strategies befitting the technology embedded teaching.

Resourcing schools: Resources both basic and higher-order, for schools are fundamentally required to facilitate digital-based education like online teaching and learning in and outside urban locations in Sri Lanka. It is vital to expand required facilities for such needy schools and locations with necessary accessories.

Investments: Apparently, digital-based education is costly. Providing such education facilities across the system while ensuring equity principles and adequacy criteria for resourcing need significant amount of investment. For this purpose, it is need to search for different sources of funds and important thing is ensuring sustainability of such investments in order to assure efficacy of investments.

7.0 Investment for the implementation of the plan

It is anticipated to implement this plan using the government consolidated funds (CF), development partners' assistance (i.e. World Bank, UNICEF, WFO, ADB, etc.), third sector well-wishers, other patronages and stakeholders.

8.0 CERP: approaches, strategies and components

Developing this CERP primly it was kept in mind on 'learning never stops' due to any circumstances. Therefore, it was considered to ensure distributional equity principles (both vertical and horizontal equity) and adequacy criteria for provision of education and resourcing education. In line with such fundamental, following areas were considered and accommodated them into this plan:

- Ensure inclusion and equity.
- Teaching and learning through digital learning management system and online learning pedagogy, home based learning and accelerated learning.
- Reflection of new education system during the post-Covid-19 pandemic.
- Country-specific curriculum modernization and development.
- Education workforce involvement (i.e. HRD, teacher training institutions, capacity development, etc.) with especial reference to digital-based technologies.
- Improving students/ educational personnel's physical and mental health.
- Strengthening planning, monitoring and coordination of education programmes: Private actors in education/Third sector involvement in education.

8.1 Approaches and strategies

This section presents the approaches and strategies that need to follow with regard to re-opening of schools and continuation.

Approach/strategy 1: Learning environment

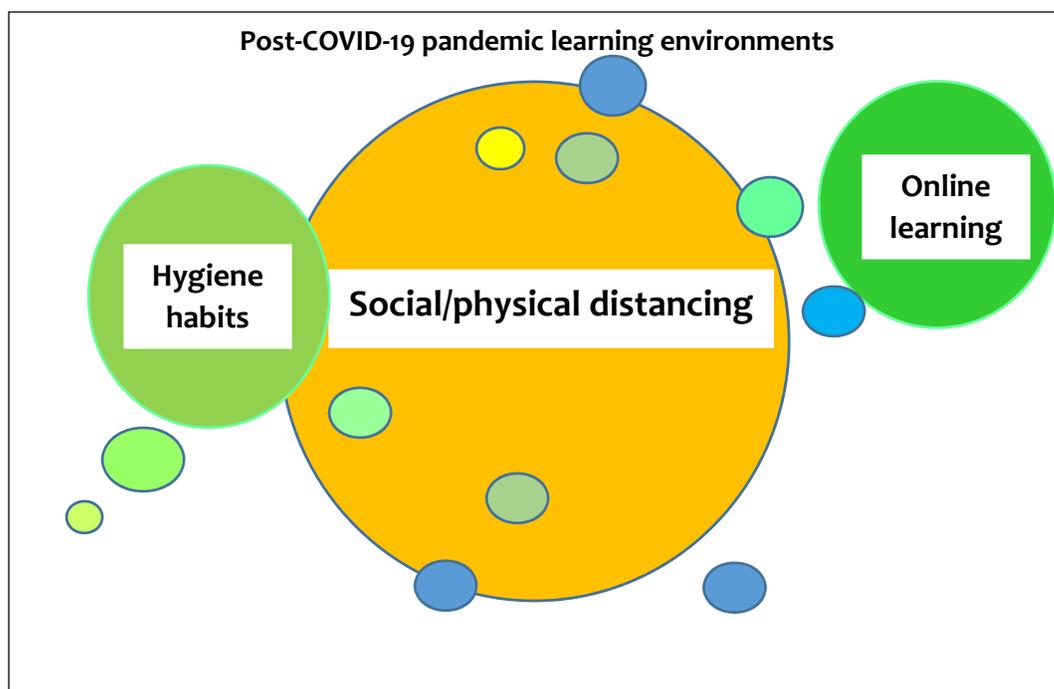
Approach/strategy 2: Curriculum modernization/integration/condensing; assessment modalities; teaching and learning methodologies

Approach/strategy 3: Teacher education and teacher training

Approach/strategy 4: School health and hygienic promotion

Approach/strategy 1: Learning environment

Appropriately re-organised learning environment of schools is fundamental for prevention of health issues while maintaining learning setting too. Learning environment should be re-organised/re-arranged in accordance with the health guidelines. Accordingly, from the access of students to schools from school gates, their individual behaviours and interactions with others during the school time, until their leaving school when school day finishes, should be carefully planned and practiced.



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Access to schools: Students' transportation to schools and their entrances and departures from school gates should be well organised maintaining social/physical distancing, in accordance with the health and Ministry of Education guidelines.

Learning times and timetables:

- Crowded classrooms should be held in two different sessions (morning and evening or in two different days).
- Suggested to plan as two days per week for learning at schools for primary and junior secondary students and three days per week for learning at schools for senior secondary students and GCE AL students. Schools may be held for 6 days per week or whole 7 days weekly, with one student participating for 2 to 3 days, until the pandemic impact is over.

- Prioritizing students in important transitional years such as GCE ALs and OLs and due to take their final examinations.

Class size and seating arrangements of the class:

- Schools should maintain safe school operations to mitigate any risks. Even though the official norms in general for the size of primary classrooms and secondary classrooms are 35 and 45 respectively, in order to prevent students from any vulnerabilities due to pandemic, social/physical distancing should be maintained, hence, the number of students learning in a classroom (within a normal classroom of 20*20 sq.fts) at a given time should be lesser. Therefore, perhaps, a particular class may be summoned in two different sessions, for example, with 20-25 children per session.
- It is better to recommend 2 meters between tables per child.
- Surfaces like table tops, door handles, taps etc., are expected to be cleaned at least twice a day, as per health guidelines.
- No seated face-to-face of students.

Approach/strategy 2: Curriculum modernization/integration/condensing; assessment modalities; teaching and learning methodologies

Curriculum modernization and assessment: COVID-19 outbreak impacted on students throughout the country missing their school learning time for a considerable period of time due to school closure. As to compensate the loss, the government launched several initiatives. TV- based distance learning programmes, radio-based awareness programmes and teacher-pupil interactions via electronic modes were implemented accordingly reaching the children maintaining to the best the equity and equitable learning opportunities. Considering the maintaining of quality education for all, following approaches will be recommended to implement the post-COVID-19 period.

- Rapid review of curriculum needs to be done during and after the pandemic period: At the COVID-19 outbreak, curriculum goals will be reprioritized in order to identify the particular areas of curriculum which should be taught at distance learning methods. Prior to the re-opening of schools, rapid review of curriculum is essential intending to recover the learning time by recognizing the areas of the syllabus that could be learnt at the school and home.
- Behaving of people of the country in a crisis/pandemic situation: reaching the policy decisions on the areas of curriculum that need to be strengthened and new areas to be introduced in order producing responsible persons who live a smart life in the new normal society. It has been shown that, lessons/experiences that support to inculcate the socio-emotional skills, attitudes, values, resilience, discipline, personal hygiene and self-efficacy in a child, are necessary to be integrated in the curriculum in a balanced

manner. Therefore, analysing of curriculum and textbooks materials is required to identify the areas need to be strengthened.

- Considering the significance of digital-based learning at the emergency situation and future context of the world, it will be useful to blend digital learning methods with face-to-face teaching and learning methods, appropriately. However, means of education delivery should be identified considering the feasibility of the methods.
- Priority will be given to activity-based and play-based experiences in post-COVID-19 period especially in primary and junior secondary level, to motivate students' active learning.
- Since national curriculum is implemented nation-wide, national-level curriculum platform will be established including curriculum goals, policy and syllabi. Accordingly, parents, students, all teachers and educators will be able to get an idea on curriculum and support to be extended in children's learning.
- The curriculum will be updated in a country specific and future-focused manner referring to the global best practices while ensuring the equity and inclusion.

Assessment and evaluation:

- Rapid review/assessment will be conducted for the primary students to measure learning outcomes with the beginning of school re-opening.
- Since Sri Lankan education system is practicing universal promotion between grades, the pandemic situation will not affect the students by means of repetition. However, teachers should ensure the achievement of essential competencies appropriately to the child age.
- Priority to be given for students in important transitional years such as ALs and OLs students in re-opening schools and best decisions will be arrived in terms of preparing them for their final examinations.
- National examinations will be carried-out in a valid, reliable and equitable manner. Children will be assessed from only the areas they covered from the syllabus. Those areas of the syllabus will be decided by the DoE in consultation with the school principals, MoE and provincial officials and the NIE. National examinations will be held considering the social distancing and other hygienic practices as per the guidelines of the Ministry of Health.

Prerequisites for education in a new normal country:

COVID-19 pandemic lead global education systems to overwhelmingly depend on tele-education (television or electronic device based education) since there is no other way for educational communication when all direct interactions are disrupted. This context urges educational authorities to prepare education systems for flexible, distance and e-learning. Nonetheless, blended-learning or hybrid-learning (a combination of e-learning in its various forms and traditional classroom learning) is being promoted as it is considered as more effective as learner engages in self-learning having access to material available elsewhere and that offers flexible learning opportunities. Therefore, not only to succeed in a crisis, but also to create an active learning environment in normal school days, it is necessary to make sure that the education system is sufficiently resourced enabling children to learn using electronic and on-line media.

In order to fulfil such an environment, it is needed to:

- establish a clear vision on the contents to be digitally delivered, skills to be developed; teaching/learning processes to be digitally performed; assessment methodologies etc.;
- rightly appraise the requirements (according to norms; norms to be worked out) and supply at least minimum basic electronic infrastructure enabling all schools to promote digital- learning; e-platforms etc.;
- evaluate and develop standards of teaching/teachers required to deliver digital-based teaching efficiently and effectively;
- develop teachers' professional capacities;
- establish mechanisms to maintain the digital infrastructure at schools, for resource sharing between schools; for efficient utilisation of available resources, e.g. keep resource rooms till late evening especially facilitating children with no personal equipment at homes/those who do not have promising home learning environments;
- solicit support from the expert groups to review and upgrade the curriculum and examination methods; and
- establish a fabric of state and non-state organisations in support of compensating the government's efforts in this connection.

Teaching and learning methodologies: As a result of the school closure there were inevitable disruptions in school education system, student learning process and subsequently interruptions on routine processes of national examinations and educational services etc.

In order to reduce the negative implications of prolonged school closure on students' learning process, educational authorities at all levels including national, provincial and zonal levels made a prompt and significant contribution to involve children in education using prevailing and usable technologies in the local contexts and that, to a greater extent, made a creative, flexible and encouraging learning environment for children at home. However, it is to be noted that children of low income families there are lack of these facilities and hence, equal opportunities at home learning environment cannot be assumed. Notwithstanding the schools are provided with digital infrastructure to a certain level, they are not being accessed

in a crisis situation and also, by and large, those are not sufficient to provide service for all children alike even in normal school days. Therefore, there is a severe need to ensure adequacy of digital infrastructure at formal schools with a rational distribution between schools throughout the country, with a view to establishing a fully-fledged, effective digital teaching and learning process based on equity principles. These distributions should be made based on scientific norms as well as to the level best emphasising resource sharing policies between schools given the high costs involved in provisioning of digital infrastructure on a country-wide basis.

Distance learning methods: distance learning methods and tools will be promoted during the COVID-19 outbreak and the post-COVID-19 period in association with mass-media, online and digital learning methods, home-based learning with ensuring the access of these media to all children to ensure equity and inclusion including special education children.

Common media as a learning tool: As the first approach, educational authorities came to an agreement with a local television channel to broadcast lessons especially for the secondary stage student those who are in preparation for GCE OL and AL examinations. It is being planned to extend the programme through a dedicated educational channel of the Ministry of Education in the future.

Since television is commonly available equipment in majority of households (in Sri Lanka, in 86.3% households; HIES, DCS, 2016:p99) compared to other personal electronic devices (household ownership of personal computers is 20.3% in Sri Lanka, HIES, DCS, 2016:p99), it has been the major mode to reach majority of children despite its limitations being one-way and less interactive communication mode. Yet, in certain locations, signal coverage problems prevail. There is more room for further expansion of television- and radio-based lessons especially, in the aspects of increment in interactive quality of such learning platforms. For this purpose, the capacity of teachers should be improved in adopting technology effectively in their lessons broadcasted on television.

Digital-based Learning Management Systems (LMS) and digital textbooks: There are several open and free LMS available at national and provincial levels. The 'e-thaksalawa' is the nationally available LMS which provides wider access for essential learning materials including textbooks, supportive learning materials as well as interactive gamified learning experiences. During the COVID-19 period students and teachers are guided and encouraged to get the maximum use of the available LMS. Digital textbooks are the next level of textbooks and they provide interesting self-learning experience including self-assessments. Currently, digital textbook for grade 11 Science is available in a DVD version. However, due to the high-cost and complexities in procurement processes, the development of digital textbooks takes a considerable time and effort.

Web and mobile phone applications: Web- and mobile phone-based apps such as open learning platforms, social networks, blogs, web channels, instant messages applications, emails, telephone calls so on and so forth were encouraged to use for teaching and learning

process during this period. The national-level education authorities are in the view that special communication and data packages and subsidies could further encourage teachers to continue their interactions with their students through technological applications.

Though there are various tools and applications to support the continuation of teaching and learning process the effectiveness of the approaches depends on the way the teacher uses them. The teaching and learning process includes skills development, attitudes development, student assessment, etc. Therefore, teachers might need to use a combination of technological applications to create nearly good learning process for their students. This may not be successful in their first attempt hence it needs considerable level of knowledge and experience to adopt their own creative teaching mechanism and platform. In this situation providing guidance and expertise for teachers is vital of importance.

Printed materials: Speaking of distance learning in the modern society involves digital literacy and use of digital equipment. However, still there are some students especially in the rural and estate sector, who do not have enough access for modern technology. Promoting only digital-based learning and teaching will in turn create digital divides. Therefore, low-cost printed materials could be effectively used to promote self-learning and avoid digital divide among children.

Curriculum delivery through teaching learning process: Mainly the core subjects can be taught at schools while optional subjects taught in a home-based approach using assignments. Moreover, assessment-based and project-based learning can be encouraged. In the catching-up process basically the thematic approach or phenomena-based approached will be useful for fast-track yet meaningful and stress-free learning experiences for the students.

It is important to highlight that group activities, teamwork, social/group gatherings/meetings should not be recommended and promoted during this period.

Approach/strategy 3: Teacher education and teacher training

Teacher is the most critical factor in education delivery. Hence, teacher education becomes vitally important in all school processes. Teacher education needs to be given a new outlook in the new normal situation in pandemic and post-pandemic country.

Health & safety protocols: Teachers will be given clear instructions, the guidelines to maintain safe school operations to mitigate the risks (e.g. keeping the social distancing in schools) and adhere to hygienic practices before re-opening schools. This can be done through an online session or training programmes at the school level using videos (each school must be confident enough to implement the protocols effectively. Therefore Q&A sessions and mock study might be helpful).

Mental health of students: Dealing with different mental status of children is really necessary in this period as many students may feel anxiety, depression, fear etc. and this will affect their

immunity also. In order to strengthen the mental status of the children who are in uncomfortable psychological circumstances (such as high-risk groups, from the background in which parents who are health workers/ forcers, etc.), all the teachers will be given special training. This will be done as the module basis with the instructional manual provided to children to cope up the mental stress, follow hygienic practices, keeping social distancing, etc.

Technological upgrades: During this period, similarly the students are new to learn in distance platforms, most of the teachers are also novices in being distance coaches. So that, using new tools which have been never used before has been created the pressure on teachers. However, it is really important to arm the teachers with this technological know-how as a part of the contingency response. Hence the loans will be granted to buy laptops/desktops/tabs to teachers and special internet packages with lower rates will be introduced with the collaboration with internet service providers.

Teacher training in line with curriculum changes: Definitely there will be teacher training programmes in line with the changes in the curriculum due to this pandemic situation. These pieces of training will be also delivered online and those who need to face-to-face will be given by following health advice.

Pre-service training & In-service training: The pre-service teacher education in NCoEs will be done using the blended learning approaches and all the teachers will be guided to follow at least one online module in their in-service teacher training part as this will also be economically advantageous and the teachers should get into use this technology to teach future generations whose the whole world will be on their palmtop.

Monitoring and evaluation: Monitoring and follow-up programmes will be carried out to see proper implementation, periodical evaluation and validation of the suitability of novel methods or programmes will also be done as the requirement.

Approach/strategy 4: School health promotion

The COVID-19 pandemic has also created un-predictive risks to children's protection, health and well-being. Clearly students need to be protected from exposing to this communicable disease and risking their health and safety. It is necessary to keep in mind that there could be second and third waves of the outbreak of the pandemic situation hence, there should be a comprehensive contingency responsive plans and policies in place.

On the other hand, school closure and social isolation might have negatively impacted the physical health, psycho-social well-being and development of students. Therefore, it is essential to contextualize and adapt a comprehensive framework in the local context to address the development and physical & mental health needs of the students. Judging the gravity of the prevailing critical situation, suggested framework will focus on addressing health and safety needs at three different stages i.e. home-staying stage, prior to reopening of schools and with and after reopening of schools.

- During the home-stay period if the duration of school closure prolonged further, student will be provided guidance to stay safe, encouraged to have healthy diets and be active while staying at home.
- Provide needed guidance and support for students to keep a good mental health as confinement and social isolation could negatively impact on students' mental health.

Prior to reopening schools:

- It is important to clearly identify risk-free areas which have lower risk of second or third waves of outbreak and give priority for schools in less populated areas with adequate water and hygienic facilities.
- In order to guarantee a safe learning environment for students, every school need to be sanitized before the reopening of schools.
- Prior to reopening of schools, the principals, teachers and students need to be made aware of the safety protocols to be followed in the school premises, outside the school and even at home.
- A campaign through media, principals and teachers could be productive in encouraging students to come back to schools and reduce their fear of coming back to schools.
- Implement programmes to promote physical and mental well-being of children suitable for primary and secondary students.

During and after re-opening of schools:

- Students should be **checked temperature** by an assigned teacher or prefect to have a daily health-check as required, when entering the school and before leaving the school.
- Students, teachers and administrators should **wear facemasks** properly when talking to each other face-to-face is a compulsory.
- Portable **hand-sanitizing stations** at entrances and common areas can be promoted as regular hygiene.



Keep hand sanitizer handy at all time

- School should maintain safe school operations to mitigate risks, such as **social distancing**. Considering the size of classroom, seating arrangements need to be reorganized.
- **Group activities should not be recommended** during this period.
- **Pre-boxed lunches** for students are recommended.
- Encourage students to take **highly nutritional food to have a strong immune system**.
- **Increasing the number of bus routes** or school systems may instead offer incentives for **private transport**.
- Strengthen the counselling for all students and career counselling for upper secondary schools. If needed, services can be obtained from the external experts.

Ref: [Guidelines for re-opening of schools and other education institutions]

Ministry of Education (2020) Guidelines and Circular for preparation of schools and education institutions for prevention of spreading COVID-19 virus, Battaramulla: MoE

8.2 Components of the CERP

Component 1: Ensure inclusion and equity of education.

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning.

Component 3: Develop country-specific and global focus curriculum.

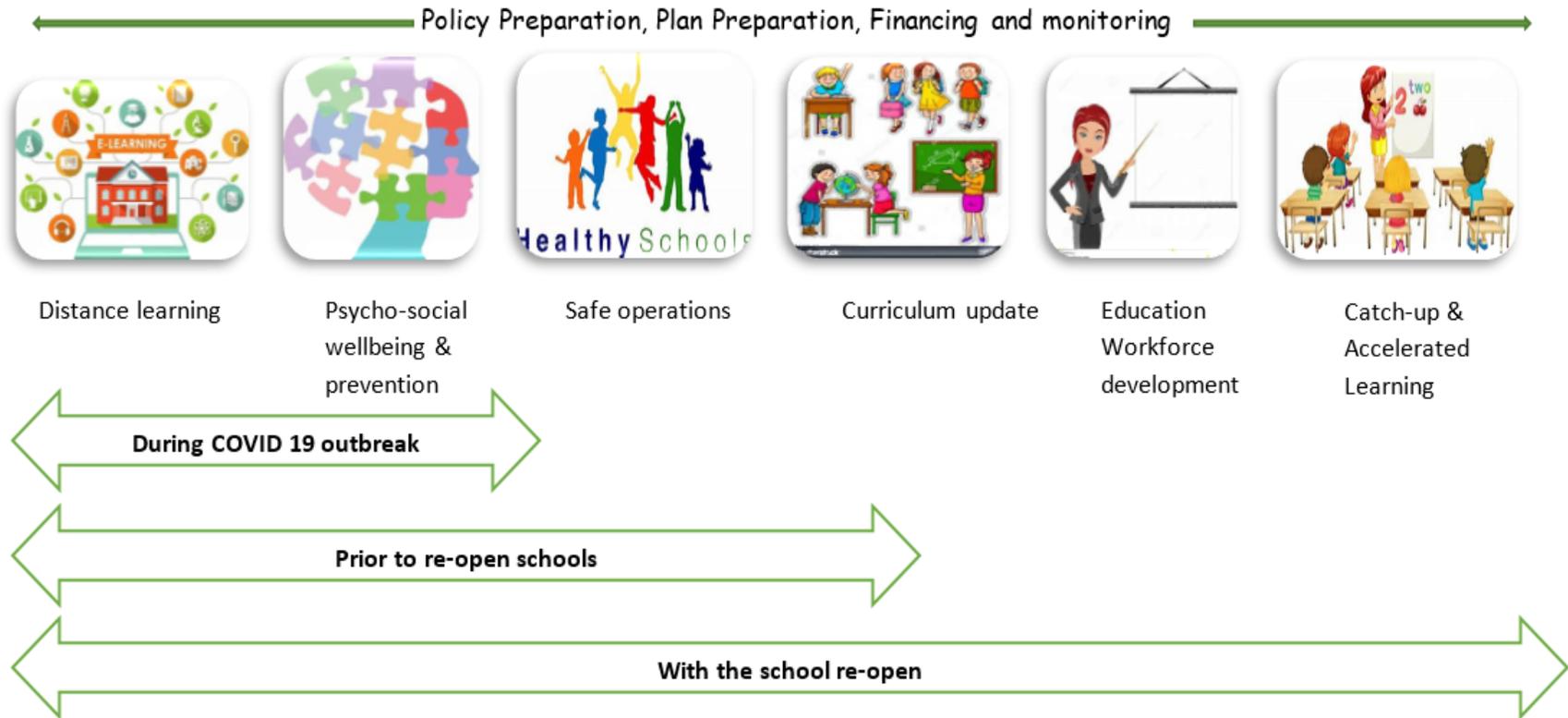
Component 4: Improving students/educational personnel's physical and mental health capacities and Fit for Life: Improving health and nutrition status of schoolchildren in Sri Lanka within the COVID-19 pandemic situation

Component 5: Education workforce involvement with especial reference to digital-based technologies.

Component 6: Reflection of new education system during the post-Covid-19 pandemic.

Component 7: Strengthening planning, monitoring and coordination of education programmes.

CERP at a glance



Flagship programmes and initiatives at a glance

Digital-based teaching and learning:

- Macro-teaching and learning.
- Provide **connect TVs with internet connectivity to rural schools** (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the COVID-19 pandemic recovery stage.
- Establish **computer laboratories in 1AB and 1C schools** (40 computers with desktops).
- Establish **computer laboratories in Types 2 and 3 schools** (40 computers with desktops).
- Establish **computer laboratories in schools with small number of students**.
- Provide **SMART TVs for schools**.
- Provide **concessionary loan to purchase notebook computers for teachers**.
- Provide **desktop computers printer and the connectivity for administrative purpose for school principals**.

Reflection of new education system:

- Develop **country specific, future focused curriculum**.
- Upgrade primary and secondary curriculum in order to develop **21st century skills** (digitally and e-learning based and socio-emotional skills of the children).
- Develop and implement **education policy and regulatory framework** for education more futuristic and country specific.

Promoting distance learning and self-learning:

- Promote **use/widen the scope of e-thaksalawa, the LMS** of the MoE for both primary and secondary students.
- Provide **Pods (private cubicles) to educators to develop and upload online materials**.
- Introduce a **national-wide virtual classroom** programmes.
- Expand **ICT education for all secondary level and provide basic ICT competencies for primary level** students.
- **Tele-education** to continue education for students.
- **Self-learning** study materials for students.

Competent education workforce:

- Improve **ICT and digital competencies** among all teachers.
- Introduce training through the **e-learning and digital learning for NCoEs students, teachers, principals and education officers**.

Health and nutrition of the students:

- Provide facilities for schools to maintain hygienic **practices at the schools**.
- Expand **mid-day meal programme for needy students in order to eliminate the mal-nutrition**.

Component 1: Ensure inclusion and equity of education

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.				
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds	
							R	C	T	R	C	T						
Strategy 1.1: Reduce drop-out of schoolchildren.	Implementation of school welfare programmes.	Nat. Prov. Sch.	X	X	X	X	5.00		5.00	5.00		5.00	5.00	5.00	5.00	CF	Number of students benefitted from new welfare programmes.	All Addl. Secretaries PDEs Schools
	Conduct an island-wide back to school campaign to encourage students and parents to return to schools.	Nat. Prov. Sch.	X	X			5.00		5.00	5.00		5.00			UNCEF	Increased as a % of No. of children returning to schools.	Addl. Sec/SA DE/SE & NFE Schools	
	Strengthen the school attendance committee (SACs) at schools.	Zone Sch.		X	X	X									CF	Well-functioning SACs at schools.	Addl. Sec/SAD E/SE & NFE PEAs Schools	
	Awareness programme for parents on how to learn intellectual disability, downs syndrome and autism students at home with parents on the vacation period by YouTube/TV programme.	Nat.	X				0.50		0.50						GEMP	One programme developed and uploaded to YouTube	Addl. Sec/SA DE/SE & NFE Schools	

Notes:

- *With the increasing poverty due to the pandemic situation, students may be dropped out from the schools. So education authorities need to take measures to get back those students to the schools.
- * Government has already implemented the welfare programmes in general context too. In addition, new social welfare activities will be implemented for children in vulnerable conditions.

Component 1: Ensure inclusion and equity of education

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 1.2: Promote digital-based learning	Establish computer laboratories in 1AB and 1C schools (Provide computers and laptops for the schools as per the norms)*	Nat. Prov.		X	X	X					192.00	192.00	2,000.00	2,000.00	tbi (Total cost: Rs 8,192.00 mn)	All schools equipped with adequate computer facilities.	DE/ICT PEAs
	Establish computer laboratories in Types 2 and 3 schools (Provide computers and laptops for the schools as per the norms)*	Nat. Prov.		X	X	X					312.00	312.00	1,500.00	1,500.00	tbi (Total cost: Rs 5,312.00 mn)		
	Establish computer laboratories in schools with small number of students**. No. of schools: 5,139.	Nat. Prov.		X	X	X											
	Provide SMART TVs for small schools****. No. of schools: 5,139. Also expect donation from the school well-wishers).	Nat. Prov.		X	X	X					180.00	180.00	400.00	400.00	GEMP	Number of schools having SMART classrooms.	
	Provide interest free loan to buy notebook computers for teachers.	Nat. Prov.		X	X	X										Number of teachers used digital learning.	
	Provide desktop computers printer and the connectivity for administrative purpose for school principals. No. of principals: 3,659 (student 50-200 schools.)	Nat. Prov.		X	X	X					65.90	65.90	150.00	150.00	GEMP	3,659 schools benefitted with online facilities.	

Notes:

* Since the cost is high in activity of providing computers for schools, the activity will be implemented during next 5 years of period.

** (a) Based on the number of students in the school we should provide. (b) each computer should be networked under LAN and if more than one lab all are should be connected using WAN allowing students to use any computer in any lab to access his/her own files. (c) each lab should be provided with a server to store contents.

*** Can provide a movable unit that includes following items in each unit (few laptops units, self-charging facility, If need can include MMP).

**** Minimum size of 32 inch SMART TVs with the internet connectivity would be good to keep one or two common classroom.

Component 1: Ensure inclusion and equity of education

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 1.3: Promote digital-based learning	Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage. Provide connect TVs with internet connectivity to rural schools (one or two classes), and one/two/three classrooms equipped with laptops + internet for medium-size schools as resource rooms to the Covid-19 pandemic recovery stage (No. of schools 3,659).			X	X	X					231.80	231.80	250.00	250.00	GEMP	At least 2 classrooms of the rural schools updated as resources room for learning.	PEAs
Strategy 1.4: Reduce malnutrition among young children	Expand the midday meal programme in order to reduce the malnutrition of the children.			X	X	X				200.00		200.00	400.00	400.00	tbi	Number of students increased for the mid-day meal programme	Add. Sec/EQD DE/SHN

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.1: Promote use/widen the scope of e-thaksalawa and Learning Management System (LMS)	e-thaksalawa, the LMS of the MoE, has a complete programme for primary education. Teachers can guide children to use it via telephone, WhatsApp groups and other available	Nat. Prov. Zonal Sch.	X	X	X	X								CERC/ GEMP	Number of primary students used e-thaksalawa and LMS.	Addl. Sec. SA, DG/NIE DE/PE. DE/ICT	
	Promote use/widen the scope of E-thaksalawa, the LMS of the MoE for both primary and secondary students.	Nat. Prov. Zonal Sch.	X	X	X	X								CERC/ GEMP	Number of secondary students used these platforms	Addl. Sec./SA DG/NIE All DEs DE/ICT PEAs Schools	
	Raise awareness on public (including parents) via audio-visual and social media for the use of e-thaksalawa etc.	Nat. Prov. Zonal Sch.	X	X	X	X	15.00		15.00	10.00		10.00	5.00	5.00	CERC/ GEMP	Increased number of students using available learning materials in e-thaksalawa.	DE/ICT

Notes:

e-thaksalawa can be used only by the children those who have computer facilities and online facilities at home. Since most of the students in rural areas do not having these facilities, several different strategies will be introduced to mitigate learning gap among the students in these days.

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.1: Promote use/widen the scope of e-thaksalawa and Learning Management System (LMS)	Invite schools to link up the school-based e-learning programmes in the MoE Web	Nat. Prov. Zonal Sch.	X	X	X	X									Number of schools linked up with the MoE web.	Addl. Sec/EQD DE/ICT PDEs Schools	
	Invite teachers and professionals (through TVs/social media/MoE and NIE Web sides) to contribute to prepare good quality learning programmes aligning to lessons/subjects/curriculum objectives and upload these contents to the e-thaksalawa.	Nat. Prov. Zonal Sch	X	X	X	X									Number of volunteer teachers and professional contributed in developing e-learning materials.	Addl. Sec./EQ D Addl. Sec./ SA, DG/NIE All DEs DE/ICT Schools	
	Home-based learning: Provide guidance on supporting e-learning to parents of primary students through telephone and social media and also ask them to maintain the journal on student's activities and send them to the class teachers via email, social media weekly enabling teachers to monitor the students learning [In collaboration with the parents teachers can assess children's learning at home].	Nat. Prov. Zonal Sch. Home	X	X	X	X									Number of teachers and parents engaged in e-learning activities	Addl. Sec./ SA, DE/PE. Schools	

Notes:

Materials of the e-thaksalawa has being developed mostly for the grades 10-12, so teachers are invited to develop the materials for the other grades and upload them to e-thaksalawa

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.2: Provide pods (private cubicles) to 29 educators to develop and upload online materials	Provide pods (private cubicles) to educators to develop and upload online materials [Ref. PTF proposal].	Nat. Prov. Zonal Sch.	X	X	X	X	150.00		150.00	100.00		100.00	100.00	100.00	GEMP tbi	Number of teachers/educators used these pods	Addl. Sec./EQ D DE/ICT
	Create awareness on using pods to develop and upload online materials for teachers through social media in pandemic period and face-to face training in post pandemic.	Nat. Prov. Zonal Sch.	X	X	X	X				5.00		5.00	9.00	10.00			Addl. Sec./EQ D DE/ICT All DES PDEs
Strategy 2.3: Introduce a national-wide virtual classroom programmes	Facilitate and provide necessary guidance for teachers to create a simple classroom platform using available web applications such as Google Classroom and WhatsApp to conduct an interactive class up to possible extent [Ref. PTF proposal].	Prov. Zone. Sch.	X	X	X	X	20.00		20.00				5.00	5.00	CERC/ GEMP CF	Number of students and teachers re-established teacher-student and student-student interactions through web applications	PDEs Principals Teachers ISAs

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19 period	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.4: Expand ICT education for all secondary level and provide basic ICT competencies for primary level students	Introduce ICT education for all secondary grades enabling students use all digital media for their education.	Nat. Prov. Zone Sch.			X	X							10.00	50.00	GEMP	All students in 6-11 grades followed ICT subject.	DG/NIE Addl. Sec/EQD DE/ICT
	Provide basic ICT competencies for the primary students.	Nat. Prov. Zone Sch.			X	X							5.00	25.00	CF	All students in primary grades developed basic ICT competencies.	DG/NIE Addl. Sec/SA DE/ICT DE/PE

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.5: Strengthen support for tele-education to continue education for students (equipment and supplies for tele-education and e-learning, content development and telecasting)	Establish MoE and NIE joint mechanism to develop tele-education content & audio-contents for both primary and secondary levels.	Nat.	X												Developed joint mechanism for implementation of e-learning.	Sec./MoE, DG/NIE	
	Prepare Sinhala and Tamil video for educational TV channel for primary grades: Write and edit scripts for the planned lessons, record programmes, edit and produce final video programmes, review and obtain approval from the NIE and authorized officials from MoE, telecast the produced programmes on TV channel.	Nat.	X Grade 5 for Nanesa TV	X Grade 5 for Nanesa TV	X for all grades for Nanesa TV	X for all grades for Nanesa TV	23.00		23.00	20.00		20.00	20.00	20.00	20.00	CERC/ GEMP	96 programmes prepared and telecasted in 2020 and video programmes developed for all primary grades in future.

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe					Estimated cost SLRs (million)						KPI	Res.		
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period			2021			2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.5: Strengthen support for tele-education to continue education for students (equipment and supplies for tele-education and e-learning, content development and telecasting)	Tele-education video in collaboration with the national TV channels and radios: Launch an e-school from April 20, 2020: Cast learning programmes on a daily schedule via two dedicated TV channels in Sinhala and Tamil medium, especially targeting students of grades 10-11 and grades 12-13. Key subjects: First Languages (Sinhala and Tamil), English language, Science, Mathematics, History, religious.	Nat.	x	x	x	x	72.00		72.00						CERC/ GEMP	Developed and telecasted 1224 TV programmes for GCE AL students and 144 TV programmes for GCE OL students.	
	Tele-education video in collaboration with the national TV channels and radios: Launch an e-school from April 20, 2020: Cast learning programmes on a daily schedule via two dedicated TV channels in Sinhala and Tamil medium, especially targeting students of all grades Key subjects: First Languages (Sinhala and Tamil), English language, Science, Mathematics, History, religious. For Nanesa TV	Nat.		x	x	x				25.00		25.00	35.00	40.00	CERC/ GEMP	Number of programmes developed and telecasted.	

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe					Estimated cost SLRs (million)						KPI	Res.		
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period			2021			2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.5: Strengthen support for tele-education to continue education for students (equipment and supplies for tele-education and e-learning, content development and telecasting)	Provide a time table of television programmes through available electronic and digital media for children to follow up to a maximum possible level while staying at home.	Nat.	x	x	x	x										Number of children watch TV programmes	DG/NIE
	Provide equipment and supplies for tele-education and e-learning for strengthening support for tele-education and e-learning facilities to continue education for students.	Nat.	x					0.50	0.50						CERC/GEMP	Provided required equipment and supplies for the programme	DG/NIE
Strategy 2.6: Make special arrangements to facilitate learning of schoolchildren in rural and under-resourced areas	Prepare and deliver a pack of with self-learning study materials for students for the first-term lessons.	Nat. Prov. Sch.	x				50.00		50.00					UNICEF	Ensured education of all students including under-privileged students	DG/NIE Principals Teachers	
	Deliver pre-arranged best teachers' teaching of the particular lesson of a subject of a grade scheduled in the timetable for a given period, to benefit the children of schools with shortage of teachers for key subjects.			x	x									tbi			

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.7: Conduct Catch-up or accelerated learning programmes to avoid loss of school year	Providing hard copies of learning materials for the children through postal mail or by hand delivery during the COVID-19 outbreak period*	Prov. Sch.	X							Amount of fund (Rs 40.00 mn) indicated in the activity 7.4 (ref.7.4)					CERC/ GEMP	No. of students benefitted	Addl. Sec./EQD DE/NS MoE
	Conduct school-based Learning enhancement programmes after the school open (i.e. stationeries for preparation of lesson plans, assignment, uploading documents and learning materials etc.*	Prov. Zone. Sch.		X											CERC/ GEMP	All students developed essential competencies as defined	Addl. Sec./EQD DE/NS MoE
	Revise the school calendar in order to minimize the loss of learning period.	Nat. Pro. Zone Sch.		X												All schools adopt to the revised school calendar	Addl. Sec/ EQD DE/SA
	Introduce multiple shifts for schools to maintain the social distances.	Zone Sch.		X													Principals
	Introduce/strengthen ICT-based catch-up educational programmes: Provide facilities and accessories for schools with immediate requirement to implement ICT-based catch-up educational programmes [Ref. PTF proposal].	Nat. Pro. Zone Sch.		X	X	X					800.00	800.00			tbi	All schools conducted ICT based catch-up programmes	Addl. Sec./EQD DE/ICT All DEs

*Funds provide directly to the school: Ref. activity 7.4

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe					Estimated cost SLRs (million)						KPI	Res.		
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period			2021			2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.7: Conduct Catch-up or accelerated learning programmes to avoid loss of school year	Promote e-learning and self-learning materials and facilities: Promote student groups for e-learning/learning using this facility in a planned manner during available school hours and afternoons/weekends.	Nat. Pro. Zone Sch.		X	X	X				5.00		5.00	5.00	10.00	GEMP	Number of schools implemented this programmes.	DE/ICT All DEs Principals Teachers
	Develop appropriately the modelled teaching-learning practices of given lessons/subjects/grades and share with other schools and Facilitate study groups and peer groups.	Nat. Prov. Sch.		X	X	X				10.00		10.00	10.00	15.00	GEMP	Number of lessons shared with others and number of schools implemented self-group studies.	All DEs PEAs Principals Teachers
Strategy 2.8: Rapid classroom-based review assessment for primary grades	Rapid classroom-based review assessment for primary grades, (conduct awareness programmes for teachers and provide guidelines)			X						0.50		0.50				Rapid assessment conducted at all schools.	DE/PE PDEs Principals Teachers/ PE

Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 2.9: Strengthening distance learning of primary students through activity-based learning	Promotion of drawings/ painting within the children through the assignment for primary students.	Sch. Home-based	X	X			-	-	-	-	-	-	-	-	No. of students involved with this activities	Addl. Sec./SA DE/PE. PEAs Schools	
	Promotion of innovative creations within the schools through the assignment for primary students.	Sch. Home-based	X	X			-	-	-	-	-	-	-	-			
	Promotion of parental support/home-based learning for children's education in primary grades.	Sch. Home-based	X	X			-	-	-	-	-	-	-	-	All primary teachers facilitate the home-based learning	DE/PE PEAs Schools	

Component 3: Develop country-specific and global focus curriculum

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 3.1: Develop Country specific, future focused curriculum [Ref. PTF proposal Ref. PTF proposal]	Review the existing curriculum against the country's vision and global best practices.	Nat.		x						5.00		5.00			GEMP	Existing curriculum reviewed	DG/NIE
	Develop country-specific child centered and future focused curriculum policy for Sri Lanka.	Nat.			x	x							10.00		GEMP CF	Curriculum policy developed	DG/NIE
	Upgrade primary and secondary curriculum in order to develop 21 st century skills (digitally and e-learning based and socio-emotional skills of the children).	Nat.			x	x							10.00	10.00	GEMP CF	Curriculum of the primary and secondary grades upgraded gradually.	DG/NIE
	Ensure delivery of curriculum in child-centered manner (Conduct teacher training, awareness, monitoring and evaluations, school-based assessments).	Nat. Prov. Sch.			x	x							25.00	30.00	GEMP CF	Upgraded curriculum delivered at all school level successfully	DG/NIE

Note:

- With the COVID-19 outbreak, it is observed that, more priority should be given to the development of socio-emotional and value education of the children. Moreover, it was identified the need of developing ICT and digital skills of the students. In future, curriculum development will be done by giving more focused on these areas.

Component 4: Improving students/educational personnel’s physical and mental health capacities and Fit for Life: Improving health and nutrition status of schoolchildren in Sri Lanka within the COVID-19 pandemic situation

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe					Estimated cost SLRs (million)						KPI	Res.		
			March- June, 2020: COVID-19 pandemic	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period			2021			2022	Source of funds
							R	C	T	R	C	T					
Strategy 4.1: Promotion of physical and mental well-being of children through relevant programmes and facilities	Develop TV and radio programmes to promote physical and mental well-being of children suitable for primary students.	Nat.	X				5.00		5.00							No. of programmes developed.	Addl. Sec./SA DE/NIE DE/Sport
	Invite education professionals to prepare/identify programmes that are valuable for children in living the life, ethics, environmental protection, improving generic skills etc.	Nat. Prov. Sch.	X													Uplifted children’s physical and mental well-being during the quarantine period.	DG/NIE Addl. Sec./SA DE/CCAs
	With the help of the media telecast physical fitness programmes, indoor games etc. especially designed for children.	Nat. Prov. Sch.	X														Addl. Sec./SA DE/Sport
	Encourage students to develop reading habits and creative abilities through available suitable web-based applications	Nat. Prov. Sch.	X	X	X	X											Addl. Sec./SA DE/PE DE/Lib.
	Promote writing of children story books by primary students provide guidance for children via class teachers, media and social media: ‘Ratak Watina Pothak’.	Nat. Prov. Sch.	X	X						25.00		25.00			GEMP/ CERC	Number of students participated in this programme.	Addl. Sec./SA C/SLNLD SB DE/Lib.
	Promote writing of ten thousand books by students secondary: provide guidance for children via media and social media: ‘Ratak Watina Pothak’.	Nat. Prov. Sch.	X	X						40.00		40.00			GEMP/ CERC		Addl. Sec./SA C/SLNLD SB DE/Lib.

Component 4: Improving students/educational personnel’s physical and mental health capacities and Fit for Life: Improving health and nutrition status of schoolchildren in Sri Lanka within the COVID-19 pandemic situation

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.		
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					Source of funds	
							R	C	T	R	C	T				
Strategy 4.i: Promotion of physical and mental well-being of children through relevant programmes and facilities	Promotion of cultivate plant in a pot and observe the growth of plant as an assessment for primary students: assessing by the class teachers in collaboration with the parents.	Sch. Home-based	X	X	X	X								GEMP/ CERC	No. of students participated in these activities.	Addl. Sec./SA DE/PE
	Promotion of home gardening/agricultural activities (secondary education): Broadcasting TV programmes in this regard.	Nat. Sch. Home-based	X	X			10.00		10.00					GEMP/ CERC	Number of students involve in home-gardening activities.	Addl. Sec./SA DE/Agri.
	Promotion of students’ and teachers’ innovations for secondary grades.	Nat. Prov. Sch.	x	x										GEMP/ CERC	No. of students involving	Addl. Sec./SA DE/Tech.
	Strengthening counselling programmes especially for upper secondary students on education and career counselling.	Nat. Prov.		X	X					1.00		1.00	2.00	GEMP/ CERC	No. of students benefitted.	Addl. Sec./SA DE/CCAs
	Develop and distribute guidelines to teachers in all schools to help them deal with anxieties related to COVID-19 among students.	Nat.		X						1.00		1.00		UNICEF	Guidelines were provided for all teachers	Addl. Sec./SA DE/CCAs
	Provide guidance to counselling teachers on specific COVID-19 related mental health and psychosocial support.	Nat.		X						0.60		0.60		UNICEF		Addl. Sec./SA DE/CCAs

Component 4: Improving students/educational personnel’s physical and mental health capacities and Fit for Life: Improving health and nutrition status of schoolchildren in Sri Lanka within the COVID-19 pandemic situation

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.		
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					Source of funds	
							R	C	T	R	C	T				
Strategy 4.1: Promotion of physical and mental well-being of children through relevant programmes and facilities	Create awareness among teachers on supporting smooth transition to formal learning, positive discipline and how to refer children with severe needs to specialized services (in coordination with child protection actors).	Prov. Zone.		X						10.00		10.00		UNICEF	Number of teachers reporting.	Addl. Sec./SA DE/CCAs
	Develop school-based measures to avoid stigmatizing students and staff who may have been exposed to the virus directly or indirectly.	Sch.		X					The budget is included in the school based grant ref: 7.4				UNICEF	Number of schools having schools	Principals	
	Develop awareness and training module for students, teachers, trainers, heads of schools, administrators, and parents on well-being practices, disciplinary behaviours and adaptation in emergency situation i.e. COVID pandemic. .	Nat. Prov.		X					5.00		5.00		UNICEF	Number of persons benefitted	Addl. Sec./SA DE/CCAs	
	Facilitate re-creational/cultural activities at schools.	Sch.													All schools implemented the recreational programmes	Schools

Component 4: Improving students/educational personnel’s physical and mental health capacities and Fit for Life: Improving health and nutrition status of schoolchildren in Sri Lanka within the COVID-19 pandemic situation

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 4-2: Ensure safe and hygienic learning environment in school	Develop and distribute Guidelines for COVID-19 Safe School Operations, including IPC guidelines for all schools, Pirivena, special-schools, private and international schools and all education administrative offices and other establishments.	Nat.	X				5.00		5.00						UNICEF	# of schools implemented safe school protocols (COVID-19 prevention and control)	Addl. Sec/EQD DE/SHN
	Supply of required equipment and chemicals in order to sanitize the school premise including classrooms, washrooms, administrative office etc. of all schools with the support of civil service agencies with the guidance of provincial, zonal and divisional education authorities.		X				The budget is included in the school based grant ref: 7.4								CERP	Ensured safe and sanitized learning environments in schools	Addl. Sec/EQD DE/SHN PDEs
	Provide adequate WASH facilities such as hand-washing and hygiene including MHM facilities for all schools.		X				30.00		30.00		50.00	50.00			CF WFP	Number of schools equipped with WASH facilities.	Addl. Sec/EQD DE/SHN PDEs
	Provide hand-washing stations at school entrance: Identify and implement National standards for hand washing facilities such as age appropriate height, and for differently abled children.		X				188.00		188.00						GEMP	10,175 schools benefitted	Addl. Sec/EQD DE/SHN PDEs

Component 4: Improving students/educational personnel’s physical and mental health capacities and Fit for Life: Improving health and nutrition status of schoolchildren in Sri Lanka within the COVID-19 pandemic situation

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.	
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					Source of funds
							R	C	T	R	C	T			
Strategy 4.2: Ensure safe and hygienic learning environment in school	Develop and distribute hygiene promotion materials in local languages which are child-friendly for easy understanding in all schools		X				5.00		5.00				UNICEF	All schools received promotion materials	Addl. Sec/EQD DE/SHN
	Establish sick rooms for needy schools as per the national norms.		X	X			140.50		140.50				GEMP	Sick rooms established in 9,341 schools.	
	Provide thermometers for schools.		X				165.00		165.00				GEMP	10,175 schools benefitted.	
	Provide face-masks for schools.		X				336.00		336.00				GEMP	10,175 schools benefitted.	
Strategy 4.3: Providing prepared meal or food pack (dry rations) students of grade 1-5 students under the school meal	Provide dry food pack for school children under the National feeding programme [Ref. PTF proposal].		X				1,100.00		1,100.00				CF WFP	1,100,000 students benefitted	
	Establishment of School Kitchen where school meal programme are implementing: Construction of school kitchen and provide kitchen utensils.						500.00		500.00				CF WFP UNICEF	All schools which school meal programme are implementin g benefitted.	

Component 4: Improving students/educational personnel’s physical and mental health capacities and Fit for Life: Improving health and nutrition status of schoolchildren in Sri Lanka within the COVID-19 pandemic situation

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.					
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19 period	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds		
							R	C	T	R	C	T							
Strategy 4.3: Create awareness on safety precaution to follow in and out of the school premises	Develop an e-instructions manual for children, teachers and principals on, how to face emergency situations and act in such situations, safety precautions, cleaning procedures, they should follow in the schools as well as outside the school.	Nat. Prov.	X	X			2.00								CF	E-instruction manual developed and distributed	Addl. Sec/SA DE/CCAs DE/SHN		
	Make aware the students, teachers and principals on the e-instruction manual via media and social media	Nat. Prov.	X	X															
	Ensure the delivery of remote guidance for caregivers/ community volunteers on EiE lifesaving messages re COVID-19, how to facilitate wellbeing and play, how to access specialized services and self-care in coordination with health and child protection actors.	Nat. Prov.	X	X											UNICEF				
	Strengthen school health club at the school level.	Sch.		X	X	X										Well-functioning school health club at all schools	Principals		
	Develop the quality of school canteen (conduct awareness, inspection, healthy foods)	Zone		X						10.00			10.00		GEMP	All school canteens are functioning with hygiene conditions	ZDEs		

Component 5: Education workforce involvement with especial reference to digital-based technologies.

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.				
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19 period	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds	
							R	C	T	R	C	T						
Strategy 5.1: Improve the competencies of the education workforce in ICT and digital learning	Conduct training programmes for education officers and NCoEs students, teachers/principals on e-learning and digital learning facilities [Ref. PTF proposal].	Nat. Prov.		X	X	X					50.00		50.00	50.00	25.00	CF/ADB	All education officers, principals and teacher developed e and digital learning facilities.	
	Introduce teacher training through the e-learning and digital learning for NCoEs students, teachers, principals and education officers and thereby, they could continue the training even in the emergency situation	Nat. Prov.		X	X	X				10.00		10.00	50.00	50.00	50.00	ADB	No. of programmes introduced as e-learning and digital learning.	
Strategy 5.2: Strengthen the pre-service teacher students' knowledge on school-based activities	Conduct training modules for NCoEs trainers on: <ul style="list-style-type: none"> Principals leadership development programmes, SBPTD programmes, EPSI programmes Community education programmes. 	Nat.			X	X							10.00	10.00	GEMP	All pre-service teacher students developed knowledge on school-based activities		

Component 6: Reflection of new education system during the post-Covid-19 pandemic.

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 6.1: Develop the education Policy and regulatory framework for more future focused and country specific	Develop and implement education policy and regulatory framework for education more futuristic and country specific.			x						5.00		5.00		GEMP	Policy framework for education is developed.	Addl. Sec/PPRD DE/PPB	

Component 7: Strengthening planning, monitoring and coordination of education programmes

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.				
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds	
							R	C	T	R	C	T						
Strategy 7.1: Establish a proper mechanism to have Emergency response/continuity plan based on a risk assessment on each school and provincial education authorities (PEAs).	Conduct awareness, training programmes and guide principals to have an emergency plan at school level.	Nat. Prov. Sch.			x	x							10.00	10.00	GEMP	All education authorities have emergency preparedness plans at their level.	Addl. Sec. PPRD DE/M&PR PDEs	
	Conduct awareness, training programmes and guide PEAs to have an emergency response plans at divisional, zonal, provincial level	Nat. Prov. Sch.			x	x							10.00	10.00	GEMP			
	Appoint emergency response teams at each level, directly connected with provincial level and MoE	Nat. Prov. Sch.		x	x	x												
	Train principals, teachers and students on alternative educational platforms and facilities useful in an emergency situation.	Nat. Prov. Sch.			x	x							25.00	25.00	GEMP			

Component 7: Strengthening planning, monitoring and coordination of education programmes

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.					
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds		
							R	C	T	R	C	T							
Strategy 7.2: Maintain up to date database all electronic resources available for students/ teachers at home.	Maintain up to date database in all electronic resources available for students/ teachers at home.	Nat. Prov. Zone		X	X	X					10.00			10.00	2.00	2.00	tbi	All education authorities have data and information about access in digital equipment	Add. Sec/PPRD DE/DMR DE/M&PR PDEs
Strategy 7.3: Establish a mechanism to provide to extra funds to each unit and flexible expenditure policy.	Create a mechanism to allocate money to school level in an emergency situation.	Nat. Pro. Sch.	X	X														Adequate resources are available to implement emergency response plan to all education authorities.	Add. Sec/PPRD DE/DMR DE/M&PR PDEs

Component 7: Strengthening planning, monitoring and coordination of education programmes

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19 period	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 7.4: facilitate school level programmes and activities by direct financing to the schools	School-based activities: <ul style="list-style-type: none"> • Learning enhancement programmes (i.e. stationeries for preparation of lesson plans, assignment, uploading documents and learning materials etc. • School health promotion programme (i.e. awareness, brief notes and guidelines etc.). • School sanitation and hygienic programmes. • Programmes for reduce drop-out of the schools (school welfare programmes, co-curricular programmes, mental wellbeing programmes) • Strengthening counselling programmes especially for upper secondary students on education and career counselling. • Rapid classroom-based review assessment for primary grades, school health promotion programme (i.e. awareness, brief notes and guidelines, manuals etc.). • Consultancies: tracer studies and evaluations. 	Nat. Prov.		X			769.00		769.00						GEMP	All schools implemented school level activities. (Rs. 140.00 primary student & Rs. 200.00 per secondary student)	Adl. Sec./PPRD DE/NS DE/PPB PEAs Schools

Component 7: Strengthening planning, monitoring and coordination of education programmes

Strategy	Sub-activities with physical targets/quantity	Implementation level	Timeframe				Estimated cost SLRs (million)						KPI	Res.			
			March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19	2021	2022	March- June, 2020: COVID-19 pandemic period			July and onwards 2020: Post-Covid-19 period					2021	2022	Source of funds
							R	C	T	R	C	T					
Strategy 7.5: Establishment of private actor and third sectoral linkage	Establish private actor and third sectoral linkage in education. Especially linkages with the Ministry of Health and all social works departments in order to implement the awareness programmes, school health programmes etc.	Nat. Prov.		x	x	x									Established sound linkages among private and third sectors.	Sec/MoE All Addl. Secs PDEs	
Strategy 7.6: Strengthening the monitoring and evaluation	Establish National Education COVID-19 Monitoring Unit (NECMU) at MoE to monitor the implementation of the safe school operations guidelines with links to sub-units at PDEs/ZDEs for the next 6 months.		x	x					1.00		1.00	2.00	2.00	GEMP	Number of monitoring reports received by the NECMU through the PDEs	Addl. Sec./PPRD DE/M&E PEAs Schools	
	Conduct monitoring and evaluation at all education level regular basis.	Nat. Provi. Sch.		X	X	X				5.00		5.00	7.00	7.00	GEMP	Established proper monitoring framework	Addl. Sec./PPRD DE/M&E PEAs Schools

9.0 Budget Summary of the CERP based on the proposed components

Component	Estimated Cost - SLRs million			
	March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19 period	2021	2022
Component 1: Ensure inclusion and equity of education.	10.50	1,191.70	4,705.00	4,705.00
Component 2: Teaching and learning through digital learning management system and online learning pedagogy, home-based learning and accelerated learning.	330.50	883.50	119.00	120.00
Component 3: Develop country specific and global focus curriculum.		70.00	45.00	40.00
Component 4: Improving students/educational personnel's physical and mental health capacities.	2,382.50	77.60	2.00	
Component 5: Education workforce involvement with especial reference to digital-based technologies.		60.00	85.00	110.00
Component 6: Reflection of new education system during the post-Covid-19 pandemic.		5.00		
Component 7: Strengthening planning, monitoring and coordination of education programmes.	769.00	16.00	56.00	56.00
Total	3,492.00	2,303.80	5,012.00	5,031.00

10.0 Budget Summary of the CERP based on source of funds

Source	Estimated Cost - SLRs million					Remarks
	March- June, 2020: COVID-19 pandemic period	July and onwards 2020: Post-Covid-19 period	2021	2022	Total	
CF	8.00	5.00	10.00	30.00	52.00	
World Bank: GEM Project: CERC	3,249.00	1,200.00	1,002.00	976.00	6,427.00	US\$ 5.00 million
World Bank: GEM Project: Programme Component						US\$ 25.00 million
UNICEF	65.00	27.00			92.00	
ADB		60.00	100.00	25.00	185.00	
WFO						
Source to be identified (Funding gap)	170.00	1,111.00	3,900.00	4,000.00	9,081.00	
Total	3,492.00	2,403.00	5,012.00	5,031.00	15,938.00	

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Appendices

Appendix 1:

Table A: Number of schools with average number of computers available by students group in 1AB schools by province (2018)

Province	No. of schools with average number of computers available by students group (Total No. of students/No. of computers available)								Total No. of schools
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 computers	
WP	63	34	26	22	21	17	18	1	202
CP	62	21	8	14	5	4	1	1	116
SP	79	24	10	8	15	1	10	1	148
NP	83	11	5	1	2	2	2	-	106
EP	61	12	8	13	7	1	3	-	105
NWP	56	15	8	10	12	4	7	1	113
NCP	42	9	3	3	2	2	3	-	64
UP	58	11	3	4	3	1	1	-	81
SaP	74	9	8	7	6	2	3	-	109
Grand Total	578	146	79	82	73	34	48	4	1,044

Source: primary data from: MoE (2018).

As Table A shows, there are 578 schools have computers for 1-25 students in 1AB schools. Further, there are 4 1AB schools haven't single computers.

Table B: Number of schools with average number of computers available by students group in 1C schools by province (2018)

Province	No. of schools with average number of computers available by students group (Total No. of students/No. of computers available)								Total No. of schools
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 computers	
WP	64	67	43	27	26	10	12		249
CP	141	79	42	29	14	7	3	4	319
SP	77	73	29	15	7	4	7	8	220
NP	53	42	13	2	5	1	2	4	122
EP	71	59	27	15	7	1	6		186
NWP	96	65	35	19	16	6	7	10	254
NCP	43	39	19	16	5	1	6	3	132
UP	79	68	21	3	9	1	1	4	186
SaP	89	38	22	10	10	3	5	2	179
Grand Total	713	530	251	136	99	34	49	35	1,847

Source: primary data from: MoE (2018).

As Table B shows, there are 713 schools have computers for 1-25 students in 1C schools. Further, there are 35 1C schools haven't single computers.

Table C: Number of schools with average number of computers available by students group in Typ2 2schools by province (2018)

Province	No. of schools with average number of computers available by students group (Total No. of students/No. of computers available)								Total No. of schools
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 computers	
WP	116	139	75	34	36	15	8	29	452
CP	127	126	94	34	31	11	7	27	457
SP	103	98	34	17	17	8	5	49	331
NP	174	54	26	9	8	2	4	12	289
EP	136	90	31	20	14	9	13	28	341
NWP	75	69	57	42	25	15	16	115	414
NCP	90	72	31	2	7	1	3	15	221
UP	84	90	35	21	11	7	6	36	290
SaP	193	86	47	24	16	8	4	52	430
Grand Total	1,098	824	430	203	165	76	66	363	3,225

Source: primary data from: MoE (2018).

As Table C shows, there are 1,098 schools have computers for 1-25 students in Type 2 schools. Further, there are 363 Type 2 schools haven't single computers.

Table D: Number of schools with average number of computers available by students group in Type 2 schools by province (2018)

Province	No. of schools with average number of computers available by students group (Total No. of students/No. of computers available)								Total No. of schools
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 computers	
WP	105	92	56	44	35	26	45	50	453
CP	133	158	69	46	41	30	32	116	625
SP	57	50	39	20	19	14	37	175	411
NP	138	87	32	17	11	6	6	173	470
EP	59	58	39	24	28	21	34	219	482
NWP	54	73	56	28	27	11	16	204	469
NCP	67	34	24	9	14	12	26	212	398
UP	58	45	26	12	16	12	27	145	341
SaP	65	50	20	13	18	8	21	215	410
Grand Total	736	647	361	213	209	140	244	1,509	4,059

Source: primary data from: MoE (2018).

As Table D shows, there are 736 schools have computers for 1-25 students in Type 3 schools. Further, there are 1,509 Type 3 schools haven't single computers.

Appendix 2:

Table A: Number of schools with average number of computers available by students range in 1AB schools (2018)

Student range	No. of schools with average computers (Total No. of students/Total No. of computers)								Total
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 Computers	
1-50									-
51-100									-
101-200	2								2
201-300	24								24
301-400	27	1		1					29
401-500	43	1					1		45
501-600	64	3	2				1		70
601-700	52	6	1	1	2				62
701-800	46	1	1		2	1			51
801-900	37	2		3		1	1		44
901-1,000	40	8	1	1		1			51
1,001-1,500	145	16	8	2	12	2	6	1	192
1,501-2,000	76	21	16	19	9	9	6	2	158
2,001-2,500	20	35	15	22	8	1	14		115
2,501-3,000	2	10	5	12	20	7	5		61
3,001-4,000		31	14	14	12	9	10	1	91
4,001-5,000		6	11	4	6	2	3		32
5,001-6,000		2	4	3	1	1	1		12
6,001-7,000		2			1				3
7,001-8,000			1						1
8,001-9,000		1							1
Sri Lanka	578	146	79	82	73	34	48	4	1,044

Source: primary data from: MoE (2018).

Table B: Number of schools with average number of computers available by students range in 1C schools (2018)

Student range	No. of schools with average computers (Total No. of students/Total No. of computers)								Total
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 Computers	
1-50	2								2
51-100	16	4						1	21
101-200	116	28	2	1	4			3	154
201-300	150	78	20		4		3	11	266
301-400	135	89	43	11		1	3	8	290
401-500	85	83	34	32	2	3	8	5	252
501-600	86	68	30	9	20	2	8	1	224
601-700	47	50	20	12	10	2	1	1	143
701-800	29	41	22	17	13	3	4		129
801-900	15	33	13	16	6	8	1	1	93
901-1,000	8	22	17	11	5	4	1	1	69
1,001-1,500	22	28	33	14	26	7	13	1	144
1,501-2,000	2	6	14	10	2	2	4	2	42
2,001-2,500			3	2	5		2		12
2,501-3,000				1	2	2	1		6
3,001-4,000									
4,001-5,000									
5,001-6,000									
6,001-7,000									
7,001-8,000									
8,001-9,000									
Sri Lanka	713	530	251	136	99	34	49	35	1,847

Source: primary data from: MoE (2018).

Table C: Number of schools with average number of computers available by students range in Type 2 schools (2018)

Student range	No. of schools with average computers (Total No. of students/Total No. of computers)								Total
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 Computers	
1-50	76	24						41	141
51-100	220	95	40	54				119	528
101-200	502	249	109	45	71	44		133	1,153
201-300	234	246	76	16	37		33	47	689
301-400	51	120	108	19	6	13	8	13	338
401-500	10	45	42	29	9		9	4	148
501-600	4	22	22	18	9		3	3	81
601-700		12	10	1	5	1	2		31
701-800	1	6	10	8	5	2	1	1	34
801-900		1	5	5	2	3	1	1	18
901-1,000		2	2		6	2			12
1,001-1,500		2	4	6	10	3	3	1	29
1,501-2,000			2	2	3	5	2		14
2,001-2,500					1	1	3		5
2,501-3,000					1	1	1		3
3,001-4,000									
4,001-5,000						1			1
5,001-6,000									
6,001-7,000									
7,001-8,000									
8,001-9,000									
Sri Lanka	1,098	824	430	203	165	76	66	363	3,225

Source: primary data from: MoE (2018).

Table D: Number of schools with average number of computers available by students range in Type 3 schools (2018)

Student range	No. of schools with average computers (Total No. of students/Total No. of computers)								Total
	1-25	26-50	51-75	76-100	101-150	151-200	201 >	0 Computers	
1-50	418	206						713	1,337
51-100	182	193	147	90				369	981
101-200	111	142	117	49	95	62		244	820
201-300	18	36	27	15	40		46	59	241
301-400	5	31	23	13	21	40	36	56	225
401-500	1	10	9	16	13	4	34	26	113
501-600	1	19	11	9	11	8	31	13	103
601-700		5	9	5	9	8	25	13	74
701-800			3	5	4	4	23	5	44
801-900		2	8	3	4	4	12	4	37
901-1,000		1	2	4	4	2	6	1	20
1,001-1,500		2	5	2	6	6	29	6	56
1,501-2,000				2	2	1	2		7
2,001-2,500						1			1
2,501-3,000									
3,001-4,000									
4,001-5,000									
5,001-6,000									
6,001-7,000									
7,001-8,000									
8,001-9,000									
Sri Lanka	736	647	361	213	209	140	244	1,509	4,059

Source: primary data from: MoE (2018).