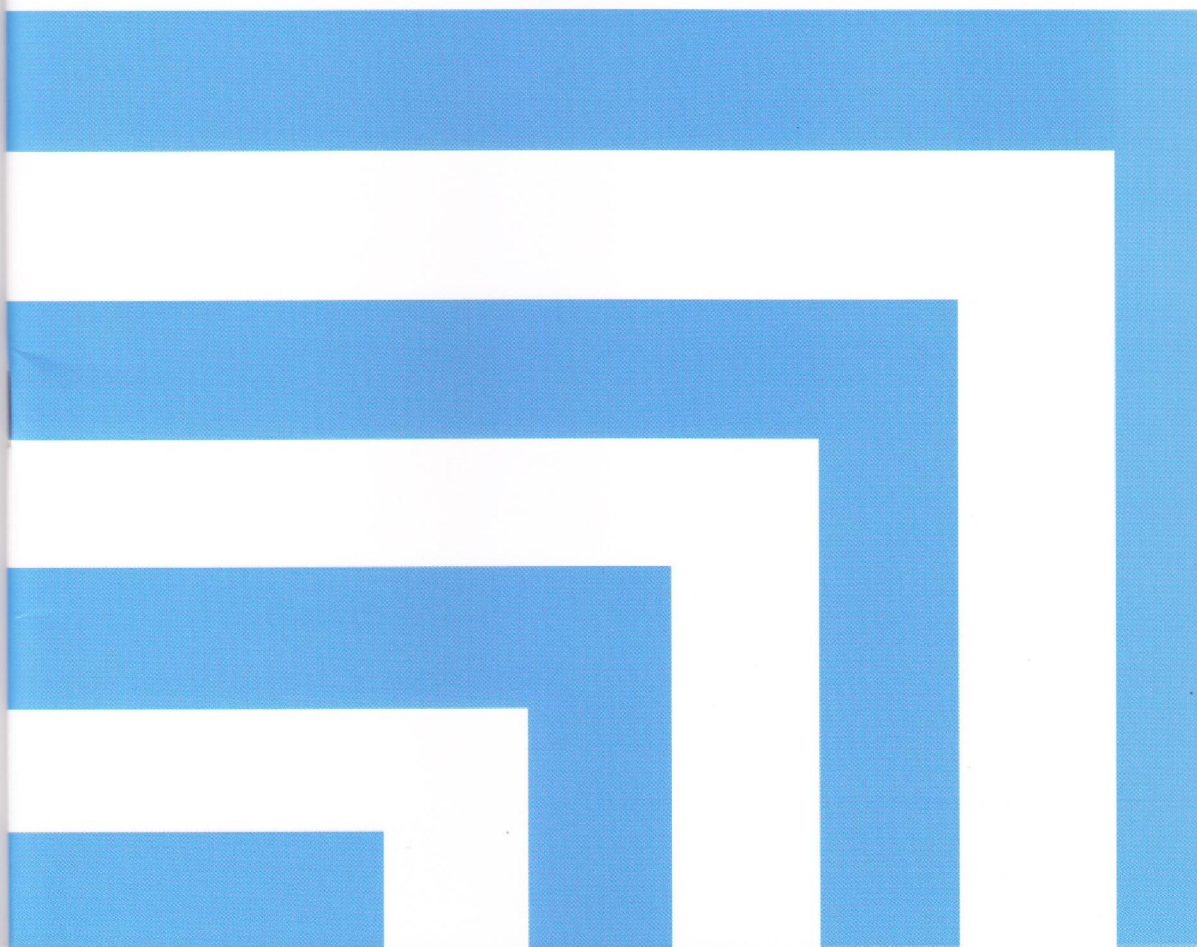




Ministry of Education
Sri Lanka

Guidelines for School-level Planning





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**Ministry of Education
Sri Lanka**

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These guidelines will assist the principals and senior management teams of schools in formulating effective school plans incorporating all programmes and projects which are aimed at improving the quality of education. The delegation of decision-making authority in certain areas to School Development Committees under the Programme for School Improvement has created a climate in which schools can make decisions on programmes and projects. These guidelines will also help officials at national and provincial levels to facilitate this task and monitor the progress of plan implementation.

However, empowerment goes hand in hand with shouldering responsibility and commitment. Thus, school authorities need to be conscious of this obligation at all times. They must be accountable for delivering timely service to the students and ensuring transparency in school management to the central authorities and school communities. It is expected that these guidelines helps school authorities to identify, work for and achieve short- and long-term targets through a systematic process. It will help school authorities to take up the challenges and dispose their functions and duties to the utmost so that they can be happy with the achievements of their schools.

The education officials both at national and provincial levels have a serious responsibility in guiding and mentoring school authorities to take correct decisions and promote positive attitudes to achieve the expected educational results. In particular, the provincial and zonal education officials who are working closely with the schools have to play a decisive role in training school personnel in planning and constantly following up implementation processes. These guidelines will help them to identify their roles and responsibilities in such endeavours.

Foreword

The school system of Sri Lanka comprises 9,905 government schools, 98 approved private schools and 739 Pirivenas which impart an education in a Buddhist environment. In addition, a network of international schools also function in the island. These schools have rendered a yeoman service to the children of our country by providing an education which has made this country a model in social development among the other developing countries. The government of Sri Lanka (GoSL) has provided free-education from grade one to university level and many other incentives to ensure equity and equality in access to education. High rates of participation in primary as well as secondary education and high rate of adult literacy has contributed to raise the quality of human development. The country can be proud of the quantitative expansion in educational provision.

However, there are serious concerns about the quality of education. The pass rate in public examinations such as the GCE OL and GCE AL is still around 60 per cent. There are some children who fail in all subjects at the GCE OL examination after 11 years of schooling. A common complaint from the employers is that the output from the school system does not have the skills expected in the labour market. They do not possess the generic skills such as communication skills, social skills, productive thinking, initiative, creativity, adaptability, leadership, knowledge of foreign languages, and IT skills adequately which are necessary in modern competitive organisations. With globalisation our youth should be able to compete successfully in the international arena.

The GoSL aim is to make Sri Lanka a knowledge hub in South Asia. That aim can be achieved only by developing our schools to be centres of excellence. The Ministry of Education (MoE) has initiated a national programme to develop 1,000 secondary schools equipped with all the facilities to teach all the subjects in the curriculum and develop 5,000 primary schools as feeder schools. The other schools too, will be provided with the necessary facilities to implement the curriculum. The schools should be efficient organisations working effectively to improve the quality of education.

Under the Programme for School Improvement (PSI) the schools are empowered to take decisions on planned development of the school. Also opportunities have been provided to principals to obtain the participation of the community in school management. So schools have a greater responsibility in working as autonomous organisations. The first task in any organisation is to have a plan of work. This guideline provides the effective guidance to prepare medium-term strategic plans and annual implementation plans for schools. The process is explained in very simple language and in detail. It is hoped that this publication will help schools to develop a planning culture in schools and principals of schools will continuously impress upon the members of the school community the need for planned development of a school to provide an education which will lead to the overall personality development of all students so that they are competent to face the challenges in life as well as those in the emerging global community.

I wish to thank Mr. S.U. Wijeratne, Additional Secretary, Policy, Planning and Performance Review Division for providing the guidance for preparation of this guideline. Further, I appreciate contributions of Mrs. Madura M. Wehella, Director of Education, Policy and Planning Branch who extended her unstinted cooperation to complete this task successfully and Dr Jayantha Balasooriya, Deputy Director of Education, Policy and Planning Branch of the Ministry of Education who coordinated the process of preparation of this guideline. Mr. R.S. Medagama, the Consultant has made use of his wide experience in the field to enrich the document which I hope will be an invaluable companion to school administrators and officials.

Anura Dissanayake
Secretary
Ministry of Education

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The list of Abbreviations

2NL	-	Second National Language
AIP	-	Annual Implementation Plan
CCAs	-	Co-Curricular Activities
CFA	-	Child-Friendly Approach
CG&C	-	Career Guidance & Counselling
DEO	-	Divisional Education Office
DLCs	-	Desired Learning Competencies
EFA	-	Education for All
ELCs	-	Essential Learning Competencies
ESDFP	-	Education Sector Development Framework & Programme
ESDRP	-	Education Sector Development Rolling Plan
GCE AL	-	General Certificate of Education (Advanced Level)
GCE OL	-	General Certificate of Education (Ordinary Level)
HRD	-	Human Resource Development
ICT	-	Information Communication Technology
LFA	-	Logical Framework Analysis
MCVF	-	Mahinda Chinthana Vision for the Future
MoE	-	Ministry of Education
MTBF	-	Medium-Term Budgetary Framework
NEC	-	National Education Commission
NFE	-	Non-Formal Education
NGO	-	Non-government Organisation
NIE	-	National Institute of Education
PC	-	Provincial Councils
PDE	-	Provincial Director of Education
PDoe	-	Provincial Department of Education
PEAs	-	Provincial Education Authorities
PEQETS	-	Public Expenditure and Quality of Education Tracking System
PME	-	Provincial Ministry of Education
PSI	-	Programme for School Improvement
SBA	-	School-Based Assessment
SBLIG	-	School-Based Learning Improvement Grant
SBM	-	School-Based Management
SBTDP	-	School-Based Teacher Development Programme
SDC	-	School Development Committee
SDS	-	School Development Society
SFR	-	School Feedback Report
SLEAS	-	Sri Lanka Education Administrative Service
SLPS	-	Sri Lanka Principals Service
LTES	-	Sri Lanka Teacher Educators Service
SLTS	-	Sri Lanka Teacher Service
SMIS	-	School Management Information System
SSA	-	School Self-Assessment
SSA	-	School Self-Evaluation
SWAp	-	Sector-Wide Approach
TSEP	-	Transforming the School Education System as the Foundation of a Knowledge Hub Project
UNESCO	-	United Nations Education, Scientific and Cultural Organisation
ZDE	-	Zonal Director of Education
ZEO	-	Zonal Education Office

Section One

Planning: An introduction

1.1 What is planning?

Planning involves the preparation of a suitable work arrangement to achieve an identified objective or objectives in an organisation. In doing so, the plan has to:

- achieve the objectives within a specified timeframe; and
- utilising the available limited resources.

Any organisation should know in advance **where it wants to go, how they are going and what are the resources available?** There may be several options to reach the destination. We have to carefully weigh the options available and select the best option and plan the journey to reach the target at minimum cost. If you do not plan you are not sure whether you will reach the target and how much you have to spend and you may have to give up half way.



1.2 The terminology in planning

There are certain terms used in planning and it is necessary that we all mean the same thing when we use these terms. The following are definitions of common terms used in planning. In educational planning too, we use these terms.

- **Policy** means a decision or a group of decisions that set out overall directives for guiding subsequent decisions and actions. The process of preparing policies or policy setting comprises sector analysis, identification of issues, formulation of responses to issues and feasibility assessment. Policy setting and planning process are interlinked.
- **Plan** is the result or the document produced through the planning process. It describes in detail the intended way to pursue the achievement of goals, objectives and targets. The plan is specific in terms of what to attain, by when, who is responsible, the resource inputs required (physical inputs, financial inputs, human resources) and the necessary resources required to manage plan implementation.

There are different types of plans designed by the time period covered and the degree of detail they contain.

Long-term plans span a period of ten-years or more, so contains general goals and objectives.

Medium-term plans (Strategic plan) cover three to five years and formulate implementation strategies by setting measurable objectives, targets and priorities and outline implementation modalities.

An action plan or annual implementation plan (AIP) spells out the implementation details such as programmes, projects and activities, targets, sources of financing, timelines, responsibilities and organisation of plan implementation in a short-term framework of one year.

- **Vision** is the long-term goal of the organisation, the ideal status to be reached say after ten-years or so. This ideal will rally round all stakeholders to the organisation and they will strive to reach that goal.
- **Mission** will explain the vision further and indicate broadly how the organisation is going to achieve the vision.
- **Goals** are the overall ultimate achievements to be attained over a long period through long-term plans.
- **Strategies** are the means through which the goals and objectives of the plan are attained.
- **Objectives** are the results expected to be reached through the implementation of the medium-term plan. These results are intended to contribute to the attainment of the long-term policy goals. The characteristics of an objective are described by the Acronym "**SMART**". The letters stand for:

S	specific
M	measurable
A	attainable
R	realistic
T	timely

- **Programmes** are sets or groups of activities which are necessary to attain the objectives.
- **Projects** are key activities which contribute to the achievement of specific objectives under a programme.
- **Targets** are the specific measurable results to be achieved by the implementation of key activities in order to attain the objectives.
- **Activities** are the detailed actions that need to be carried out in achieving the targets.

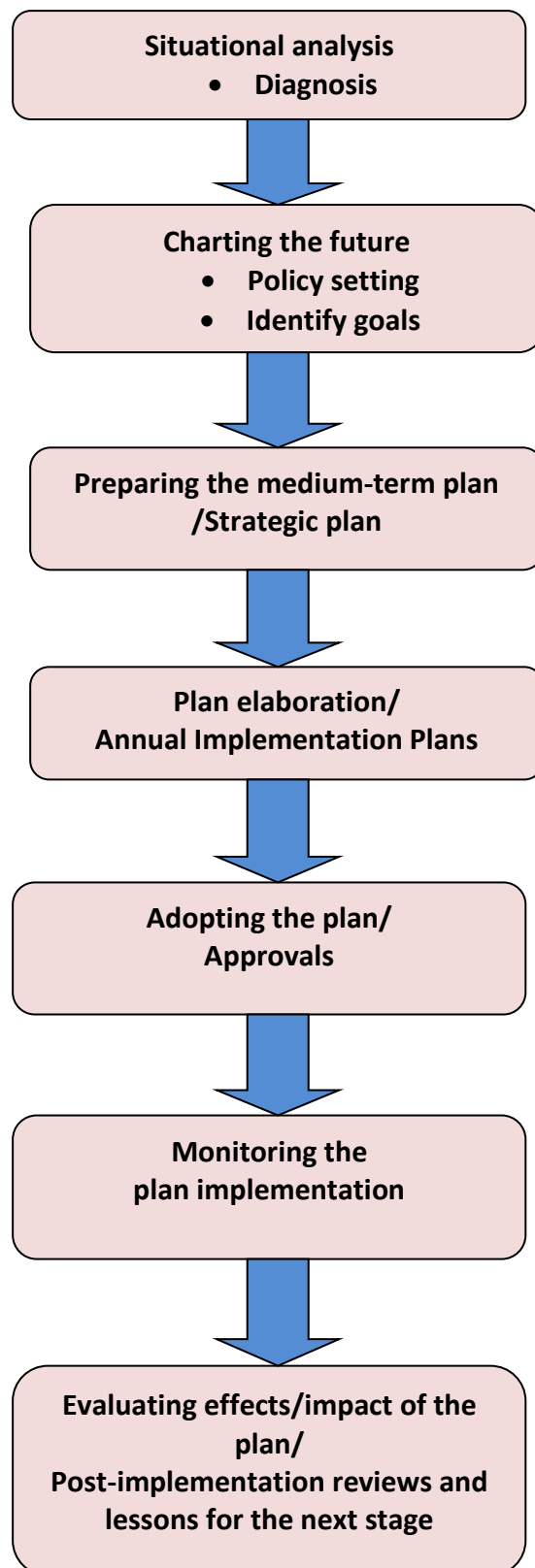
1.3 The planning process

The planning process comprises two main stages, namely the preparation of the plan and the implementation and monitoring. It is a continuous process as during plan implementation changes to the original plan need to be carried out in the light of new facts emerging through the monitoring and evaluation. The key steps involved in the planning process are given below.

- The **situational analysis** to find out the facts about how the organisation is functioning at present, the problems and challenges and issues that need to be addressed and its strengths and weaknesses.
- **Designing for the future**, i.e. preparing the plan, by setting policy goals and strategic objectives, formulating implementation programmes, setting targets, assessing resource requirements, setting priorities and designing implementation strategies.
- **Preparing the AIP** based on the long-term or the strategic plan spelling out detailed activities to be carried out annually.
- **Adopting** the document as an official document of the organisation with the concurrence of the supervisory authorities.
- **Implementing and monitoring** the plan implementation. The monitoring information is feedback in to the plan implementation process and used to review the plan regularly and adapt it as necessary to changing needs and conditions within the overall planning framework.
- **Evaluating** the plan, including its achievements in terms of reaching the stated objectives and targets, producing the expected outcomes and impact on priority target groups as well as its cost effectiveness.

The results of the evaluation are used to improve the planning and policy setting process in consecutive plans.

1.4 Stages in planning



Section Two

National policy framework

2.1 Education sector development framework and programme (ESDFP)

The current national education plan covering the period 2012 to 2017 has been prepared by the Ministry of Education (MoE) in consultation with the national-level education agencies and the provincial education authorities (PEAs) based on the sector-wide approach (SWAp). It is a comprehensive plan based on national education policies, international commitments, government policy declarations on education and the concerns of PEAs. A consultative policy formulation process, a blend of top-down and bottoms-up approach has been followed.

Following the rolling planning approach at the end of the first year the plan for the next five-years has been prepared, example: 2013 to 2017. This process will be continued over the coming years.

2.2 Policy themes of the ESDFP

This plan is prepared under three themes, the foundation and a crosscutting activity. These are:

- Theme 1:** Increasing equity of access to primary and secondary education;
- Theme 2:** Improving the quality of primary and secondary education;
- Theme 3:** Strengthening governance and delivery of education services;
- The foundation:** Education sector development strategic rolling plan; and
- Crosscutting activity:** Results-based monitoring and evaluation (MoE, 2012; 2013).

2.3 Components of the ESDFP

Theme 1: Increasing equity of access to primary and secondary education

Under this theme the primary objectives are to ensure that all children in the age group five years to sixteen years complete 11 years of schooling in a formal school or an alternative educational institution acceptable to the MoE and all children are provided equal opportunities to receive an education to develop their talents to the optimum level. The government provides free-education and a number of welfare services such as free textbooks, school uniforms, midday meal for primary children, bursaries, subsidised transport, and free health services to ensure participation in formal education. Out-of-schoolchildren are looked after through non-formal education (NFE) programmes and differently-able children through special education programmes. Further, the government is implementing a flagship programme to develop one thousand secondary schools which have facilities for teaching subjects like science, mathematics, ICT and English. Attached to these schools five thousand primary schools will be developed as feeder primary schools.

The key strategies proposed in the five year plan of the MoE under this theme are given below:

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

Theme 2: Improving the quality of primary and secondary education

Quality improvement envisages the improvement of the instructional programme in schools in order to enhance the learning achievement of students and to equip them with the generic skills which are required in the labour market as well as to face the challenges of life successfully. Some examples of skills that are required are communication skills, creativity, critical thinking, productive thinking, reasoning ability, inter-personal relations, leadership, empathy, coping skills etc. These skills are achieved through practical work, project work, extra-curricular activities, social activities which have been described as the “hidden curriculum”. The curriculum is prepared to meet these needs and the professional development of teachers is provided to enable them to deliver the curriculum. The components in the five year plan in this theme are given below:

Primary education:

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

Secondary education:

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

Crosscutting components:

- T2.13 Religious education
- T2.14 Aesthetics education
- T2.15 Sports and physical education
- T2.16 Co-Curricular Activities (CCAs) and peace education
- T2.17 School library development
- T2.18 Tamil medium and plantation area schools and Muslim schools development
- T2.19 Career Guidance and Counselling (CG&C)
- T2.20 School disaster safety
- T2.21 Teacher development
- T2.22 Quality assurance
- T2.23 National testing and evaluation
- T2.24 Education textbooks and publications

Theme 3: Strengthening governance and delivery of education services

This theme covers the area of management. The empowerment of schools has been carried out under the Programme for School Improvement (PSI). School Development Committees (SDCs) have been delegated the authority to take decisions even on financial matters. These committees will work for the planned development of schools.

Similarly, the Divisional and Zonal Education Offices will be strengthened. Human resource development (HRD) programmes will be implemented to upgrade the skills of officers in the SLEAS, SLPS, SLTS and SLTES. The activities to be implemented under this theme are:

- T3.1 Strengthen balanced-control model of SBM: PSI;
- T3.2 Human resource management, development and capacity building:
 - (a) leadership development;
 - (b) recruitment and deployment of staff of educational services (SLEAS, SLPS, SLTS, SLTES); and
 - (c) strengthening of zonal and divisional education offices.
- T3.3 School supplies

The foundation: Education sector development strategic rolling plan

The foundation of the ESDFP is the Education Sector Development Rolling Plan (ESDRP). Under this concept at the end of every year a five-year development programme will be formulated for the following five-years. The three-year investment plan of the government will indicate the financial allocations planned to be made available for the education sector. It will enhance efficiency and equity of resource allocation in the education system. This approach will also establish a planning culture in the education sector.

- F1. ESDRP (this includes education policies, education plans and budgets, provisions of School-Based Learning Improvement Grants (SBLIGs), methodology of financing for results and outcomes, performance indicators

and National Assessments of Student Achievements which measure system performance and help policy-making and medium-term planning).

F2. Data management.

Crosscutting Activity: Results-based monitoring and evaluation

ESDFP has oriented the education system towards results-based planning and monitoring. Regular progress review meetings will be conducted and finally it is expected to establish a digital database for monitoring and evaluation of results. The activities under this theme are:

- CA1. Monitoring and evaluation;
- CA2. Research and studies;
- CA3. Education for all (EFA) assessments; and
- CA4. Public awareness on education achievements.

Awareness of this national framework on the education sector is relevant for school planners as they are expected to conform to these guidelines in the preparation of school development plans.

Section Three

School-based development planning

3.1 School development planning

Planning as a tool in the management process has been developed and used initially in industrial organisations to improve their productivity. Later planning has been adopted by social organisations too. Today use of planning mechanism has become an essential tool in school management. International organisations interested in education such as the UNESCO have recognised the importance of planning in educational institutions and have defined educational planning as follows:

Education planning is to bring in to education system, the goals that the great educationists expect to instil in the child. It is a rational and scientific approach to problems. In such instances it is necessary to identify the goals. It is necessary to examine the alternative processes and select the appropriate process. Specific targets that could be implemented within the specified time limits should be selected. Finally the best process should be selected and such selected decisions should be implemented systematically (MoE, 2005).

3.2 Schools as organisations

In preparing school development plans we have first to understand schools as organisations. Schools as organisations have common characteristics with other organisations. But they are different from an organisation such as an industrial production enterprise, because its results or output cannot be measured easily in the short run. The goals of education are fluid. When we say the aim of education is all round development of the personality of the child it can mean different things to different people. Schools provide a service and its success can be measured only when the student joins the society as an adult contributing to its productivity and fulfilling its expectations as a responsible citizen in the future. That takes a long-time. Therefore the processes become important and managers of schools have to ensure that their staff in delivering the service keeps to the highest level of performance. In education we call this process the methodology of teaching. **So planning for a school is a much more difficult task than planning in an industrial organisation which has clear cut goals which can be achieved during a specific timeframe.**

Schools are also different from each other. There are different types of schools as well, for example, primary schools and secondary schools. Then the sizes of schools also vary since there are small schools with an enrolment of less than 50 pupils and large schools with over 5,000 children. The curriculum and the services should be provided depending on these factors. Besides, factors like the geographical variations, environment, history, traditions and socio-economic status of communities also have to be taken into account in understanding the nature of a particular school.

Schools are living organisations which are subject to change depending on the behaviour of its stakeholders. There are many stakeholders in a school:

- the principal,
- teaching staff,
- students,
- parents,
- past-pupils,
- support staff,
- the community around the school including well-wishers,
- the supervisory officials, and
- the leaders in society and politicians.

So schools are more people-centred and bureaucratic mechanisms may not work in dealing with these different stakeholders in the school system.

Although the total school programme has an impact on the development of the personality of students actual business of instruction takes place in the classroom between the teacher and a group of students. It is very difficult to manage this process as it all depends on the disposition of the teacher at a given moment, his/her motivation and many other personal factors. Similarly **children also will learn only if they are motivated and interested in learning.**

The management of such a complex organisation is a challenging task. Management does not mean only surviving from day-to-day but bringing about a real change and achieving the aims and objectives of the organisation. Management experts have prescribed that the first task of management is planning. So schools have to develop plans to meet their specific needs. **Each school has its own culture.**

A remarkable development in the Sri Lankan education system in the recent past is the move to empower schools. In the past schools functioned as agencies of the Department of Education and the school authorities had to follow the circular instructions issued by the authorities to the letter. In the bureaucratic structure that prevailed, the heads of schools were expected to follow the rules rather than produce results in keeping with accepted educational goals. In such a system there was no-room for initiative, innovation or development. During the last decade most of the bureaucratic rules have been changed and the attitudes of administrators have changed. Under the PSI decision-making power and authority have been devolved to schools even in financial matters. The Circular No. 7/2013 on **Planning and Procurement for School-Based Qualitative, Quantitative and Structural Development** is the culmination of this trend where schools have got legitimate authority for management of schools.

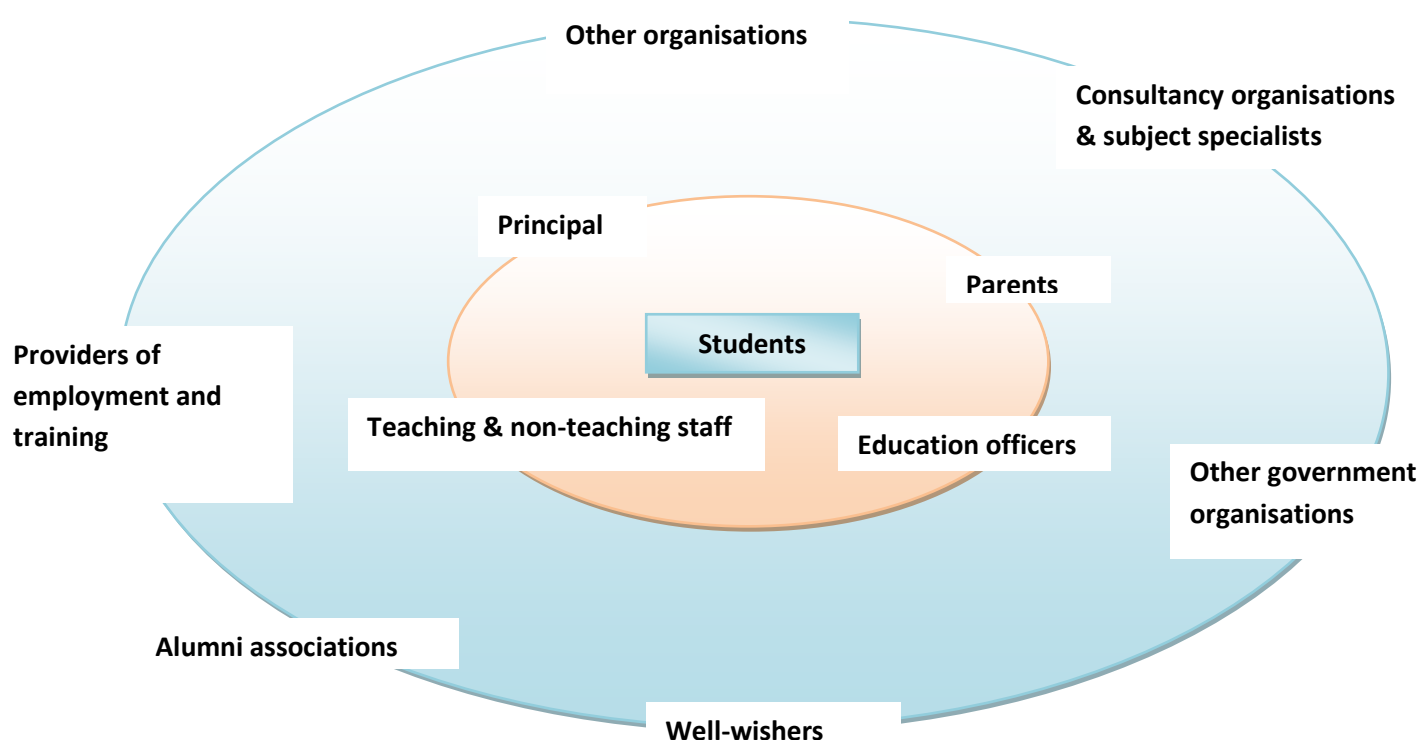
In the following sections the process of preparing school development plan is discussed in detail.

3.3 Preparation of school development plans

3.3.1 Who is responsible for developing the school plan?

It may be assumed that the principal is responsible for the preparation of the school development plan. No doubt as team-leader of the organisation, he is responsible for ensuring that an excellent school plan is formulated. But it is essential that the school community comprising all the stakeholders are involved in the process thus assuring a participatory approach as that is the only way of ensuring that the plan is owned by them. The stakeholders to be involved are indicated in Diagram 3.1.

Diagram 3.1: Stakeholders of a school



Source: MoE (2005).

The advantages gained by participatory approach to planning involving the various stakeholders are:

- evolving a participatory management culture;
- enrich the plan through the ideas of many individuals;
- ability to address the school problems through various perspectives;
- possibility to enhance greater dedication and the support of many people;
- integration of the school with social expectations;
- focus attention on the policy of accountability of the school to the community; and
- achievement of the expected objectives of the school through all these means.

As it was suggested by the Circular No. 7/2013 on **Planning and Procurement for School-Based Qualitative, Quantitative and Structural Development** it is the responsibility of the School Development Committee (SDC) to prepare the medium-term plan and the AIP for the school. SDC may assign the school Management Committee (SMC) to formulate the draft plans in consultation with all teachers and studying data and statistics, special project proposals and any other analysis, and submit the same for the SDC's review and finalisation.

3.3.2 Steps of developing a school plan

Step 1: Situational analysis

The first step in preparing the plan is the situational analysis. As schools are educational organisations and the planners should be aware of the general aims and objectives of education.

The factors that need to be considered are:

- Various philosophers have defined the objectives of education depending on their perceptions. Transmission of the cultural heritage, socialisation, personality development (physical, mental, emotional, social, spiritual), skills to earn a living are some of these goals. Teachers as educational professionals are aware of these.
- The National Education Commission (NEC) in the First Report of the Commission (1992) and Proposals for a National Policy Framework on General Education in Sri Lanka (2003) have spelt out the national goals and a set of competencies as an approach to achieving these goals. Study and reflection on these will help to determine the goals and objectives of the school.
- The official policy documents of the government which contain statements on education policy. The Constitution of the Democratic Socialist Republic of Sri Lanka in its chapter on Directive Principles of State Policy refers to the need for eradication of illiteracy and providing equal opportunities in education from Kindergarten to university level. Then there are the Education Acts and subsidiary legislation, reports published as sessional papers and ministry circulars. MoE publishes five-year development plans under the education Sector Development Framework and Programme (ESDFP). Even the manifestos of political parties refer to their education policies. The PEAs have their statutes on education and circulars.
- Children are the most important group in the school. The school is maintained for their benefit. Planners must know about how children grow up, how they behave, what are their needs, what are their problems, in short the psychology of child development.
- The main transaction in the school is facilitating children to learn or motivating them, hence it is also necessary to know how children learn. Teachers are proficient in methodologies of education, child-centred and activity-based approaches to learning.
- The curriculum prescribes the subjects and the content, but it is necessary have an understanding of the co-curriculum or the 'hidden curriculum' through which the character building takes place.

Step 2: Understanding the school

- The **physical environment** of the school, whether there is a catchment area from where the children are coming to school. In rural areas there is only one school in the village. Do all children enrol in that school or do they go out to other schools? If it has secondary classes do children from other schools seek admission to this school. The distances children have to travel. If the school is in an urban area it has no clear catchment area. There are the feeder schools. Children travel by bus from different directions. What are their problems? The socio-economic conditions of the community. Who are the people in the community who can support the school? How can they help, financially or by rendering a service? How can school community relations be developed for mutual benefit?
- The **basic data** about the school, how classes should be organised to obtain maximum results from student numbers, teacher requirements, physical facilities, land, buildings, laboratories and technical rooms, auditoriums, playgrounds, libraries and health facilities and whether these are adequate. As a guideline the standard facilities required for a school depending on the student enrolment and the subjects offered are specified by the MoE. The facilities available at school as against the requirements can be checked and the gaps identified compared to national norms.
- Identify the existing problems with regard to the **instructional programme**.
 - How is attendance and participation of pupils? What are the reasons for absenteeism?
 - Are the students performing well at school tests and assessments [term-tests, school-based assessments (SBA)] as well as at public examinations? What are the reasons for low-performance?
 - What are the subjects and subject-streams taught in the school, for example, optional technical and aesthetic subjects?
 - What are the subjects in which children are weak?
 - What are the available extra-curricular activities?
 - What are the rates of students' participation in co-curricular and extra-curricular activities?
 - What student welfare measures are implemented in school, e.g., school health programme, midday meal, canteen facilities, welfare clubs etc.?
 - What are the common disciplinary problems?
- How are **teacher welfare** facilities? What techniques are in place to promote collegiality? What are the welfare facilities available for teachers? Do they consider school to be a place where they can spend their free time leisurely? What about living accommodation for teachers from distant places?
- What are the **resources available** to the school? Apart from the supply of human resources what other grants are given by the government? Are there ways and means of enhancing these grants? What are the other organisations which help the school, e.g. NGOs, parents, past-pupils and other donors, politicians? How much can be generated from school resources, school garden, renting out school premises, fundraising activities?

The above list is not comprehensive. There may be many other aspects that have to be looked at depending on the context of each school. How do you collect all this information?

Some of the ways that the planning team (SMC/SDC) can gather data and information are discussed below.

- Some of the information about the school is at the fingertips of the principal and the staff who have served for a long time. People who have been serving the school have what is called the “institutional memory”. We also arrive at decisions through common sense. The shortcoming in this mode of decision making is that they are coloured by the personal perceptions of the individual. This is called subjectivity. To guard against this it is necessary to reflect on the proposition and discuss it with others. If one sticks to one’s ideas only you become dogmatic. Ensuring a **participatory approach** to planning in its all aspects is thus vitally important.
- Carrying out **research** on existing issues is another way of getting information. One does not expect theoretical research in a school. What they can do is carry out action research on simple problems. Teachers can do this kind of research as a part of the instructional programme. By analysing data already available it is possible to reach decisions. Examination results can be analysed to find out weaknesses of pupils. Answer scripts of school examinations can be analysed to find out the common mistakes committed by pupils. Surveys can be carried out to gather data and arrive at conclusions on a specific problem. If children and staff come late to school a survey can be carried out to see the distances from where they come to school and the mode of transport. Case study is another method of studying children. Why a child is behaving in a problematic manner can be unravelled by a case study.
- Another way of collecting information is through **interviews**. These can be held formally or informally with teachers, pupils and parents. Using a questionnaire is a more formal way of gathering data.
- **Observation** is another method of understanding the functioning of an organisation. One should objectively and intelligently observe the processes.
- **Brainstorming** is another way of getting ideas. A small group of persons who are well informed on the subject discuss problems and each person will come out with his or her ideas.

It will be very useful for planning and management of the school to have a complete database on the school. That will provide all the data necessary to take rational decisions. In large schools and where facilities are available the database can be computerised and you can have an electronic database. If such facilities are not available it can be maintained manually, but should be kept orderly so that it is easy to trace information easily. In this process, the planning committee should compare their own analysis of school data and also the information and data revealed by the Quality Assurance Criteria-based School Internal Evaluation and External Evaluation.

Moreover, the SDC and SMC can use the technique of **SWOT** analysis in situational analysis. The letters in this acronym stand for:

S	strengths
W	weaknesses
O	opportunities
T	threats

Analysing these conditions along with whole staff and school community will help to understand the weaknesses and threats and strengths and opportunities in the organisation and decide on how the school should be improved. The planning team (SMC and SDC) should have a good understanding of the school environment (both physical and social). The environment is also subject to constant change due to many factors. In fact strategic planning has been developed to accommodate these changes in the environment.

Once all data and information is collected and organised in a presentable form and the goals and broad strategies on how to proceed are identified there should be a wide consultation with all the stakeholders. The stakeholders include the school staff, parents, past-pupils, community leaders, well-wishers, politicians, officials and even students. This consultation can take place even before identification of broad strategies and also at the stage of identification of requirements and objectives under the broad strategies. These groups can be consulted together or in groups depending on the size and the complexity of the groups. Further, if the school has been introduced with Child-Friendly Approach (CFA) (at least for the primary stage), CFA school self-assessment (SSA) can be used as a basis for identification of needs and requirements for planning. The consultation will give the planning team an idea about what programmes and projects to be included in the plan and ensure that the community will support the implementation of the plan.

3.4 Policy formulation

Once the situational analysis is completed the planning team has all the data and information regarding the school. The next step is to decide on the policies appropriate to the school. Policy formulation has to be done with the long-term goals in view and the selection of strategies for achieving the goals. Thus it involves taking strategic decisions. The planning team may have identified many needs that the school is faced with. But we cannot achieve all those, because there are constraints. It is a well known fact that resources available for any organisation are limited. In such a situation selection of the most important programmes or projects has to be done. This process of arranging the programmes in order of importance is called prioritising. It is not only lack of resources, there may also be other factors in the environment which influences choice.

There are two ways of taking decisions. One is the **rational approach**. By common sense we can take a rational decision. However that may not be acceptable to the majority of stakeholders. People do not always act rationally. There is the other method of introducing changes gradually which is called **incremental change**. Here new initiatives are introduced

gradually and slowly so that people who are afraid of sudden changes will not perceive it as a threat.

School policies have to be determined taking in to consideration school specific factors. The situation analysis has provided the planning team (SDC and SMC, in this case) with the necessary material to proceed. They should be conscious of the existing policies which have been relevant and successful. These have to be identified and incorporated in the new plan. In selecting policy options there are certain general areas that are common to any school. These are:

- ➡ **The instructional programme:** This involves the teaching and learning process which takes place in the classroom. The national curriculum indicating the subjects in each grade, the number of periods to be allocated, the syllabi, teachers' guides and the textbooks are available. The teaching staff has to expand and elaborate these given specifications to suit the students and the context of the school. Development of higher-order skills such as problem solving, analysis, synthesis and creativity and improving learning outcomes of students through delivery of curriculum should be suitably incorporated in the school plan. Thus, school policies on preparation of the instructional plans for each term and weekly /daily notes of teachers are essential in this regard.
- ➡ **Student achievement:** How is the performance of students in examinations- public examinations and school examinations? In primary school do the students achieve the essential learning competencies (ELCs)? Do bright children achieve the desirable learning competencies (DLCs)? Are SBAs carried out satisfactorily? Do the teachers analyse results of public examinations and school examinations? Are responses in answer scripts of students analysed? Are remedial actions taken? How is student performance in extra-curricular activities?
- ➡ **Co-curricular activities (CCAs):** Opportunities and facilities should be available for all students to take part in various activities in school. Every child should take part in at least one such activity. The acquisition of generic skills which are essential for success in life takes place mostly through these activities. Development of leadership qualities, acquisition of social skills such as inter-personal relations, team-work, empathy, sense of justice and fair play, humility, tolerance all take place in the field while taking part in activities of societies and clubs. Participation in aesthetic activities brings up hidden talents and develops creativity.
- ➡ **Teacher development:** Is the timetable prepared in order to achieve optimum results? Is allocation of subjects done in such a manner to get the best out of the aptitudes of teachers and keep them satisfied? Do all teachers take part in the promotion of CCAs in school?
- ➡ **Welfare activities:** Provision of facilities for play and leisure. Are school health services including dental care provided and school medical inspections carried out

regularly and follow up action taken? Facilities provided to take care of children who fall sick, a health room with first aid facilities. A decent canteen with wholesome food at reasonable rates run according to the specifications given in the school canteen circular, drinking water and sanitary facilities available, counselling and guidance provided to children in need.

Do teachers have the necessary welfare facilities, a staff room to accommodate them during free-time equipped with basic facilities, promotion of professional development through school-based teacher development programmes (SBTDPs)?

➡ **Availability of adequate human resources:** Human resources comprise teachers and non-academic staff including clerical and minor staff. Where such staff is not available whether the school can get the services of students, past-pupils or parents to help school processes?

➡ **Availability of adequate physical resources:** Physical facilities include both basic and higher-order learning facilities. Whether adequate basic facilities such as building space for classrooms and water and sanitary facilities and higher-order learning spaces such as laboratories, workshops, libraries, playground, computer laboratories available? Whether other facilities such as cultivable land for agriculture and school garden available? Whether assets such as furniture and educational equipment available? Does the school need any new construction of buildings? Whether existing buildings and assets need to be renovated and repaired?

➡ **School management:** Adequate supervisory staff in terms of circular provisions, the support staff and office accommodation, office equipment, maintenance of school records maintenance of a School Management Information System (SMIS), assets maintenance. Capacities and qualifications of management staff. Their main functions and time allocated over functions such as supervision and monitoring of school processes. Active participation of the community in school management as envisaged under the PSI.

➡ **School community relations:** This relationship should be mutually beneficial, the community helping the school to achieve the objectives in the school development plan and the school helping the community in providing leadership for community development activities such as disseminating knowledge and skills in health promotion, popularisation of new agricultural practices, participation in cultural and social activities.

Once the policy options are identified the planning team will have to evaluate these options on the basis of **desirability, feasibility and affordability**. Desirability means whether proposed options are acceptable to the stakeholders. Will the school staff support the proposals, what will be the reaction of the students, how will the parents and the community feel and what are the views of the supervisory officials. The main factor in feasibility is the availability of human resources to implement the plan. It will be very difficult to get additional staff in the short run. It should be able to work with the existing staff. Affordability means the availability of financial resources required. No organisation

possesses adequate resources to implement a plan to satisfy all its needs. Therefore choice and prioritisation is inevitable. But before that it is necessary to take stock of the available resources. School can harness resources in money or as materials and services in many ways. Some of these sources are indicated in the Circular No. 7/2013 on **Planning and Procurement for School-Based Qualitative, Quantitative and Structural Development** and are given below:

- Grants from the Consolidated Fund or Provincial Funds. This may not be available at the beginning of the year, but the principal can discuss with the zonal education office and get to know the approximate amount that would be made available.
- Funds made available from programmes and projects implemented through bilateral and multilateral aid programmes,
- Grants received from other government agencies approved by the general treasury or provincial funds,
- Grants received as quality inputs or for higher-order learning process or SBLIGs,
- Grants received from non-governmental organisations (NGO) approved by the general treasury or the provincial treasury,
- Donations from parents, past-pupils or well-wishers,
- Income from the produce of school land or by renting out school buildings,
- Membership fees received from members of the School Development Society (SDS),
- Income derived through various activities in the school such as sale of produce of activities carried out in practical work, conducting school concerts, exhibitions etc., and
- Income from any other activities carried out by the SDS.

In addition the school will be able to meet a part of the costs of certain activities through donations in kind and free labour. These possibilities also must be explored.

Now the planning team is aware of the needs of the school, their priorities and the resources available. The choice of programmes to be included in the strategic plan can be determined at this point. However, before final decisions are taken it is advisable to consult the stakeholders and arrive at a consensus. One thing that has to be kept in mind is not to select too many programmes and activities to please different people. For, if resources are spread thinly the intended outcomes may not be achieved.

3.5 Preparation of the strategic plan

The planning team after identifying the goals to be attained over the long-term will have to formulate a vision and a mission for the school.

The vision is the ideal state of affairs which the organisation would eventually achieve in the long run. It should be a statement which will rally all the stakeholders together and strive to achieve the aim.

The mission statement is a short paragraph summarising the overall goal which the organisation is trying to accomplish, the method it is going to follow to reach the goal and the basic principles and values that will guide fulfilment of the mission.

The next step is to set up overall policy goals determined on the basis of the situation analysis to be reached in the long run. It is not necessary to specify the details but a broad indication of the long-term aims of the organisation pointing out the direction in which the organisation is desirous of reaching. They are a part of the policy setting process.

The most important stage in planning is to prepare a medium-term strategic plan for the organisation. This may be for a period of five-years. It defines what need to be done, when, how and with what resource inputs in order to attain the long-term policy goals. It sets specific objectives, targets and outlines the implementation programmes including the financing of the plan. An important task here is to identify the strategies through implementation of which the intended results are to be achieved. The objectives as stated earlier should be SMART (Specific, Measurable, Attainable, Realistic and Timely).

A group of activities which are to be implemented to achieve the related targets is called a programme. The programme may have one or more objectives. It could also be that the programme may have one principal objective and the component parts have specific objectives. A number of strategies have to be designed to achieve the objectives in the programme. There can be specific projects under various strategies. The strategy will be implemented through a number of activities under one or a few projects. The projects and activities have to be implemented within a specified time period. Some activities need to be completed before the next activity begins, whereas in some cases they can be carried out concurrently. Therefore preparing a time schedule for implementation is necessary. The plan should also indicate the costs, the person responsible for accomplishing the task and the output from the activity. Sometimes if there is a special activity that needs greater attention and crucial for the success of the plan a project can be developed. It will have an objective, strategies for implementation, activities, costs and other details as described above.

There are several formats that can be used in presenting a strategic plan. Two common techniques are explained here.

One is what is known as the **Logical Framework Approach** (LFA). The logical framework does not refer to programmes and projects as a link between goals and activities. Here the programme or the project is the starting point. Then the programme/project goal is defined. From goal is derived a purpose. Then the outputs to achieve the purpose are determined. Lastly the activities to be carried out to produce the outputs and the inputs required to implement the activities are described. The format used in this approach is shown in **Annex 3.1**.

The other is the **Gantt chart**. It gives a graphic representation of the different activities to be completed during the relevant timeframe. Here under each objective the specific objective, strategy, activities, responsibility, timeframe, the cost and the outputs are given in different columns. For schools this is a simple way of illustrating the planning process. An example is given in **Annexe 3.2**.

Strategic planning is concerned with achievement of results. Therefore it is necessary to prepare a performance monitoring chart with the baseline data and expected progress over

the years with indicators. The evidence of achieving results can be measured by using performance indicators. Results-based monitoring format is given in **Annexe 3.3**. When plan implementation commences its progress has to be monitored periodically. Check lists can also be useful in certain circumstances. The format for a quarterly monitoring chart is given in **Annexe 3.4**. Monitoring of indicators will show whether the plan is being implemented to achieve the intended objectives.

Once the draft plan is prepared by the planning team (SDC and SMC), SDC should take steps to further discuss it with the stakeholders and with necessary amendments submit it to a general meeting of the SDS. After approval it should be submitted to the Zonal Director of Education (ZDE) for his approval. In case of National Schools approval should be obtained from the Director, National Schools at the MoE.

3.6 Preparation of Annual Implementation Plan (AIP)

The strategic or the medium-term plan is generally prepared for a period of five-years (in the general education sector). The next step would be to derive AIP for the first-year based on the five-year plan. There may be certain objectives that can be achieved in the first-year itself, while there may be others which may take more than one-year or running through the full five-year period. Unlike in the five-year plan the strategies and activities have to be broken down in to greater detail in the AIP.

The AIP should be prepared as a separate document and as before the details should be presented in a Gantt chart giving the strategies, activities, timeframe, responsibility, costs and outputs. The specimen Gantt diagram given in **Annexe 3.2** can be used to prepare the AIP. In the succeeding years the objectives, strategies, activities and costs may have to be adjusted in the light of experience gathered during the first-year of implementation.

Planning is a continuous process. Once the activities envisaged for the first-year of implementation of the five-year plan are completed, it is necessary to prepare the rolling plan for the next five-years. If the first five-year plan is for the period 2013 to 2017 at the end of year 2013 next five-year plan for the period 2014 to 2018 needs to be prepared. It is an easier task than the preparation of the first plan as most of the data is available. What has to be done is to take stock of the achievements of the first-year and amend the plan in the light of experience or due to changes in the environment. This approach is known as rolling planning.

3.7 Implementation and monitoring

Implementation and monitoring is a continuous process in planning. Once the plan documents are finalised arrangements should be made for implementation. The work to be carried out should be entrusted to various members of the organisation. They should be provided with the necessary resources; **men, materials** and **money**. The leader should coordinate the implementation of activities.

Once the implementation commences it is necessary to monitor the progress. Monitoring is an internal management process by which systematic information is gathered and analysed

with a view to identify strengths and weaknesses and formulating practical proposals for taking necessary action to reach the planned targets. A description of monitoring arrangements is an integral part of the plan. Such arrangements must be summarised in the form of a monitoring framework which includes indicators, methods, responsibilities and timeframe for monitoring the progress of implementation of the plan in order to achieve the objectives and targets.

A complete monitoring mechanism:

- gives immediate signals when the plan implementation is off the track,
- helps to maintain a critical path,
- helps to identify unforeseen elements and situations,
- records information for evaluation and future planning,
- Provides a basis for decision making.

In the process of monitoring it has to be remembered that goals, objectives and targets as well as the activities that lead to the achievement of goals should be monitored. So both, goal monitoring as well as activity monitoring has to be included in the monitoring framework. Goals are monitored using indicators. Indicators may be classified as inputs, processes and outputs. Indicators are derived from information. Information is a set of processed data that can be tabulated to help users understand the patterns and trends. A statistical report containing tables on different headings is an example of information. A table giving the pass rate at GCE OL examination by subjects over a number of years is an example of information. This information has no reference point for analysis and comparison. When this information is converted into percentages of pass rates in different subjects over a period of years we can arrive at an indicator that shows the comparative performance in subjects over the years (or periodically).

The characteristic of a good indicator are:

- It is valid,
- It is able to summarise information without distortion.
- It is coordinated and structured allowing it to be related to other indicators for a broader analysis comparing with other schools.
- It is precise, reliable and provides possibilities for comparison.

A good indicator makes it possible to:

- Measure how far or how close one is from/to an objective.
- Identify problematic or unacceptable situations.
- Meet policy concerns and answer questions concerning policy options.
- Compare its value to a reference value, to a standard or to itself within a specified monitoring schedule.

At school level the important indicators are listed below:

- Classroom space available per student.
- Availability of water for drinking and washing in relation to the student enrolment.
- Availability of sanitary facilities in relation to the student enrolment.
- Number of children provided with midday meal.
- Availability of furniture as a percentage of the requirement.
- Availability of human resources: teachers by subjects and grades and non-academic staff.
- Availability of higher-order spaces; science laboratories, workshops, computer laboratories, subject resource rooms, libraries as per the student numbers (in appropriate grades/stages).
- Teaching /learning equipment,
- Number of computers in relation to the student enrolment.
- Availability of land for playground.
- Rates of completion at primary and secondary stages.
- Dropout rates and repetition rates by stages (primary and secondary) and grades.
- Rates of retention (survival) at grade 9 (age 14) and at grade 11 (age 16).
- Rate of participation of teachers in professional development programmes.
- Percentages of students scoring more than 50 marks at each subject/grade at term-tests.
- Pass rates at GCE O/Ls and GCE A/Ls (overall examination and by subject).
- Rates of participation of student and achievements in co/extra-curricular activities.
- Performance standards according to quality assurance scheme.
- Percentage of students enrolling in higher/ tertiary education institutions/ join labour market directly.

The standards of physical facilities for schools by type and student enrolment have been worked out by the MoE and are given in **Annexe 3.5**.

In activity monitoring we are trying to check, on a regular and frequent basis that the activities which need to be undertaken to achieve planned goals are implemented. This kind of monitoring requires the planner to set physical and financial targets and check achievement against those targets. A Gantt chart can be prepared as a format for activity

monitoring. As an example if the plan includes conducting of a remedial mathematics programme for grade 11 students there are several activities involved. These may be:

- identify the teachers who are responsible for teaching and remedial activities;
- identify the weaknesses in mathematics of students through a diagnosis test;
- design teaching strategies and lesson materials;
- prepare a timetable;
- run the courses; and
- evaluate the progress.

In your activity monitoring chart, set physical and financial targets and record the progress as the activities are completed and if there are shortfalls design alternative ways of achieving the targets.

For purpose of monitoring, progress control meetings can be held or periodical reports can be called. In a school as all the actors are in one place it is feasible to conduct regular meetings. Face to face meetings help to clarify matters then and there.

3.8 Financing the plan

The plan also should give an estimate of the cost of implementing the plan. As teacher salaries are paid from government funds by the zonal education office (ZEO) it is not necessary to include teacher salaries in the cost estimates of a school plan. But it may be useful to have such data collected as it is necessary in computing per-student expenditure. The expenditure of the medium-term plan can be shown as in a chart by main items while the expenditure for the AIP should indicate details by activities. Generally expenditure is categorised under two headings: recurrent and capital. The sources of funding, too, need to be shown.

3.9 Evaluation

Evaluation is a higher level process than monitoring and is a tool used to assess the achievement of goals and objectives. It is carried out at longer intervals such as mid-year, end of year, mid-term and end of the plan period. In an evaluation the aim is to find out whether the strategies adapted are working satisfactorily or need amendments or new strategies are necessary and the goals and objectives are realistic or there are unanticipated constraints. It will also examine the expenditure patterns and review the financial plan.

Evaluation is:

- A comparative process,
 - Concerned with standards,
 - Involving a value judgment,
 - Directly oriented towards decision making processes.
-

Generally evaluations are carried out before the commencement of the process (advanced evaluation), at mid-term (formative) and at the end of the process (summative). When it

occurs before the implementation and the formulation of the plan evaluation of the system provides a mechanism for identifying issues, constraints and assesses to what extent the implementation of various components of the plan suits the requirements. This can be a stage in which evaluation operates in the shape of a needs assessment. This evaluation will provide the basic data and information for formulation of the plan and identify in advance the obstacles that may occur in implementation. It will also help to identify in advance the basic steps for implementation of the plan.

The evaluation undertaken at the formative stage of the implementation of the plan for the first time will perform the function of a review. This will provide the opportunity to assess as to what extent the process adapted has brought about the expected changes and what remedial changes should be undertaken. It is a mechanism for self correction. The outcomes of evaluation done at the formative stage provide information as to the appropriateness of the policies and components of the plan and it will prevent mistakes before they happen. As the planning mechanism follows the rolling planning approach evaluation at the formative stage will also facilitate future planning.

The summative evaluation is implemented at the end of the plan period to identify the changes effected in the school through the implementation of the plan. It will provide the management an opportunity to reflect on the strategies used and assess their effectiveness. Apart from the results monitoring studies can also be carried out to assess the success of the plan or different aspects of it.

A useful technique that can be applied in school is to carry out a self-evaluation and self-assessment by the school. It is a reflective professional process by which the teachers and the supervisory staff of the school can look back on the work that has been carried out and assess whether the intended results in the school plan have been achieved. This can be done individually by teachers and also as a collegial exercise by teams. The advantage in such an exercise is that the experience of the colleagues can be shared that will lead to professional enrichment of the whole team. It is also useful in promoting SBTDPs. School self-evaluation records will be useful for teams of external evaluators when they carry out external evaluations.

Section Four

Drafting school development plans

4.1 Preparing the plan: outline of the plan document

In this section practically, how the school plan document is to be drafted is discussed.

Section One: Introduction and the background

1.1 The background of the school

To begin with the school plan should have a short description of the background of the school, giving its history, a profile of the school, performance of the school, the physical facilities available the student numbers, the community that the school serves and its expected size at optimum level, additional facilities required and what the future aspirations of the stakeholders are. A site plan of the school also can be annexed. The Logo, school song etc. which contribute to the building of the ethos of the school can also be added.

The SWOT analysis would indicate some of the outstanding achievements made by the school during the preceding years because of its strengths. These also could be highlighted here.

1.2 The Vision and the Mission

The vision statement should be brief but appealing and be able to rally round all stakeholders. The following are some of the vision and mission statements extracted from some school plans.

Examples:

School A:

Vision : Offer to society learned, wise and virtuous men.

Mission : To ensure that the children who join this school pass out to society as virtuous citizens with wisdom who can overcome the challenges confronted in a changing world, protecting human rights and respecting cultural traditions of all national groups.

School B:

Vision : To offer to society persons who fit into the future world of work with all round balanced personalities.

Mission : To develop the school as an efficient and effective organisation which promotes the development of the latent talents of students to the optimum level through the Implementation of the full-curriculum in keeping with national educational goals to turn out citizens who refrain from anti-social activities and respect other cultures and uphold values.

School C:

Vision : Virtuous far sighted and stable in leadership is the vision of every student....

Mission : To bequeath to who will safeguard the Sri Lankan culture and national identity, while being competent, environment friendly, patriotic and well balanced personality with humane qualities.

School D:

Vision : To be a knowledge hub in the district.

Mission : Implement new educational initiatives in school to turn out competent persons capable of adapting to modern international electro-technological environment with thinking and observation skills, committed, virtuous and wise and protecting cultural and social values.

It can be seen that there are many common characteristics in all these statements. It is up to the school to define once that are most appropriate to the school. It should reflect the spirit of national policies and goals and motivate all stakeholders of the school to achieve those policies and goals.

Section Two: Current problems and issues

2.1 Problems and issues

Next there should be a write up on the problems that the school is faced with the issues involved and the course of actions to be followed in the future to take the school towards reaching the vision. Identify these broad areas clearly. This is the result of the situation analysis. The issues may be in the areas of students' learning achievement, discipline and welfare, teachers and lack of facilities.

Information gathered through school self-evaluation can be used in diagnosing the problems of the school. To identification of problems and issues at school level, a useful technique that can be applied in school is to carry out a self-evaluation and self-assessment by the school. It is a reflective professional process by which the teachers and the supervisory staff of the school can look back on the work that has been carried out and assess whether the intended results in the school plan have been achieved. This can be done individually by teachers and also as a collegial exercise by teams. The advantage in such an exercise is that the experience of the colleagues can be shared that will lead to professional enrichment of the whole team. It is also useful in promoting SBTDPs. School self-evaluation records will be useful for teams of external evaluators when they carry out external evaluations. In this exercise, school-level planners can use instructions and guidelines given in the Quality Assurance Handbook (MoE, 2010).

Section Three: Medium-term plan

3.1 Setting policy

These are broad areas identified as solutions to problems. Goals are derived from these policies. Improving the quality of education is an example of a broad policy goal. So identify the policies which will go into your strategic plan.

3.2 Strategic (Medium-term) plan

A set of key programmes/projects/activities that can be implemented during the next five-years in the school to achieve the objectives which in turn will take the school towards achieving the goals. In any school there are many problems. But it is humanly impossible to solve all the problems. Lack of resources is common to any organisation. So what has to be done is to select the components in order of priority taking into consideration the financial commitments as well. Identify the components of your strategic plan.

3.3 Programmes

The components or the key activities that have been selected in one area can be grouped in to one programme. In case of small schools instead of a set of activities grouping under a programme, a project can be developed. Programmes and projects have objectives which are SMART. For example,

- develop creative abilities of 100% of students during next five years;
- improve handwriting, vocabulary, comprehension ability, grammar and syntax of students sitting GCE OLs in year 2015.

An example of a programme could be improvement of the quality of primary education or secondary education or improvement of language teaching. The objectives of a language improvement programme could be:

- develop creative writing abilities of students;
- improve grammar and syntax;
- improve handwriting;
- develop vocabulary;
- develop comprehension ability.

One or more of these can be chosen and the objective/s to be developed. In setting policy and identifying objectives and programmes the issues shown in the national policy framework should be considered where appropriate.

3.4 Strategies

Strategies are the means through which objectives are achieved. If the objective is to develop creative abilities of students in language some of the strategies can be:

- Improve students' language proficiency.

3.5 Activities

Activities are detailed actions that go to achieve the targets in the strategy/objective. In case of the above example "exposing the children to creative writing" can be broken down in to a number of sub-activities. These could be:

- expose children to creative writing through all subjects,
- make available suitable writings or extracts appropriate for the class and lead students to read them in the classroom,
- arrange assignments for students to find out writings from the library,

- provide opportunities for students to write stories or poems and display them in the classroom,
- conduct grade wise competitions of short stories and poems,
- publish a quarterly magazine.

Putting all these together using Logical Framework or a Gantt Diagram model (ref. **Annexes 3.1 & 3.2**) the medium-term plan of the school could be prepared. A logical framework will better serve a school to identify the link between the inputs, activities, outputs, outcomes and impact than the Gantt Chart. However, Gantt Chart also will serve the purpose to a certain level.

3.6 The Annual Implementation Plan (AIP)

The next step is to prepare the AIP as described in section three of this guideline. This should be in greater detail than the medium-term plan and comprise activities to be carried out in the coming year. The Gantt chart in **Annexe 3.2** can be used for this purpose.

Section Four: Costing and financing

4.1 Costing

Implementation of activities in the plan will incur costs. So the planning team will have to work out the costs involved for each activity. At school level as the staff is appointed by the respective agency costs involved in payment of salaries will be only for some temporary minor staff who may be paid by school. Most expenses will be for purchase of materials and services required for teaching/learning and professional development of teachers.

The sources of income for the school as specified in the Circular No. 7/2013 on **Planning and Procurement for School-Based Qualitative, Quantitative and Structural Development**. The total estimate of income expected for the year can be computed. The expenses are of two types, capital and recurrent. The details regarding the expenditure and keeping of accounts are described in the circular referred to above.

Section Five: Results-based monitoring and evaluation

5.1 Organisation

Entrust implementation of activities to the relevant persons. Their job descriptions should be clear. Check whether they have understood their roles.

5.2 Monitoring

Explain the monitoring mechanisms to all concerned. In a large school there can be a steering committee for direction and coordination of activities and committees for each section or major area. Fix regular dates for monitoring meetings. The format for a quarterly monitoring chart is given in **Annexe 3.4**. Monitoring of indicators will show whether the plan is being implemented to achieve the intended objectives. Results-based monitoring format is given in **Annexe 3.3**.

5.3 Evaluation

As explained earlier, evaluation can be done before implementation, during implementation and at the end. During implementation it can be done at mid-year and end of each year. If staff is available it is best that the evaluation is carried out by a team not responsible for implementation. In the light of findings from monitoring and evaluation reports the plan need to be amended as appropriate.

It is essential that at the end of the year the stakeholders should know the success of the school during the year. For this purpose a report should be compiled indicating the achievements of the planned activities, failures if any, and the reasons, the lessons learnt and the follow up activities that should be incorporated in to the next year's plan. A format for a comprehensive report is given in **Annexe 4.1** for primary schools and **Annexe 4.2** for the secondary school as School Feedback Reports (SFR). For small schools this could be amended as appropriate. A summary of this can be given to all parents.

5.4 Performance

The sector wide approach to planning emphasises on results based monitoring and at the end monitoring and evaluation should indicate how far the monitoring indicators have been achieved. The planning committee can prepare a performance report in the form of an annual progress report. **Annexe 4.3** gives a suggested format for such a report.

4.2 Points to remember

Need for a comprehensive medium-term plan

In perusing plans submitted from schools it has been found that most schools do not prepare a comprehensive medium-term plan. Some plans are just a collection of disparate activities. A performance monitoring chart with indicators is not prepared.

The vision and the mission are not focused

It is not possible to include all the aims of education and good intentions expressed in policy documents in your plan. You have to choose what is feasible and appropriate for the school.

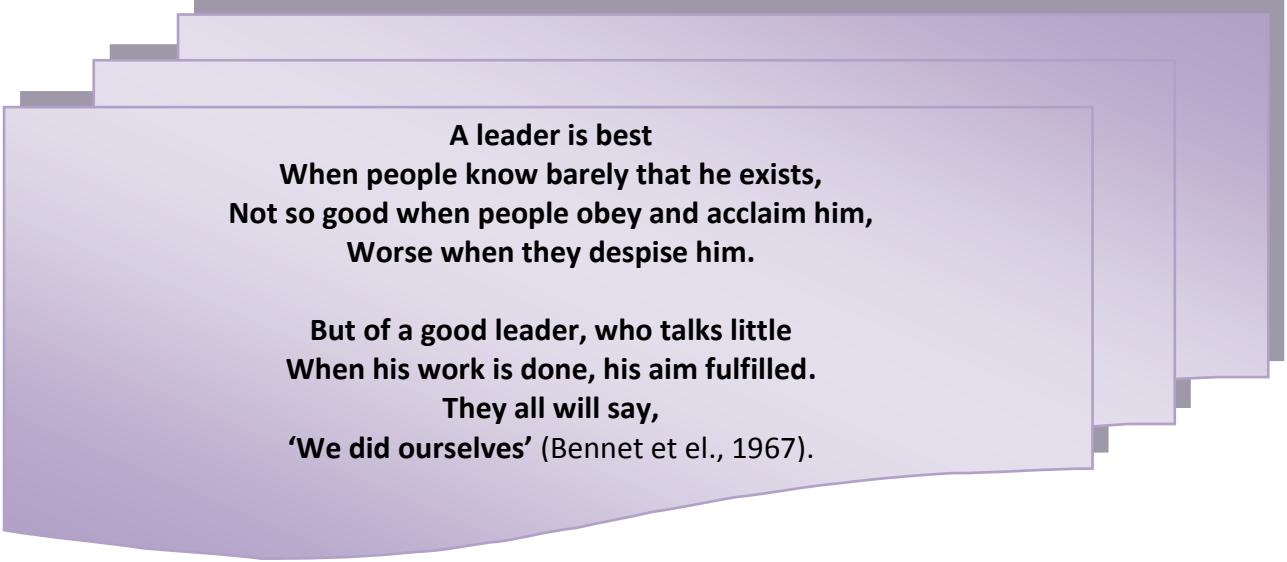
Need to prepare a plan of your own, unique to the school

Some school plans are mere copies of the specimens given in instructional guides and circulars. Some of these programmes and projects are not relevant to the school. Some think that the Calendar of events for the year is the AIP. The calendar of events should be an attachment to the AIP. The circular on school terms provides the events in the calendar.

Have an operations room

If there is space a separate room can be maintained displaying the monitoring charts and progress indicators adjoining the principal's office. If not the charts can be displayed in the office. The charts should be updated regularly and shortfalls identified.

The principal will have to give leadership in developing the plan and implementation and monitoring. He should be thorough with the concepts of planning and be able to explain it to the other stakeholders. But everybody must feel that they have contributed to the formulation of the plan. So they own it. This idea has been aptly conveyed by Lao-tzu the Chinese philosopher of the seventh century B.C when he composed the following lines:



**A leader is best
When people know barely that he exists,
Not so good when people obey and acclaim him,
Worse when they despise him.**

**But of a good leader, who talks little
When his work is done, his aim fulfilled.
They all will say,
'We did ourselves' (Bennet et al., 1967).**

Section Five

Guidelines for national and provincial education agencies and institutions

It is the responsibility of the national-level agencies, the MoE to develop guidelines on school plans, disseminate information, train the provincial staff and monitor and evaluate the implementation of planning in schools. National, provincial and zonal education plans are prepared on the basis of school-level plans. The concept of “bottoms-up planning” envisages such a process. The role of the hierarchical organisations above the schools is explained in the following sections.

5.1 The role of the Ministry of Education (MoE)

It is the primary responsibility of the MoE to build-up a planning culture in the education system in keeping with current trends. For this purpose it can publish resource material on school planning, carry out research and disseminate ideas throughout the education system. The MoE has to prepare the national strategic plans of the education sector based on national education policy, which will be the model for the lower-level institutions to prepare their institutional plans. Derived from the strategic plan AIPs will be prepared and the rolling plans for the subsequent planning cycles. It is also their duty to work with the ministries of finance and economic development, indicate to them the priorities in the education sector for resource allocation under the medium-term budgetary framework (MTBF) and ensure that the necessary allocations are given to the education sector.

It is also the responsibility of the MoE to carry out monitoring and evaluation of plans prepared by the Provincial Ministries of Education (PME). It will study a sample of plans prepared by the zones and schools and provide feedback to the provinces and schools. In case of national schools the National Schools Branch of the MoE will peruse plans of each school and approve them.

Under the ESDFP the MoE is expected to institute a public expenditure and quality education tracking system (PEQETS). It will promote equity, transparency and accountability in resource distribution by tracking the flow of expenditure to and through the various levels of the central and provincial education system, down to schools.

5.2 The role of the National Institute of Education (NIE)

NIE is vested with the responsibility of training all human resources in the education sector. Also its other responsibilities are curriculum development, preparation of teacher instructional manuals and engaging in educational research. Its faculty on “Centre for Education Leadership Development” is entrusted with the task of training all educational administrators in management. Training of administrators and principals of schools in school-level planning is one of their main functions.

5.3 The Provincial Ministries of Education (PME) and Provincial Departments of Education (PDoE)

Based on national education policy and current reforms the PEAs can adopt policies to suit the needs of each province. Based on such policies the provincial education authorities are able to formulate provincial statutes. Adoption of any such policies or elaboration of national education policy incorporated in provincial statutes should be communicated to the schools by the PDoEs.

The PDoE together with the PME should prepare the provincial education development plan for the following year and the draft should be submitted to the MoE by September each year and the final plan as soon as the provincial budget is approved by the Provincial Council (PC).

The PDoE should approve the zonal education plans and monitor their implementation. A sample of school plans should also be monitored for keeping track of the progress in school planning.

5.4 The role of Zonal Education Offices (ZEOs)

In addition to preparing the zonal strategic plan and AIPs the key function of the ZEO is to ensure that school development plans of high quality are prepared and implemented in the schools within the zone.

The ZEO should communicate the guidelines and circulars issued by the MoE and the PDoE to the schools. It should also train its officials as well as the planning teams of schools on planning. All schools should submit their plans at the beginning of the year to the ZEO for approval. The planning officer in the ZEO should study the plans carefully and ensure that they conform to the guidelines and rules laid down by the authorities.

A key function of the ZEO is to monitor the implementation of the school plans. Regular monitoring can be done at the monthly meeting of principals and a special meeting can be held quarterly for monitoring the activities of the AIPs. The ZEO also should submit progress reports to the PDoE and the MoE.

5.5 The role of Divisional Education Offices (DEOs)

The Divisional Director of Education is the person who is closest to the school level and s/he should have a close relationship with the schools. Therefore they can play a major role in guiding schools in the preparation of school plans and monitoring the implementation. The Zonal Director of Education (ZDE) may delegate the approval of plans of Type 3 schools or small schools which has an enrolment of less than 100 children to the Divisional Director in-charge of the division.

5.6 Time targets for school-level plan submission

The planning cycle should begin in the last quarter of the preceding year in order to prepare provincial and national plans in accordance with the budget preparation of the government. In order to have the views of grass-root level organisations, the schools, their draft plans should be submitted to zones by April 30th so that PEAs will be able to submit their draft plans in time for the centre to discuss the needs of the education sector with the treasury officials. Once the national and provincial budgets are approved and institutions are informed of the allocations available for the year the plans have to be revised in the light of financial resources available. However the schools can plan for the activities which they intend implementing with a minimum of financial inputs and with resources generated at school level.

"If you are planning for one year,
grow rice. If you are planning for 20
years grow trees. If you are
planning for centuries, grow men".
- Chinese Proverb

"Strategic planning is a
process by which we can
envision the future and
develop the necessary
procedures and operations to
influence and achieve that
future".

"The result of planning
should be effective, efficient,
and economical...that is,
suitable for the intended
purpose, capable of
producing the desired results,
and involving the least
investment of resources".

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Annex 3.1: Format for preparation of 5 Year Medium-term Development Plan (following rolling planning technique)

Medium-term Development Rolling Plan, 201... to 201..

Name of School:

Log frame analysis

Strategy of Intervention	Key Performance Indicators					Means of Verification					External Factors
Impact (Development objective / overall goal)	Impact Indicators										
Outcome / Purpose	Outcome Indicators										
Outputs / Deliverables	Output Indicators										
Strategies/Programmes/Activities / Components	Physical targets					Estimated cost (SLRs million)					
	201..	201..	201..	201..	201..	201..	201..	201..	201..	201..	

Annex 3.2: Format for Annual Implementation Plan

Annual Implementation Plan: (Year)

Name of School:

Theme:

Goals/Objectives	Strategies	Expected results	Objectively verifiable indicators	Means of verification	Responsibility	Remarks

--

Strategy	Activity / Sub-activity	Stage/ Section/ Grade	Timeframe												Budget Code	No. of Units	Unit cost Rs. m	Cost estimates Rs. million			Source of Funding	Performance indicator
			J	F	M	A	M	J	J	A	S	O	N	D				R	C	T		
Grand Total																						

--

Budget summary

Budget vote and category	Requirements			Approved			Gap		
	Recurrent Rs million	Capital Rs million	Total Rs million	Recurrent Rs million	Capital Rs million	Total Rs million	Recurrent Rs million	Capital Rs million	Total Rs million
Total									

Annex 3.3: Result-based monitoring (reporting results) schedule

Name of School:

Theme:

Objective(s):

Performance indicator	Baseline	20.....			20....			20....			20....			20....			20....-20....		
		Targets	Achievements	Achievements as a % of targets	Targets	Achievements	Achievements as a % of targets	Targets	Achievements	Achievements as a % of targets	Targets	Achievements	Achievements as a % of targets	Targets	Achievements	Achievements as a % of targets	Targets	Achievements	Achievements as a % of targets

Note: Report need to be submitted biannually.

Annex 3.4: Quarterly progress report (physical and financial)

Name of School:

Theme: Strategy	Key activity	Targets		1 st Quarter		2 nd Quarter		3 rd Quarter		4 th Quarter		Cumulative		Beneficiaries	Remarks
		Financial Rs	Physical Qty.	Achievement		Achievement		Achievement		Achievement		Achievement			
				Financial Rs	Physical Qty.	Financial Rs	Physical Qty.	Financial Rs	Physical Qty.	Financial Rs	Physical Qty.	Financial Rs	Physical Qty.		

Annex 3.5: National norms and criteria for provision of infrastructure facilities and capital assets

National norms and criteria have categorised into the six categories:

- i. Classroom spaces
- ii. Special spaces
- iii. Furniture
- iv. Sanitary facilities
- v. Special facilities
- vi. Principals quarters and teachers quarters

1.0 Classroom spaces

1.1 Primary cycle (grades 1 – 5)

1.06 sq. meters per pupil

1.2 Secondary/Collegiate cycle (grades 6-11 and 12 & 13)

0.93 sq. meters per pupil

2.0 Special spaces

2.1 Multipurpose room and unit for practical and technical skills

Grades 6-9 enrolment:

- up to 50 - 01 Multipurpose room (6.2X6 sq. meters)
- above 50 - 01 Unit for practical and technical skills (12.4X7.5 sq. meters)

2.2 GCE OL: Science laboratory

Grades 6-11 enrolment:

- above 90 - GCE OL Science laboratory (6X12.4 sq. meters)

2.3 Technical workshops

Grades 10-11 and 12 & 13 Technical stream enrolment:

- up to 120 - Double unit workshop
- 120-180 - Two storied workshop
- One additional double unit for every additional 120 pupils in Grades 10-13 and 12-13 technical stream

2.4 GCE AL: Science laboratory

GCE AL Science enrolment:

- up to 120 - Double unit laboratory
- above 120 - Two storied block with 3 laboratories

2.5 GCE AL: Geography room

50 students studying Geography in GCE AL Arts/Commerce:

- 01 Geography room (9.3X6 sq. meters)

2.6 Aesthetic units

- Grades 6-9 enrolment: - above 140 - Double unit
(15.5X6 sq. meters)
- Grades 6-11 enrolment: - above 200 - Double unit
(15.5X6 sq. meters)

2.7 Home economics units

- for GCE OL - 6.2X7.5 sq. meters)
- for GCE AL - 21.7X7.5 sq. meters)

2.8 Agriculture unit with green house

- Grades 6-9 - 6.2X3.3 and 3.3.X2.1 sq. meters)

2.9 Libraries

Grades 6-11 enrolment:

- up to 90 - 01 room (6.2X6 sq. meters): Type C
- above 90 - 01 room (12.4X6 sq. meters): Type A
(18.6X6 sq. meters): Type D

GCE AL enrolment:

- above 100 - 01 room (9.3X6 sq. meters)

2.10 Social studies room

Grades 6-11 enrolment:

- above 180 - 01 room (6.2X6 sq. meters)

2.11 English resource centre

- Grades 3-5 enrolment :
- above 120 - 01 room (6.2X6 sq. meters)
- Grades 3-5 enrolment :
- above 200 - 01 room (6.2X6 sq. meters)
- Grades 3-11 enrolment:
- above 250 - 01 room (6.2X6 sq. meters)

3.0 Furniture

Type C -	Infant Desks	-	1 for two pupils in Grades 1-4
Type C -	Infant Chairs	-	1 for each pupil in Grades 1-4
Type B -	Medium size Chairs	-	1 for each pupil in Grades 5-9
Type B -	Medium size Desks	-	1 for each pupil in Grades 5-9
Type A -	Pupil Desks	-	1 for each pupil in Grades 10-13
Type A -	Chairs	-	1 for each pupil in Grades 10-13

Steel Cupboards - One Steel Cupboard for each classroom
Two for Office, One for Storeroom

Blackboards - One for each class

Teachers' Chairs - One for each class + 10%

Teachers' Desks - One for each class + 10%

Office Tables - Two for each school

4.0 Sanitary facilities

4.1 Sanitary facilities for students

Enrolment	Required number of units	Required number of toilets for Girls schools	Required number of toilets/urinals for Boys schools	
			Toilets	Urinals
100	2	2	1	1
200	3	3	1	2
300	5	5	2	3
400	6	6	2	4
500	8	8	3	5
600	9	9	3	6
700	11	11	4	7
800	12	12	4	8
900	14	14	5	9
1,000	15	15	5	10
1,200	16	16	5	11
1,400	17	17	6	11
1,600	18	18	6	12
1,800	19	19	6	13
2,000 or above 2,000	20	20	7	13

4.2 Teachers' toilets

Teachers less than 10	-	01 toilet
Teachers 11-40	-	02 toilets
Teachers 40 upwards	-	03 toilets

4.3 Water supply

Pipe borne water/Wells to be provided for each school.

5.0 Special facilities

5.1 Office space

Enrolment:

- | | |
|-------------------|--|
| • up to 750 | - Type 1 administrative block (36 sq. meters) |
| • up to 750-2,000 | - Type 2 administrative block (95 sq. meters) |
| • above 2,000 | - Type 3 administrative block (185 sq. meters) |

5.2 Store room

Enrolment:

- | | |
|-------------|------------------------------|
| • up to 500 | - 01 room (3.1x6 sq. meters) |
| • above 500 | -01 room (6.2x6 sq. meters) |

5.3 *Staff room*

- under 10 teachers - No room will be provided.
- up to 20 teachers - 01 room (3.1x6 sq. meters)
- 21 – 40 teachers - 01 room (6.2x6 sq. meters)
- above 41 teachers - 01 room (9.3x6 sq. meters)

6.0 Principals' quarters and teachers' quarters

6.1 *Principals' quarters*

- 01 to each school

6.2 *Teachers' quarters*

- For single persons - 600 sq. feet
- For family - (i) 800 sq. feet
 (ii) 1,400 sq. feet
 (iii) 1,800 sq. feet

Annex 4.1: Guidelines for SFR: Primary Schools

School Feedback Report Primary Education

School:
 Division: Zone:
 Province:
 School ID Number in School Census.....
 Principal:
 School Type:.....
 Year

Students' enrolment/dropout/repetition/transfer figures

1. Indicate the students' enrolment/dropout/repetition figures for the last two years.

Grades	Year	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Total
Enrolment	Last year						
	Current year						
Dropouts	Last year						
	Current year						
Repeaters	Last year						
	Current year						
Transferred to another school	Last year						
	Current year						

2. (a) Does the school have a problem with retaining children from Grades 1-5? Yes = 1 / No = 0
 (b) If yes, what efforts has the school made to encourage children to remain in school?

-
 3. Has there been any effort to enrol out-of-schoolchildren in the age group 6-10 years in the school?
 Yes = 1 / No = 0

4. (a) Has the school made any efforts to improve attendance or prevent dropouts? Yes = 1 / No = 0
 (b) If yes, what efforts has the school made to encourage children to remain in school?

Student attendance

5. Please insert the average attendance as a percentage for each grade in the relevant terms

Term	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Overall
1 st term						
2 nd term						
3 rd term						

Student performance

Essential Learning Competencies

6. What is the number of Grade 1 students who attended a pre-school education programme (e.g. Montessori, nursery) prior to primary school?
7. Indicate the percentage of students at each Key Stage according to their mastering of the ELCs:

Key Stages	0-20% mastery	21-40% mastery	41-60 % mastery	61-80% mastery	81-100% mastery
Key Stage 1					
Key Stage 2					
Key Stage 3					

English Language

8. What number of Grade 3 students can speak/communicate a few sentences in English? (ELC 13)
9. What number of Grade 5 students can read and write simple sentences in English? (ELC 5).....

Mathematics

10. At the end of Key Stage One what number of students can show any number from 1 - 50 in terms of values of tens and units? (ELC 30)
11. At the end of Key Stage Two what number of students can divide three digit even numbers (without a carry-over) by 2? (ELC 20)
12. At the end of Key Stage Three what number of students can ascertain the balance after making payment for two items with a Rs.500 note? (ELC 17)

First Language

13. At the end of Key Stage One what number of students can read aloud with correct punctuation three given sentences in their mother tongue? (ELC 21)
14. At the end of Key Stage Two what number of students can write a simple sentence correctly with the subject and predicate? (ELC 4)
15. At the end of Key Stage Three what number of students can write a few creative sentences relevant to a given topic? (ELC 8)

Student achievements at the last classroom tests in the school

Grade	Subject	0-20 Marks		21-40 Marks		41-60 Marks		61-80 Marks		81-100 Marks	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Grade 5 Sinhala medium	Sinhala										
	English										
	Mathematics										
	Environmental science										
Grade 5 Tamil medium	Tamil										
	English										
	Mathematics										
	Environmental science										

16. (a) Has the school conducted any programs to improve learning in the above 4 subjects in the last year? Yes = 1 / No = 0
- (b) If yes, explain which activities:

.....

Special educational needs

17. (a) Are there any children with special needs enrolled in the school? Yes = 1 / No = 0
 (b) If yes, what percentage are participating in inclusive learning?
 (c) And what percentage are accommodated in special education units?
 18. Does the school provide facilities for children and adults with disabilities? Yes = 1 / No = 0
 19. How many teachers are trained to teach students with special educational needs?

Teachers

20. Has the school implemented any SBTDPs? Yes = 1/No = 0
 21. What activities are undertaken under SBTDP?

.....

22. What are the main challenges that the school has faced regarding the professional development of teachers?

.....

23. Are there any future solutions to these challenges that can be addressed at the school level?

.....

Teacher attendance

24. Please provide the following information.

Teacher attendance rate	Below 60%	60% - 75%	75% - 90%	90% - 100%	Total
No. of teachers					

25. Please provide the following information.

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Average students per class					
Average teacher hours per week					
Student/teacher ratio					

Health and Nutrition

26. Does the school provide a mid-day meal for students? Yes = 1 / No = 0
 27. Number of Toilets in your school

	Girls	Boys	Teachers
Number of functioning Toilets			
Number of non-functioning Toilets			

28. Is there water supply for drinking? Yes = 1 / No = 0
 29. Has the School Medical Inspection for grades 1 and 4 been conducted? Yes = 1 / No = 0
 30. Are health records maintained for every student? Yes = 1 / No = 0

Programme for School Improvement (PSI)

PSI Activities	Yes = 1	No = 0
31. Has the school formed the SDS?		
32. Has the school formed the SDC?		
33. Has the school formed the SMC?		
34. Has the school prepared an AIP?		
35. Has the school a good understanding of how to improve school activities?		
36. Has the school monitored the achievement of targets of the School Development Plan		
37. Have the targets of the school development plan been reached during the year?		
38. Has the school development plan been discussed at SDC meetings		
39. Has the school revised the AIP in the light of the experience of the previous year?		
40. Has the school revised the AIP in the light of actions that will improve teaching and learning?		
41. Has the SMC encouraged parents to enhance the home-learning environments of their children?		

42. How many meetings has the SDS had for the year?
43. Are minutes of the SDS meetings available? Yes = 1 / No = 0
44. Are the decisions of the SDS disclosed to the public? Yes = 1 / No = 0
45. How many meetings has the SDC had for the year?
46. Are minutes of the SDC meetings available? Yes = 1 / No = 0
47. Are the decisions of the SDC disclosed to the public? Yes = 1 / No = 0
48. How many meetings has the SMC had for the year?
49. Are minutes of the SMC meetings available? Yes = 1 / No = 0
50. Are the decisions of the SMC disclosed to the public? Yes = 1 / No = 0

Extra- and co-curricular activities

51. What number of students participate in extra- and co-curricular activities?
52. What activities does the school offer?

Aesthetic activity	Co-curricular activity	Sports

Social cohesion

53. Does the school teach the second national language? Yes = 1 / No = 0
54. Does the school have students of more than one ethnic group? Yes = 1 / No = 0
55. Does the school have students of more than one religious group? Yes = 1 / No = 0
56. (a) Does the school have links with other schools with students of a different ethnic group? Yes = 1 / No = 0
- (b) If yes, what form do these activities take? Sporting events/cultural activities/other?
-
-
- (c) How often do these activities take place?
57. Are events of all cultural/religious groups celebrated in the school? Yes = 1 / No = 0

58. What activities does the school implement to promote interaction between students from different ethnic and religious backgrounds?

.....

Resources

59. Please provide information.

	SBLIG	Other funds	Was this disclosed to the school stakeholder community? Yes = 1 , No = 0
Funds allocated to the school for the year			
Funds received by the school during the year			
Funds utilised at the end of the year			

60. Activities for which the SBLIG was spent:

.....

61. Activities for which other funds were spent:

.....

Quality assurance

	Yes = 1	No = 0
62. Has the school received training in quality assurance?		
63. Has the school conducted a quality assurance self-evaluation?		
64. Has quality assurance self-evaluation been used to prepare the school development plan?		
65. Has the school identified strengths through the quality assurance self-evaluation?		
66. Has the school identified weaknesses through the quality assurance self-evaluation?		
67. Have in-service advisors (ISAs) supported the schools quality development activities?		

School leadership and management

68. Has the Principal received any professional development training in school leadership and management? Yes = 1 / No = 0

69. Is the Principal a member of the SLPS? Yes = 1 / No = 0

Annex 4.2: Guidelines for SFR: Secondary Schools

School Feedback Report Secondary Education

School:
 Division: Zone:
 Province:
 School ID Number in School Census.....
 Principal:
 School Type:
 Year

Students' enrolment/dropout/repetition/transfer figures

1. Indicate the students' enrolment/dropout/repetition figures for the last two years.

Grades	Year	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Gr. 13	Total
Enrolment	Last year									
	Current year									
Dropouts	Last year									
	Current year									
Repeaters	Last year									
	Current year									
Transferred to another school	Last year									
	Current year									

2. (a) Does the school have a problem with retaining children from grades 6-11 ? Yes = 1 / No = 0
 (b) If yes, what efforts has the school made to encourage children to remain in school?

.....

3. Has there been any effort to enrol out-of-schoolchildren in the age group 11-16 years in the school?
 Yes = 1 / No = 0
4. (a) Have any students moved into vocational training institutes after grade 9? Yes = 1 / No = 0
 (b) If yes, indicate number
5. (a) Have any students moved into vocational training institutes after grade 11? Yes = 1 / No = 0
 (b) If yes, indicate number

Student attendance

6. Please insert the average attendance as a percentage for each grade in the relevant terms

Term	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12	Gr. 13	Overall
1 st term									
2 nd term									
3 rd term									

Student performance

7. Student achievement at the last GCE OL examinations (number and percentage of Students)

Grade	Subject		F	D	C	B	A	Total
GCE OL	Sinhala	Number						
		%						
	Tamil	Number						
		%						
	English	Number						
		%						
	Maths	Number						
		%						
	Science	Number						
		%						

8. Student achievement at the last GCE AL examinations (number and percentage of Students)

Grade	Subject		F	S	C	B	A	Total
GCE AL	Arts	Number						
		%						
	Commerce	Number						
		%						
	Physical Science	Number						
		%						
	Biological Science	Number						
		%						
	Technical	Number						
		%						

9. What activities has the school implemented to improve performance at the GCE OL and GCE AL

.....

.....

Special educational needs

10. (a) Are there any children with special educational needs enrolled in the school? Yes = 1 / No = 0

(b) If yes, what percentage are participating in inclusive learning?

(c) And what percentage are accommodated in special education units?

11. Does the school provide facilities for children and adults with disabilities? Yes = 1 / No = 0

12. How many teachers are trained to teach students with special educational needs?

Teachers

13. Has the school implemented any SBTDPs? Yes = 1 / No = 0

14. What activities are undertaken under SBTDP?

.....

.....

15. What are the main challenges that the school has faced regarding the professional development of teachers?

.....

.....

16. Are there any future solutions to these challenges that can be addressed at the school level?

.....

.....

Teacher attendance

17. Please provide the following information.

Teacher attendance rate	Below 60%	60% - 75%	75% - 90%	90% - 100%	Total
No. of teachers					

18. Please provide the following information.

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Average students per class								
Average teacher hours per week								
Student/teacher ratio								

Career guidance

19. Please provide the following information.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Grade 13
Number of students provided career guidance						
Number of teachers trained in career guidance						
Number of students provided counselling						
Number of teachers trained in counselling						

20. Who else conducts career guidance sessions?

.....

Health and Nutrition

21. Number of Toilets in your school

	Girls	Boys	Teachers
Number of functioning Toilets			
Number of non-functioning Toilets			

22. Is there water supply for drinking? Yes = 1 / No = 0

23. Has the School Medical Inspection for grades 7 and 10 been conducted? Yes = 1 / No = 0

24. Are health records maintained for every student? Yes = 1 / No = 0

25. Does the school have teachers for the following? Please indicate the number of teachers.

	Health Science	Physical Education	Psychosocial Counselling
Number of teachers (full-time or part-time)			

Bilingual education

26. Does the school offer Bilingual education? Yes = 1 / No = 0

27. If yes, (a) How many Bilingual candidates sat the GCE OL? What was the pass rate?
(b) How many Bilingual candidates sat the GCE AL? What was the pass rate?

Programme for School Improvement (PSI)

PSI Activities	Yes = 1	No = 0
28. Has the school formed the SDS?		
29. Has the school formed the SDC?		
30. Has the school formed the SMC?		
31. Has the school prepared an AIP?		
32. Has the school a good understanding of how to improve school activities?		
33. Has the school monitored the achievement of targets of the school development plan		
34. Have the targets of the school development plan been reached during the year?		
35. Has the school development plan been discussed at SDC meetings		
36. Has the school revised the AIP in the light of the experience of the previous year?		
37. Has the school revised the AIP in the light of actions that will improve teaching and learning?		
38. Has the SMC encouraged parents to enhance the home-learning environments of their children?		

39. How many meetings has the SDS had for the year?

40. Are minutes of the SDS meetings available? Yes = 1 / No = 0

41. Are the decisions of the SDS disclosed to the public? Yes = 1 / No = 0

42. How many meetings has the SDC had for the year?

43. Are minutes of the SDC meetings available? Yes = 1 / No = 0

44. Are the decisions of the SDC disclosed to the public? Yes = 1 / No = 0

45. How many meetings has the SMC had for the year?

46. Are minutes of the SMC meetings available? Yes = 1 / No = 0

47. Are the decisions of the SMC disclosed to the public? Yes = 1 / No = 0

Extra- and co-curricular activities

48. What number of students participate in extra- and co-curricular activities?

49. What activities does the school offer?

Aesthetic activity	Co-curricular activity	Sports

Social Cohesion

50. Does the school teach the second national language? Yes = 1 / No = 0

51. Does the school have students of more than one ethnic group? Yes = 1 / No = 0

52. Does the school have students of more than one religious group? Yes = 1 / No = 0

53. (a) Does the school have links with other schools with students of a different ethnic group? Yes = 1 / No = 0

(b) If yes, what form do these activities take? Sporting events/cultural activities/other?

.....

(c) How often do these activities take place?

54. Are events of all cultural/religious groups celebrated in the school? Yes = 1 / No = 0

55. What activities does the school implement to promote interaction between students from different ethnic and religious backgrounds?

.....
.....

Resources

56. Please provide information.

	SBLIG	Other funds	Was this disclosed to the school stakeholder community? Yes = 1 , No = 0
Funds allocated to the school for the year			
Funds received by the school during the year			
Funds utilised at the end of the year			

57. Activities for which the SBLIG was spent:

.....
.....
.....

58. Activities for which other funds were spent:

.....
.....

Quality assurance

	Yes = 1	No = 0
59. Has the school received training in quality assurance?		
60. Has the school conducted a quality assurance self-evaluation?		
61. Has quality assurance self-review been used to prepare the school development plan?		
62. Has the school identified strengths through the quality assurance self-evaluation?		
63. Has the school identified weaknesses through the quality assurance self-evaluation?		
64. Have ISAs supported the schools quality development activities?		

School leadership and management

65. Has the Principal received any professional development training in school leadership and management? Yes = 1 / No = 0

66. Is the Principal a member of the SLPS? Yes = 1 / No = 0

Annex 4.3: Format for school annual performance report

School Annual Performance Report

Year:

Part 1: General information

1.1 General Information of the school:

- Name of school:
- Address:
- School type:
- Telephone No.:
- Fax No.:
- Email address:
- Web:

1.2 Education Division:

1.3 Education Zone:

1.3 Province:

1.4 Details of the School Principal:

- Name of the school principal:
- Service and Grade/Class:
- Contact details:
 - Postal address:
 - Telephone No. (Residence):
 - Telephone No. (Mobile):
 - Fax No.:
 - Email address:

Part 2: Brief description of the school (historical background and development)
--

2.1 School history and the background in brief:

2.2 Current status:

2.3 Vision of the school:

2.4 Mission of the school:

Part 3: Details of students and teachers

3.1 Student enrolment data

Grade	Number of students		
	Male	Female	Total
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12 Science			
12 Technical			
12 Commerce			
12 Arts			
13 Science			
13 Technical			
13 Commerce			
13 Arts			
Students with SEN			
Total			

3.2 Teachers data

Section	Qualifications	Number of teachers		
		Male	Female	Total
Primary	i. Graduates ii. Trained iii. Untrained iv.			
Secondary	i. Graduates ii. Trained iii. Untrained iv.			
GCE AL	i. Graduates ii. Trained iii. Untrained iv. v.			
Total	i. Graduates ii. Trained iii. Untrained iv. v.			

Part 4: Educational achievements, progress and performance of the respective academic year

- 4.1 Special development programmes, projects, activities planned in the school development plan for the respective academic year:
- 4.2 Educational achievements:
- 4.2.1 Grade 5 scholarships examination

Details	No. of students			Percentage		
	Male	Female	Total	Male	Female	Total
Number sat						
Number pass (above cut-off marks)						
Number of students obtain above 35 marks of each paper						

4.2.2 GCE OL examination

Subject	No. sat			No. qualified for GCE AL			Percentage		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
Total									

4.2.3 GCE AL examination

Stream	Subject	No. sat			No. qualified for university entrance			Percentage		
		Male	Female	Total	Male	Female	Total	Male	Female	Total
Science	1.									
	2.									
	3.									
Total										
Technical	1.									
	2.									
	3.									
Total										
Commerce	1.									
	2.									
	3.									
Total										
Arts	1.									
	2.									
	3.									
Total										

- 4.3 Achievements of co-curricular and extra-curricular activities (international, national, provincial, zonal and divisional levels):
 - 4.3.1 Sports:
 - 4.3.2 Aesthetics:
 - 4.3.3 Other extra-curricular and co-curricular activities:
 - 4.3.4 Community services/Social services:
 - 4.3.5 Alumni corporations:
 - 4.3.6 Community participation and relationships:
- 4.4 School financial performance:
 - 4.4.1 Performance of school revenues and resources:
 - 4.4.2 Progress of expenditure:
- 4.5 Road map for the school development:
- 4.6 Future targets:
- 4.7 Appendices (e.g. school feedback report card/school report card):

Notes:

- i. School Annual Performance Report should be prepared in line with the Annual School Development Plan of the respective academic year.
- ii. School Annual Performance Report should be signed by the School Principal.
- iii. This report should be prepared annually for every fiscal year before March 31 of the respective year. The final report, provincial schools, should be submitted to the Zonal Director of Education, and national schools, should be submitted to the Director of Education (National Schools) of the Ministry of Education.

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