

Swedish Support to the Education Sector in Sri Lanka

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Executive Summary

This is the first review of all Swedish supported projects in Sri Lanka. There had been evaluations of single components earlier, but no comprehensive evaluation study of all the components. The Swedish support is currently divided into the following sub-components:

- **Plantation School Education Development Programme (PSEDP)**
The overall goal of this programme is to improve the access to and coverage of educational facilities to the disadvantaged population so that the plantation schools could be developed to be on par with the other schools in the country.
- **Primary School Development Plan (PSDP)**
This project has the following objectives: to increase achievement levels in the two main skill building subjects namely mother-tongue and mathematics. To increase the participation rate in the 5-14 age group including those who have not entered the primary cycle or have dropped out of it prematurely. To bridge inter-school disparities in the supply of facilities by the provision of infrastructure facilities and basic physical needs.
- **Special Education (DSE)**
The aim of this project is to improve the special education services both quantitatively and qualitatively through enhancement of teacher competencies, quality improvement of education of children with special needs, development of provincial resource centres, implementation of intervention strategies for parents, teachers general public and educational administrators, capacity building for staff of the Department of Special education, research and evaluation
- **Distance Education (DDE)**
This programme was introduced to train large numbers of untrained primary and secondary school teachers by the Department of Distance Education of the National Institute of Education. Nearly 40 000 teacher students followed this programme until now.
- **Staff Development (DEMD)**
This project aims at improving the institutional development capacity of disadvantaged schools. This project was introduced in order to make sure that administration and management of the schools under the project would be improved. In this programme in-house school based development is provided to phased out PSEDP and PSDP schools.
The programme is planned for five years. It will cover 225 schools in the period July 1994 to December 1996 and in a second phase another 225 schools from January 1997 to June 1999.
- **School Effectiveness (Education Consultancy Fund)**
The school effectiveness study is aiming at identifying more effective ways of schooling through research, through dissemination of research results and through enhancing understanding among teachers through action research. The two main research questions that the project deals with are: How do primary school children develop concepts in language and mathematics? Is there a

common path for all learners or are there a variety of paths? If there is a variety - what are the variations?

- **Environmental Education**
The overall objective of the programme is to build up some of the basic requirements deemed necessary to effect improvements, to the present Environmental Education, on a nation-wide scale through improvement of teachers' access to information regarding Environmental Education activities and resources in the country, developing feasible teaching-learning methodologies that favour skill and attitude development by setting up of 30 Environmental Clubs as a Pilot Project and to train officers from the National Institute of Education.

As specified by the terms of reference, the focus of the review is an analysis of the overall goals and the specific objectives listed in the current Specific Agreement on Education for each component, and an assessment to what extent these goals and objectives have been achieved. The review also assessed the appropriateness of Sida's assistance in relation to the overall objectives, goals and programmes of the Ministry of Education and Higher Education with special emphasis on the National Education Policy, yet to be approved by Parliament.

The main objective of the mid-term review was to suggest strategies for future support and to provide an important input to Sida's Country Strategy for Sri Lanka, tentatively planned to be produced in early 1997. The period under review is 1995 and 1996, the present phase is planned until 1998.

The main findings are as follows:

- The different components of the Sida supported projects in the education sector have achieved many of the planned results and there is a lot of commitment and hard work by project staff at the national level as well as at regional level. Programme planning was realistic and feasible. There has been remarkable impact in terms of access to schools and quality improvement for disadvantaged areas and schools. There are, however deficiencies in project planning, project documentation and co-ordination.
- In the Ministry of Education and Higher Education as well as in the different project areas the Sida supported programmes have a high reputation for their quality improvement programmes and for their visible impact on the education sector in disadvantaged areas.
- The Sida supported programmes have focused from the beginning on disadvantaged groups and areas. These groups and areas were not a priority for the education sector policy of the Sri Lankan Government. A new development policy for the education sector has been drafted recently and approval through Parliament is still pending. This new policy also incorporates principles and concepts that Sida has followed for more than ten years in Sri Lanka. It can be assumed that Sida's development concept in Sri Lanka has had in indirect, but significant impact on the formulation of the principles and objectives of this new Sri Lankan education policy.
- The different components of the Sida's support to the education sector in Sri Lanka form a coherent entity since most of the components address to raising of the quality of and increasing access of education among the disadvantaged

groups in society. They are all relevant in the sense that they are in accordance with the national education policy.

- There is no gender disparity in terms of participation and achievement among students in project schools. The girl child benefits as much as the boy child. The female teachers do undergo some difficulties in serving in remote schools due to cultural reasons. But they benefit as much as the male teachers from the programme inputs. However the representation of women in the middle level and top level management is comparatively poor.
- There is a high sense of ownership not only among the staff of the implementation units in the Ministry of Education and Higher Education and in the NIE, but also among staff in the project areas and teachers. This is mainly due to the fact that Sida supported programme used existing structures from the very beginning and that staff at all levels identify themselves with the programmes.
- There was little co-operation between Sida and the other donors - due to administrative reasons and due to the fact that most of the donors had different objectives and priorities. However recently donor co-ordination has become a more important issue for the Sri Lankan Government and in this context the other donors to the education sector in Sri Lanka including the World Bank have expressed their interest to improve their co-operation with Sida supported programme in the forthcoming Teacher Education and Teacher Deployment Project with the possibility of the Sida supported distant education component taking the lead in the component of Continuing Education.
- Sustainability of project impact will depend on various factors. It is obvious that the infrastructure provided under the Sida supported programmes will have a lasting impact on access and quality in disadvantaged areas provided that the necessary funds for maintenance will be made available after the termination of Swedish support. Another important factor will be whether the new education policies (including disadvantaged groups) will be accepted and also reflected in the budget.
- All Sida supported programmes can be considered as being cost-effective through relatively limited involvement of foreign long term expertise, the use local expertise and companies, especially for construction, the use of low cost techniques (e.g. the production of teaching/learning materials, laminated cards, etc.), the implementation of the most cost-effective teacher training mode (distance education) and by using existing local structures.
- So far the Sida sector strategy in terms of disadvantaged groups, disadvantaged areas, gender, ownership, decentralisation, relevance, coherence and community participation has been successful and the disbursement mode, earmarking funds to disadvantaged groups, has had a strong impact. We therefore recommend to continue for the remaining period of Sida intervention with the same implementation mode.

The recommendations of the report focus on two scenarios, one under the assumption that Sida support will be terminated by the end of the present agreement

phase (1998) and the other on the assumption that the support would be continued beyond 1998.

The recommendations for the remainder of the present agreement period include proposals for more efficient planning, documentation, monitoring, co-ordination and implementation of the projects. Especially in planning techniques training is needed for staff at the national and regional levels. Improved co-ordination is necessary not only with other donors, but also among the different projects. In the past this co-operation had only existed to an unsatisfactory level. There are also recommendations for a wider dissemination of teaching material developed under the project and for spreading the project concept to non-project areas and schools. Certain teaching/learning material, like the self learning material and the laminated cards could be made use of throughout the country. This would contribute to the cost effectiveness of the developed material and to the intended sustainability of project impact.

Concerning the possible extension of further support to the Jaffna peninsula Sida should base its considerations on the experiences of other donor agencies who are presently assessing their support to the rehabilitation process in the north. Support to the education sector could concentrate on infrastructure, support to the special education resource centre, the distance education centre or the provision of teaching/learning material.

The recommendations for scenario two, the continuation of Sida support beyond 1998 include proposals for all sub-components. This scenario is based on the assumption that Sida continues its support to the Sri Lankan education sector for a final 4th phase for 2 - 4 years until 2000/2002. This scenario would continue to support the existing projects with less funds and could include limited support, mainly the provision of expertise, for the continuing education in the framework of the Teacher Education and Teacher Deployment Project. The total amount needed for all projects would be about SEK 90 million.

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Acronyms and abbreviations

ADB	Asian Development Bank
ALIC	Alternative Language Improvement Course
CBR	Community Based Rehabilitation
CoE	College of Education
CPO	Chief Project Officer
DD	Deputy Director
DDE	Department of Distance Education
DEMD	Department of Education Management Development
DSE	Department of Special Education
ECR	Education for Conflict Resolution
EE	Environmental Education
EMIS	Education Management Information System
GCSE	General Certificate of Secondary Education
GCE	General Certificate of Education
GTZ	Gesellschaft fuer Technische Zusammenarbeit, German Agency for Technical Co-operation
JICA	Japanese International Co-operation Agency
M + E	Monitoring and Evaluation
MEHE	Ministry of Education and Higher Education
MOH	Medical Officer of Health
NATE	National Authority on Teacher Education
NEC	National Education Commission
NIE	National Institute of Education
NIU	National Implementation Unit
ODA	Overseas Development Administration
OUSL	Open University of Sri Lanka
PIU	Project Implementation Unit
PPR	Planning and Policy Review
PSDP	Primary School Development Programme
PSEDP	Plantation School Education Development Project
RC	Resource Centre
SDS	School Development Society
SIDA	Swedish International Development Authority
SIU	Special Implementation Unit
UGC	University Grants Commission
UNICEF	United Nations International Childrens Emergency Fund
WB	World Bank

1. The evaluation methodology

1.1. Reasons for the evaluation

The main objectives of the Mid-Term Review were an in-depth evaluation of the current Swedish support to the education sector (phase III, 1994-1998). In order to assess the present status of the support and to suggest strategies for future support.

This Mid-Term Review is intended to provide an important input to Sida's country strategy for Sri Lanka, tentatively planned to be produced in early 1997.

This review was planned to suggest two alternative strategies for Sida's future co-operation in the education sector with Sri Lanka. One alternative is based on the assumption that Swedish support to the education sector will end by 1998. The second alternative is based on the assumption that Swedish support could continue beyond 1998 with substantially less funds.

As Sida is presently considering extending support to the Jaffna peninsula, the review team was asked to comment on this extended extension.

The review was also undertaken to examine earlier studies and evaluations of Sida supported programmes and to assess recommendations given have been adhered to.

1.2. Scope and focus of the evaluation as outlined in the terms of reference

This is the first review of all Swedish supported projects in Sri Lanka. There had been evaluations of single components earlier, but no comprehensive evaluation study of all the components. The Swedish support is currently divided into the following sub-components:

- Plantation School Education Development Plan (PSEDP)
- Primary School Development Plan (PSDP)
- Special Education (DSE)
- Distance Education (DDE)
- Staff Development (DEMD)
- School Effectiveness (Education Consultancy Fund)
- Environmental Education

As specified by the terms of reference, the focus of the review is an analysis of the overall goals and the specific objectives listed in the current Specific Agreement on Education for each component, and an assessment to what extent these goals and objectives have been achieved. The review should also assess the appropriateness of Sida's assistance in relation to the overall objectives, goals and programmes of the Ministry of Education and Higher Education with special emphasis on the National Education Policy, yet to be approved by Parliament.

Furthermore the review should analyse and assess:

- the appropriateness of Sida's assistance in relation to the Ministry of Education and Higher Education goals, programmes and reform. Special emphasis should be placed on the National education Policy and attention paid to the likely

consequences for Sida's assistance of any proposed decentralisation of the education system.

- the relevance and coherence of the sub-components, as well as the impact of the programmes on the specific target groups (special attention has to be given to the question of gender equality).
- the extent of MEHE Ownership of Sida supported activities,
- how Sida support is related to and co-ordinated with other donors,
- the sustainability of the programmes and the likelihood, if any, that Sri Lanka would sustain these activities without Swedish support, also taking into account financial sustainability,
- the cost-effectiveness and financial implications of the Swedish support i.e. to relate the external financial inflow and its impact/relevance to the overall Sri Lankan Government budget to Education/Human Resource Development, especially in comparison with other donors such as the World bank,
- monitoring routines and sets of indicators for Sida's support.
- assess the organisational and administrative set up of the programme implementation and monitoring.

1.3. Approaches and methods used in conducting the evaluation

The evaluation team consisted of Dr.Ulf Metzger, team leader, Mrs.Tuija Stenbäck, international senior education specialist, and Mrs. Kusum Athukorala, national consultant. The team was partly joined by Mr. K. Athukorala, national consultant, who fell ill when the mission started and who could only join the team for a few days. The mission took place between 13th November and 6th December, 1996.

Data have been collected in the form of interviews, project reports, monitoring reports, evaluation studies, statistics, school census, achievement test results, internal assessment reports etc. at central and local level.

Visits were paid to all relevant institutions: Ministry of Education and Higher Education, National Institute of Education: Department of Distant Education, Department of Special Education, Department of Education Management Development, Department of Science, field visits to the project area: observation in project schools, project cells, phased out schools, Distance Education Centres, Resource Centres and interviews with teachers, principals and students, as well as with staff of the different components in the Ministry of Education and Higher Education, in the National Institute of Education and in the project cells.

Schools were visited in the areas of Colombo, Panapitiya, Hatton, Kandy, Matale and Atulugama. These schools were mostly disadvantaged schools in the plantation areas and in Colombo slum areas, they were of Sinhala and Tamil medium, they were under the project and also schools that had been phased out already. These schools were of special interest for questions of follow up and sustainability.

During the school visits special attention was paid to questions of enrollment, drop-outs and attendance, to the improvement of the achievement level, to school - community and parent - teacher relations, to questions of administration and management, infrastructure including the renovation, construction and maintenance of school buildings and teachers'/principals' quarters, to water and sanitation facilities, performance in examinations, Sida inputs, school based and external supervision, mothers' and health programmes, in-service training seminars for teachers before and after the Sida intervention, special education needs and

programmes, teacher pupil ratio and the qualification of teachers, to questions and difficulties relating to the distance education teacher training programmes and the participation of principals and teachers in courses for the improvement of the institutional capacity of disadvantaged schools.

In all schools we were given valuable information and teachers and principals were ready to answer all our questions, including a few schools to which we paid surprise visits. In each of the schools visited all female teachers were interviewed separately by the local consultant (female herself).

Due to time constraints we could not visit all project districts, however we were able to see and distinguish between various levels of disadvantages.

At the end of the mission the findings and results were discussed with representatives of all institutions concerned. A wrap up meeting was held in the Ministry of Education and Higher Education where the team presented the findings and recommendations and discussed implications for further project implementation.

1.4. Limitations of the study

Due to the limited period of time, the small review team and the magnitude of the task (seven components had to be reviewed, some of them more than ten years old), an in-depth study and analysis based on statistical data collected by the team was not possible. It was also not possible to assess and analyse each sub-activity in detail which would have been feasible if only one project would have been assessed. There was not enough time available to visit all project cells or to cover a substantial number of distance education centres or even a special education resource centre. It was also not possible to assess in detail the quality of the distance education programme which could only be done through an impact study which would look at teacher performance and would compare different modes of teacher training.

Little can be said about the impact of the school effectiveness study, as there are no results yet available and the environmental education programme, because only few activities have been carried out so far.

The impact of the programme for improving the institutional development capacity of disadvantaged schools could only be indirectly assessed through interviews with teachers on their view on this programme. Here again, an impact study would reveal more on the effectiveness of this programme for phased out schools.

2. The Development context of the project

Post Independence investment in social welfare has given Sri Lanka a high level of school attendance with a literacy rate of 90%, inspite of having a per capita GNP of US\$ 584. However it presently faces problems in maintaining these gains especially due to poor teacher quality, teacher deficits in disadvantaged areas and a teacher training system which is severely strained. High expenditure on defense due to the ongoing civil conflict in the North has decreased the education budget to 3 % of GDP and 10% of total public expenditure. Some sources estimate that the cut in spending and the drop in quality may have led to a decrease of literacy to 80%. The disadvantaged schools in the disadvantaged communities receive only about one third of the allocation of the prestigious government schools.

Due to population control measures, school enrollment is expected to decline by 3% by 2005. Overall student: teacher : ratios have fallen from 28:1 in 1989 to 24:1 in 1995. Nevertheless teacher deficits are common in disadvantaged schools in rural, urban and plantation sectors, with surpluses recorded in the more favoured areas and schools. Also certain subject areas such as mathematics, English and geography are understaffed: Sinhala medium schools were overstaffed by 10% and Tamil medium schools understaffed by 25%.

Sri Lanka has about 190,000 teachers in the public sector schools. A recruitment of about 35,000 mostly unqualified teachers in 1989 - 1994 led to an alarming drop in quality and efficiency of education. Though recent increases in teacher salaries were attractive, the difference between the trained and untrained teachers is negligible and offers no special incentive for acquiring training. Though the massive backlog has been dealt with mainly through distance teacher education, teacher training institutes are poorly maintained and can produce less than 2000 trainees per year. Also along with the increase, the difficult area incentive payment was withdrawn.

3. Gender issue in the project context

Apart from the technical and vocational education sub-sectors Sri Lanka has reached equitable female participation in education. Female participation equals male participation not only in the primary and junior secondary cycles, but also at the senior secondary and at university level. Enrollment of girls is dominating humanities, health services and teacher education programmes. About 60% of the secondary school teachers and about 80% of the primary school teachers are female. As the average age of female teachers is only 35, teacher deployment is difficult, especially in remote areas (transfers of married or unmarried female teachers is generally more difficult than of male teachers due to cultural reasons). In middle and higher management and administrative positions women are underrepresented. Only 35% of school principals are women.

The low participation of men in the teaching profession also creates problems for teacher deployment in disadvantaged areas. The dearth of male teachers has also been considered as the main reason of the growth of disciplinary problems in the plantation sector schools.

The provision of staff quarters in some of the estate schools has not served to retain staff as the younger unmarried teachers do not like to stay alone; married teachers like to live at home, often away from the schools. The younger female teachers are also seen as subject to some threat of sexual harassment especially when they have been attached to remote areas. This is partly due to the prevailing low level of respect for teachers.

A major negative impact on primary education in the most disadvantaged schools has been caused by the migration of women for Middle East employment. In some classes up to 90% of the mothers have migrated. Many slow learners, with low levels of health and nutrition and achievement were from such families.

Also the involvement of women in casual labour, in both urban and estate sectors has also been creating problems as Year 1 - 5 children from such families were often absent to look after younger siblings or to assist parents in informal economic sector activities such as pavement trading or fodder cutting.

In the estate sector, high rate of alcoholism, marital breakdown and domestic violence were common placing more stress on children's education. Here the low status of women is hindering them from playing a more proactive role in education. High unemployment among men is also a cause for concern.

4. Project history

Swedish support to the education sector in Sri Lanka was initiated in mid 70's with some minor support to vocational training. In the beginning of 80's a broader cooperation was started which included initiation of special education and teacher education through distance education. Since 1986 the support has been given in the form of sector support.

The overall goal of the Swedish support is to increase the access to primary education for children from disadvantaged groups and/or areas and to enhance the quality of education. There are quality disparities within the education system in Sri Lanka which the Swedish support aims at addressing.

The long term Cooperation Programme between Sweden and Sri Lanka was entered in 1986. The first agreement period commenced on July 1, 1987 and ended on June 30, 1992. A Specific Agreement for the second agreement period of two years commenced from July 1, 1992 and the third Specific Agreement was signed on 14 December 1994 covering the period of 1 July 1994 to 31 December 1998.

The following six components were included in the support in the third Agreement.

- Special Education (DSE)
- Plantation Schools Education Development Plan (PSEDP)
- Primary Schools Development Plan (PSDP)
- Educational Management (DEMD)
- Education Consultancy Fund
- Distance Education

The seventh component of Environmental Education was included in the support since July 1st in 1996.

5. Description of the project

5.1. Goal hierarchy

A goal hierarchy as it is described in the Evaluation Manual for Sida (E.Lewin, 1994, p.54) including : development objective, sectoral objective, immediate objective, outputs, activities and inputs was not developed in the project documents. The project documents for the different Sida supported project in the education sector do not have a consistent terminology and approach.

The project document for PSEDP uses the terms: goal, objectives, projects (not consistently used, within the same document the term project is used as programme) and activities.

The project document for PSDP uses the terms: major goal, objectives, projects and activities.

The project document for Distance Education uses the terms: objectives, projects, specific objectives, activities.

The project document for Special Education uses the terms: overall aim, objectives and projects (which are actually activities).

The project document for improving the institutional development capacity of disadvantaged schools uses the following terms: aims, objectives, projects, activities. The term inputs is hardly used, instead the documents refer to areas where Sida funding is required without always specifying local contributions.

There are documents in which some of the projects analyse indicators, but this is not consistently done and in the planning documents there are no defined indicators for activity or output level and no means of verification.

As the projects have little or no influence on certain external factors, it would be essential to identify and analyse external factors on a systematic basis and to assess the risks of their affecting the success of the project during the planning and implementation phases. However assumptions and risks have not been formulated with a few exceptions (e.g. the acquisition of land).

A logical framework overview (project planning matrix) is not available in any of the project documents which would make the logic of the goal hierarchy transparent and the direct link of indicators to activities and outputs would also be evident. It would facilitate the elaboration of plans of operation, project management, project monitoring and project review as well as the co-ordination between the different components.

It is recommended that the logical framework approach is used in all future project planning and that all relevant staff member are trained in this method. Training is available in Sri Lanka at comparatively low cost and it should be combined with a

planning exercise in all Sida education projects. But this should not only be done for the project co-ordinators, but for all professional staff working in Sida units and project cells.

It is also recommended to design and identify a goal hierarchy as described in the Sida evaluation manual. This will help to streamline and co-ordinate the different components of the education sector projects funded by Sida as well as with other donors who also use the same kind of approach. It must be commended that the planning documents are very detailed and comprehensive, but they would be easier to read and understood and they could be used more efficiently as steering and monitoring tools, if they were consistent in concept, terminology and approach. The description of the aims and objectives as formulated in the project documents is given in the following paragraph.

5.2. Swedish inputs

Between July 1986 and June 1994 (first and second agreement) the Swedish expenditure on the education sector support has been 134, 55 million SEK which is 98 % of the total of the allocated 137,00 million SEK.

During the second agreement period (1992-1994) the allocations and expenditures corresponded well which indicates improved planning and implementing capacity within the different components whereas between 1986-1992 there were substantial overexpenditures (Distance Education) and underexpenditures (PSEDP/PSDP) in the components. However, the overall financial performance within the entire programme was well balanced.

Allocation for the period of July 1994 - December 1996 was 77,50 million SEK (Annex 6). The actual expenditure for this period was 58,30 million SEK which is 75% of the allocated funds.

The division of allocations between the components during 1994-1996 is as follows.

• Distance Education	24%
• Special Education	5,5%
• PSEDP	44%
• PSDP	22%
• DEMD	3%
• Consultancy Fund	1,5%
• TOTAL	100%

5.3. Activities planned and undertaken, expected outputs, effects and impact of

5.3.1 Plantation Schools Education Development Plan (PSEDP)

The goal of this project is:

The development of education in schools in the plantation areas in quantitative and qualitative terms and integration of these schools into the national system on parity with other government schools.

The specific objectives are:

- To enroll at least 90% of boys and girls of school-going age in the primary cycle in the catchment area of each PSEDP school at the end of the third year from the inception of the programme intervention.
- To increase the retention in the primary cycle to 80% and enhance the completion rate of the primary cycle by all boys and girls enrolled to 80% at the end of the third year from the inception of the programme intervention.
- To increase the transition rate of students from the primary cycle to secondary cycle to at least 60% at the end of the third year from the inception of the programme intervention.
- To ensure that at least 80% of boys and girls completing Grade Three are able to read, write and carry out basic computing skills.
- To ascertain that at least 60% of boys and girls completing Grade Four attain the minimum achievement level in Maths and Tamil, as measured by the government in the achievement test.

The following six projects were planned:

1. Enhancement of enrollment, retention and completion of the Primary Cycle.
2. Expansion of student flow from the Primary to the Secondary Cycle.
3. Quality improvement of Primary Education
4. Improvement of Physical Infrastructure
5. Monitoring and Evaluation
6. Organisation and Management

The programme started in 1986 and the present phase is designed until 1998. Up to June 1994 the following areas were covered by the project: Nuwara Eliya, Kandy, Ratnapura, Kalutara and Colombo. 284 schools were covered by the project until June 1992. In June 1992 96 schools were phased out and another 46 schools in June 1993. In June 1992 thirty seven schools were included and in July another 36 schools. 253 remain to be covered by the project.

Project achievement in the different projects is as follows:

Project 1: Enhancement of enrollment, retention and completion of the Primary Cycle

Most of the activities under project 1 have been undertaken according to schedule. In order to ensure full enrollment, a community survey is carried out and the data on participation evaluated. The school avoiders are identified through the survey and persuaded to enroll in school. However it is not quite clear in how far the project has contributed directly to an increase in enrollment. Certainly a better quality education.

a better learning environment and more competent teacher contribute indirectly to a higher enrollment. However the data available do not always show a consistent increase. The overall enrollment in the project area shows an increase in enrollment with the exception of Ratnapura where a significant decrease in the primary enrollment has resulted in the decline of overall enrollment. This certainly could not be interpreted in a way that primary enrollment would indicate a higher school avoidance than it was before the project intervention. The birth rate has decreased in recent years which has resulted in the declining trend in initial enrollment in schools. But more statistical data and more analysis is needed.

It would be desirable to have an indication on how many per cent of the population of school-going age per class and per year is actually enrolled. Data are available, but not always consistent and precise. The project should try to do a qualitative analysis of the data including a survey on the improvement of attendance and the reduction of drop outs. A qualitative analysis of data would certainly help to improve goal achievement in these areas.

The health screening camps under this programme were carried out as scheduled and those pupils who had defects were referred for further treatment and those with defects in eyesight were provided with spectacles.

With the exception of the orientation of student health messengers and the mothers' programme which had to be redesigned, the other programmes were carried out on schedule and achievement was only slightly under the targets in the orientation of teachers and in the mothers' programme.

However, the financial progress was generally below the target: community survey 41%, medical assistance and screening camps 76%, procurement of spectacles 76%, procurement of hearing aids 75%, orientation of student health messengers 89%, orientation of teachers on health and nutrition 84%, community health function 93%, mothers programme 72% of the defined financial targets.

Project 2: Expansion of student flow from the Primary to the Secondary Cycle

The planned activities under this project concentrate on the extension of student flow from the primary cycle to the secondary through provision of better facilities for secondary education, training workshops for secondary teachers, supplementary classes in maths and science for G.C.E. (O-level) students and short enrichment courses for G.C.E. (O-level) students.

The targets in improving the competence of untrained maths and science teachers in remote secondary schools could not be achieved fully due to shortcomings in the training needs assessment and due to lack of interest on the part of some teachers. In the future the project plans to assess the training needs in more detail before conducting such courses.

Supplementary classes in science and maths were organised in 6 (out of the planned 8) centres.

The short enrichment courses for G.C.E. (O-level) students were considered to be redundant due to the fact that there is an adequate number of such students in the project area.

The financial progress during 1995 was as follows: workshops for secondary teachers in science and mathematics 88% and supplementary classes in maths and science for G.C.E O-level students 70%.

Project 3: Quality improvement of Primary Education

This project aims at the improvement of primary education through in-service and on the job training for PSEDP teachers in general primary methods, primary science, primary mathematics, special education, remedial teaching, workshops for principals, training of field staff, teacher visits, teacher supportive supervision, teacher motivating contests, provision of supplementary in-puts, self-instructional materials for students, newsletters, bulletins and resource centres.

This is certainly one of the most important interventions of the project, because it is designed to improve the learning environment in project schools by enhancing the competencies of teachers and by providing self learning and supplementary materials to students.

In-service training of teachers has taken place (according to the 1995 progress report) in general primary methodology, primary science and mathematics, remedial teaching and orientation of principals on implementation. Out of the expected number of 1587 participants, only 1347 teacher/principals attended the courses. This seems surprising, because one could expect a high motivation for participation in training programmes offered under the Sida supported project. The reasons given in the performance report are: Negative attitude of the teachers towards this activity, unwillingness of teachers to attend residential workshops where residential facilities are not convenient enough and sometimes the workshops are stereotyped and fail to attract teachers.

Here there is room for improvement. The interest and motivation of teachers and principals to participate would be stronger if the courses are designed in a way that teachers find the participation attractive. This would require a needs and motivation assessment and the involvement of reputed resource persons which the project finds difficult to contract.

The regional cell should maintain an information system to identify and record the training needs of teachers and principals. It would be helpful in order to make the courses more attractive if the workshops were organised in relation to each grade rather than to all grades per subject in the primary cycle. Moreover the workshops should address the specific problems faced by teachers in each grade and they should be activity based and organised in a participatory manner so it can be ensured that teachers learn from each others problems and learn how to organise working groups.

Another possibility to ensure better attendance might be to run mainly school based, non residential courses, as already started by the Nuwara Eliya cell.

The teacher supportive supervision could not reach the planned target fully: Out of the 1944 targeted visits only 1358 were carried out. The reasons given are the following: Unrealistic planning by the Badulla Cell where there are only 3 teacher educators, non availability of vehicle for certain months, loss of school working days

due to the early closure of schools for holidays in November 1995 and the Nuwara Eliya Project Cell is located far away from the area where project schools are.

This activity could be very effective if carried out well planned and designed to help teachers to overcome weaknesses in lesson planning, classroom management and teaching performance. The aspect of teacher performance has (while the mid-term review was being carried out) received highest political attention. The President of Sri Lanka lamented in a speech that the performance of teachers has seen no improvement whatsoever even after the recent salary increase which cost the Government Rs. 7 500 million. Citing a recent UNICEF report which concluded that only 21% of Lankan students are literate at the end of five years of primary education, she said that schools now produce students who cannot fit into society or undertake even a simple task such as writing a letter.

It can be assumed that effective initial and continuous education and training will receive high priority and that the strict performance criteria for teachers (which the President demands) may lead to a higher consciousness for professional commitment and accountability.

The project should continue to give priority to teacher supportive supervision in order to make it an instrument which could be introduced also in disadvantaged schools in other areas.

In view of the remarks made by the President it interesting to note that the Teacher Motivating Contests (prizes for year 1 teachers who have produced best results etc.) were given up by the project due to little response.

The production and use of self instructional material (laminated cards) must be commended. They are well designed and can be effectively used at low costs. This activity should be continued and teachers trained to make use of these cards especially for overcrowded classes and for multigrade teaching.

There were no allocations for resource centres in 1995 and 1996. The project had earlier established small scale resource centres in some selected schools, but they ceased to function when these schools were phased out due to lack of committed and competent staff and lack of interest among the teachers. The project should consider of providing some guidance and assistance as a follow up in order to facilitate the transition period.

The financial achievement from January to December 1995 was as follows: courses in general primary 96%, courses in primary science 91%, courses in primary maths 82%, remedial teaching 66%, orientation of principals 79%, training of field staff 54%, teacher visits 70% and teacher supportive supervision 78%.

Project 4: Improvement of Physical Infrastructure

Almost all plantation schools that have not yet been developed under the PSEDP programme lack basic infrastructural facilities like adequate school buildings and teachers/principals quarters, furniture and teaching/learning material. To overcome these serious problems one of the priorities of the PSEDP programme has been

infrastructural development which accounts for up to 90% of the costs for the whole programme.

The activities under this project are: provision of land, provision of buildings and facilities, provision of furniture, provision of learning kits (primary education, primary science, primary mathematics, agriculture, aesthetics, and sports), supply of furniture and equipment to the PSEDP cells and facilities for children's play grounds.

Some of the activities are behind schedule. Traditionally construction has been delayed to a greater extent than quality improvement activities. This is due to a number of reasons. One of them is the difficulty in acquiring the necessary land for the construction site. Many schools do not have adequate land for the development of the school. Identifying a suitable and agreeable plot of land, obtaining the approval of the estate management, surveying it and taking it over is a time consuming and difficult task for project staff. Often it is difficult to convince the estate management to agree to the release of the required land. It also happens that the land which is taken over after a lot of hurdles, is encroached by people from the vicinity which causes further delay and frustration.

This has led to only 57 schools getting the required land instead of the targeted 67. The project staff suggests that top political intervention is needed to improve this situation.

The main problems in carrying out construction of school buildings and teachers quarters are: delay in obtaining the necessary land for the school, delay in preparing estimates and awarding of tenders, non availability of efficient contractors in remote areas. The deadlines given to contractors were renewed again and again thus making the tool ineffective.

The team finds it difficult to recommend ways to make planning and implementation of construction programmes more effective since the authorities and project cells have many years of experience in carrying out construction of school buildings, and most of the difficulties are beyond the control of the project staff. However, training in planning, management and supervision/monitoring would enhance the capacity of the personnel in their work.

With all these difficulties, it is remarkable that the project has made considerable progress in building construction in 1995, as the table below shows:

Category	Target	Achieved
Class Rooms	150	201
Office and Store	16	24
Science Labs	08	08
Teachers Quarters	30	41
Latrines	130	186
Urinals	08	10
Water supply	25	23

This table (agreed minutes, page 12) shows a remarkable over achievement in almost all activities. The financial target of Rs 67 million was exceeded and the expenditure reached Rs 92.3 million.

This progress in 1995 is surprising, as the achievement up to the second quarter of 1996 is behind schedule. The financial expenditure for construction: annual target vs. achievement up to 2nd quarter of 1996 shows that the achievement in Kandy is only 30% of the target, in Nuwara Eliya 25%, in Matale 13%, in Ratnapura 20% and in Badulla only 12%.

In this evaluation report we cannot comment on the quality of construction. It is assumed that strict quality controls will be undertaken by the responsible authorities. It is recommended that the project gets the services of an independent architect/consultant to ensure that the quality of construction is of acceptable standards.

In 1995 furniture was supplied to all PSEDP schools disbursing Rs 8.7 million as opposed to the target of Rs 9 million rupees. (The table in the same document, The Agreed Minutes, gives different figures for the provision of furniture from January to December 1995: target: Rs 7,6 million and achieved Rs 8,2 million). The furniture supplied to schools included: infant desks, infant chairs, intermediate desks, intermediate chairs, student desks, student chairs, teachers' tables, teachers chairs, blackboards and steel cupboards.

Principals were instructed not to accept sub-standard quality furniture and a test check was carried out by the programme co-ordinators in order to ensure the supply of quality furniture.

A superficial look at some of the furniture provided shows that the quality of the furniture and the finish is very poor (especially cupboards in resource centres). The financial progress in 1995 was as follows: provision of land 48%, provision of buildings 115%, provision of furniture 108% and provision of classroom resources 100%.

Project 5: Monitoring and evaluation

This project aims at continuous assessment of targets vs. achievement and evaluation of impact of project activities. The PSEDP programme has a comprehensive set of monitoring and evaluation tools. Monitoring is done at school level by the principal and the teachers, there is monitoring by the PSEDP cell and by the SIU and there are regular monitoring meetings convened by the PSEDP co-ordinator. These monitoring activities do not need special funding except for the traveling costs of project staff.

Evaluation is carried out at three different levels: at school level, at PSEDP cell level and at SIU level. Annual evaluations are undertaken by the SIU (internal) and by an external evaluation consultant.

It was proposed to set up a school-based EMIS (Educational Management Information System) in order to facilitate the self evaluation for teachers and principals at school level and to assess their progress and to identify areas that require improvement. There will be an Educational Management Information System at PSEDP level and data will be collected and analysed at SIU level. There are also regular achievement tests in schools for the purpose of evaluating the achievement of the objective of quality improvement, as well as a continuous assessment of writing and reading skills.

The following special evaluation studies are planned for this agreement period:

- Diagnosing of problems in reading and writing among year 3 children.
- Entry level competency of year 1 children.
- Utilisation of learning material provided under PSEDP.
- Remedial work with slow learners.
- Problems connected with the implementation of the integrated curriculum.
- A sample cohort analysis in the primary cycle.
- An analysis of mathematical concept development in the PSEDP primary schools.

The activities in monitoring and evaluation are impressive. The number of studies the project aims to carry out is ambitious. Monitoring achievement of financial progress is done with accuracy and precise data are available. Monitoring of qualitative achievement, especially of the impact of in-service training programmes is difficult, but necessary in order to design programmes according to needs. Few data are available on teacher performance, especially on performance of teacher who were trained through distance education. The team recommends more project staff to be trained in monitoring and evaluation in order to facilitate the collection and analysis of qualitative data concerning the quality of teaching and the performance of young and inexperienced teachers.

Monitoring would be easier for the project management if the logical framework approach would have been followed in a more systematic and coherent way. For none of the project components there is a comprehensive logical framework available which would make the design of a plan of operation and the assessment of project achievement easier.

The team recommends all staff of the SIU and the project cells to be trained in project planning techniques and in the participatory use of the logical framework approach. This should be done in close co-operation with the other project components and coherent plans should be designed in a way that objectives and activities of all Sida supported projects are compatible and co-operation among them becomes obvious and transparent.

Project 6: Organisation and management

The project document refers to the following areas under this programme: the national steering committee, Ministry level co-ordinating committee, special implementation unit, PSEDP cells and provincial/divisional education authorities, pastoral care by teacher educators, accounting and finance follow up, resources, co-ordination and collaboration, staff development and consultancy. Other important management functions are missing like: the design of planning documents, the establishment of a project documentation, public relations, delegation of work, co-ordination within the Sida supported projects, co-ordination with other donors, ensuring achievement of project results, ensuring sustainability, establishment of a database on project documents and designed/produced material,

Projects 5 and 6 of the project document: monitoring and evaluation and organisation and management could have been combined in one result which could read: Project Management established and functioning effectively.

Conclusions

Apart from the construction component, many of the activities of the different components are according to schedule. The commitment and dedication of some of the staff in the unit in the Ministry of Education and Higher Education and in the project cells must be commended. There is an awareness for the need of quality improvement among teachers and teacher educators and generally it can be observed that many of the targets have been achieved or at least partly achieved.

However, improvement is needed in terms of raising the achievement levels of pupils. Even though there is considerable progress in many of the project schools, the overall achievement level in schools in the project areas is still very poor. In one of the schools visited in the Matale District one 2 pupils out of 30 passed the O/L examination. The school has brand new buildings and equipment funded by Sida and still the performance of teachers is far below the national average.

The 242 plantation schools currently under the PSEDP have a deficit of approximately 700 teachers and there are still 4 000 Tamil medium teachers to be appointed to plantations schools by the Ministry of education and Higher Education. This lack of teachers in the disadvantaged areas has a strong effect on pupil achievement and on the improvement of the education in the plantation schools. If this acute shortage continues for a long period, it will have effects on the sustainability of the programmes.

Another area of concern is maintenance. A number of schools were visited that were already phased out a few years back. Only few of them were visited by the education authorities on a regular basis and none of them received sufficient funds for maintenance. Some schools received between Rs 8 000,- and 10 000,- per year, but considered this amount not sufficient enough to cover at least the basic needs for maintenance. Similarly most schools that were phased out have nor received any material after they were phased out.

Community participation has improved during the last two years due to various activities under the project. This has increased enrollment in many schools close to 100% in year one. However the number of repeaters and drop outs is still high. The reason for drop outs is generally not lack of interest, but poverty. Problems are reported of children whose mothers work abroad or whose parents work in distant places. The activities in the area of parents awareness should be intensified in order to increase the parents' interest in better achievement of their children.

Co-operation with PSDP and the other Sida supported project should be increased. There is little co-operation with PSDP and hardly any co-operation with distance education, staff college programmes or special education. With PSDP closer co-operation could improve activities in the area of capacity building for planning, management and supervision as well as in the area of design and production of teaching/learning material and teacher in-service training.

In distance education the supervisory visits by the distance education tutors should be done in collaboration with the project cells and the staff college training courses for institutional capacity building should also be organised in close co-operation with the teacher educators from the project cells. This kind of combined and streamlined efforts could be organised without any additional costs.

There should be increased capacity building for middle management and project officers from the project cells in order to strengthen the role of provincial administrators as well as educational planning staff in the Ministry of Education and Higher Education. Moreover capacity building should be provided for zonal and divisional authorities in order to facilitate their role in supervision.

Self learning material and laminated cards are used by most schools and they are considered as very useful especially in schools where multigrade teaching is necessary.

There is no co-operation with disadvantaged schools in non-project areas. There could be effective co-operation in exchange of ideas in workshops and material developed by Sida supported projects, especially the low cost laminated cards could be made available to other disadvantaged schools with priority. Generally the concepts, curricula, textbooks, teaching/learning material developed under the Sida supported projects should be made available to all schools in the country and should also be made use of in the forthcoming Teacher Education and Teacher Deployment Project.

5.3.2 Primary School Development Plan , PSDP

Overall goal

The overall improvement of primary education in disadvantaged schools in Sri Lanka.

Specific objectives

- To increase achievement level in the two basic skill-building subjects, namely Mother Tongue and Mathematics in 190 disadvantaged schools selected from 5 provinces by the end of June 1999.
- To increase participation rate by 60% in the 5 to 14 age group including those who have never entered the primary cycle or have dropped out of it prematurely by the end of June 1999.
- To remove inter-school physical disparities through the provision of infrastructural and basic physical needs such as classrooms, teachers quarters, furniture and health facilities to 190 schools selected from 5 provinces by the Provincial Directors in consultation with the Ministry of Education and Higher Education.
- To assess the impact of PSDP activities through evaluation and make recommendations where deemed applicable to the policy makers at the end of June 1999.

Activities planned, undertaken and expected outputs

The implementation programme of PSDP consists of nearly 75 activities, which for easy monitoring and evaluation, have been clustered into the following seven projects:

1. Quality improvement in Formal Education (Training of relevant personnel)
2. Quality improvement in Formal Education (Supply of teaching-learning material)
3. Non-Formal Education
4. Supply of infrastructure facilities

- Mid-Term Review of the Swedish Support to the Education Sector in Sri Lanka
5. Supply of furniture and equipment
 6. Monitoring and evaluation
 7. Plan management

Achievement in each of the projects

Project 1: Quality improvement in Formal Education

Activity 1: In-service training of staff

During 1994 and 1995 all planned training activities were undertaken but at approximately 10-15% below the targeted level. NIU has arranged the training for the Principals/Deputy Principals in all other provinces except in Western Province where the training has been carried out by the Project Cell. Training has been targeted for a wide clientele consisting of departmental officers, resource persons (trainers), principals, deputy principals and teachers. The topics have covered planning and management for principals, supervision for Plan Cell Staff, lower and upper primary curriculum (e.g. mother tongue, English, religion, mathematics, science, creative activities, environmental studies) for trainers and teachers, health and nutrition (in collaboration with health authorities) for teachers. Follow-up programmes for principals and teacher educators have been held in order to assess their observations on classroom supervision. There is no indication in the progress reports whether the Multigrade teaching workshops have been held for under-staffed schools.

Activity 2: School Family Programme

The School Family Programme has been introduced to promote sustainability of activities after PSDP withdraws from the areas of operation. 4-5 PSDP schools are clustered to form a "School Family" which will be responsible of implementation of developmental plans pertaining to the member schools. The school family system is a voluntary arrangement.

The planned activities for the School Families are 1) organising them 2) seminars/workshops for family heads and 3) school family based training programme.

During 1994 this activity was conducted only in one province with lower attendance than planned. In 1995 the activity doubled in terms of the participants in the seminars, but it can still be considered a modest activity.

Activity 3: Orientation of parents

School based discussion seminars for parents, Cell level seminar for members of School Boards/School Development Societies and setting up Children's Parks (playgrounds) with community support have been the planned activities.

This has been a very modest activity in terms of target and output. E.g. during 1994 and 1995 only 319 SDS members participated in a seminar arranged by the Project Cell. This finding is confirmed by the interviews of the Review Team in the schools visited. In school based activities the attendance was somewhat higher with 2500 parents participating in a seminar at school. 58 Children's Parks were constructed which leaves most of the schools without such facility.

Project 2: Quality improvement in Formal Education: Supply of teaching-learning material

Activities 1 - 3: Development and production of teaching-learning material, Supply of stationery and newspapers and Supply of First-Aid requirements

These activities have been undertaken according to the plans in 1995. The outputs are as targeted. During 1994 there were a slight underachievement but it has not had a negative effect on the project. E.g. Handbook on Quality in Education, PSDP Implementation Manual, Preparation of 10 readers and laminated self learning cards have been produced and distributed to schools. Children's newspapers and First Aid Boxes have been procured for schools.

Project 3: Non-formal education

Activity 1 - 2: Literacy Centres and Craft Centres

The purpose of the Literacy Centres under the project is to qualify the drop-out students to re-enter the formal education system after attending the classes in the centre. In 1994 the number of the centres was 12 and in 1995 it had expanded to 17. Out of the 281 students enrolled in 1994 only 27 entered the primary school and in 1995 the corresponding figures were 88/367. The interviews in Colombo Primary Schools revealed that there are two major reasons for the low re-entering rates. Firstly the students are hesitant to participate in a class where the other pupils are considerably younger and secondly their inputs to support their families through earnings in the informal sector are needed. The teachers also considered difficult to manage and pedagogically address a class with a wide age range.

The two craft centres continue to operate with the Swedish assistance but new centres will not be established.

Project 4: Supply of infrastructure

Activities 1 - 3: Supply of new buildings and repairs, Supply of other facilities and Development of Maintenance of Resource Centres and Teacher Centres

119 schools in three provinces were selected for development during 1994 and the following outputs were produced: 20 new buildings, 25 teachers quarters, 15 office/stores, 52 schools repaired, 60 latrines/urinals built and 30 water service was supplied. The financial achievement was about 45 % of the target due to non-availability of funds.

298 schools from six provinces were selected for development during 1995 including 125 schools from Uva Province which were incorporated into PSDP from the Badulla Integrated Rural Development Project (BIRDP) and were phased out on the 30th of June, 1995. This leaves 173 schools in five provinces to be reported.

Outputs were as follows: 49 new buildings, 21 teachers quarters, 27 offices/stores, 8 schools repaired, 70 schools with wire meshing, 123 latrines/urinals and 53 water supplies provided. The financial achievement exceeded the target by 37 % which meant that additional funds had to be provided.

There are three Resource Centres which have been established with the Swedish Support; one in Colombo, one in Kegalle and one in Moneragala. No written report was given to the Review Team on their activities conducted during 1994 and 1995. The team visited two of them (Colombo and Kegalle). It has been decided to

broaden their scope of activities from teacher in-service training into more service centres for teachers and other staff.

The Resource Centre in Colombo (Pannipitiya) had started to provide on-the-job training for teacher in preparation of low cost teaching aids. The centre has a room with cupboards arranged according to subjects and grades with samples of teaching aids for teachers to utilise as models. The Cell Coordinator reported that teachers come in small groups (5 - 10) to the centre mostly after the school hours for their preparation work which is supervised by the staff. As an indication of the utilisation of the resource centre :181 teachers had made use of the resource centre facility within one and a half months in 1996.

The library at the Centre did not have a sufficient book collection for teachers to use as reference material. The few books were not classified according to library system and lending service was not provided. The resource centre was understaffed with only two permanent professional and one part time officer.

The Centre has plans to equip a model classroom for teachers and a workshop for preparing the teaching aids.

The other resource centre in Kegalle (Atulugama) was well equipped with four permanent professional staff members. Library has a lending service with a book collection of 500 books. Supervising teachers to prepare low cost teaching aids was an effectively conducted activity in the centre. Interaction with parents had also been active. In this area contrary to others where the team visited the mothers were actively participating in the various school activities.

The resource centre had held 107 workshops since 1988 with the total of participants 3618. The average cost per participant has been 600 rupees (appr. 70 SEK) which is quite a moderate figure.

Project 5: Supply of furniture and equipment

Activities 1 - 2: Supply of furniture and equipment

Furniture and equipment have been supplied to PSDP Cells and schools according to the needs identified by a baseline study. Schools have been provided with educational kits and book cases. Weighing machines have been provided for school families. Barbed wire which is a necessary precaution for prevention of burglaries has also been provided for schools according to the expressed needs.

All schools visited by the team were satisfied with the provision of furniture and equipment which the team also observed.

Project 6: Monitoring and evaluation

Activities 1 - 3: Baseline Survey, Supervision and Evaluation and Phasing out and sustainability

All activities related to the baseline survey (training of data collectors, conducting the base line surveys and achievement tests) were undertaken during 1994 and 1995 according to the plans.

Supervision of the project schools has been effectively conducted and the principals interviewed expressed their appreciation of the activity. During the 1994 and 1995 workshops have been held for the supervisors and evaluation workshop for the principals was held in 1994. Two case studies on the developed schools were undertaken in 1995.

It is vitally important to secure the continuity of the activities when the PSDP schools will be handed over to the local education authorities. It has been agreed to have a transitional period of one year during which PSDP and local education authorities work in close collaboration to ensure continuity of the activities. Meetings with local education authorities, supervision of phased out schools and meetings with parents' representatives have been arranged.

The team visited several schools which had been phased out earlier and it was quite evident that the quality of supervision had declined after phasing out which will endanger the sustainability of the project achievements. In many of the schools there had been no visits from the Provincial or Divisional Education Offices since Sida support was phased out. Camp supervision has not been carried out by the provinces. There has been a limited number of team supervision. In-service advisors are not well qualified to do the supervision.

Conclusions

There are clear indications that PSDP has had a positive impact on schools. Project monitoring and impact studies show an improvement in student achievement in mother tongue and mathematics, reduction of drop-out rates, increase of enrollment at the proper age, increase in student attendance. However, the situation is still not satisfactory in many schools due to factors outside the project control. Because of poverty many children are malnourished, their mothers have left the country for work in Middle-East and the home environment is not supportive for education etc.

In general it can be said that the PSDP has been effective in carrying out its activities. Project schools are in good condition with adequate amount of learning materials, principals and teachers have benefited from the in-service training and have acquired new management and pedagogical skills. The project has not been very effective in incorporating parents to support the school in maintenance and involving them to take responsibility of their children's education. Nutritional scheme has failed and has been given up in the schools.

The PSDP has achieved most of its objectives during the project lifetime. However, there are clear indications that the impact of the project is wearing off after the phasing out since the educational authorities have not been able to carry out the supervision in required quality or quantity. Therefore it would be very important to strengthen the linkage between the provincial, divisional and zonal offices and project cell staff before the phasing out a school. Training should be provided for the officers in supervision.

Maintenance of the facilities has not been given enough attention during the project implementation. Training is needed at the school level on utilisation of the Maintenance Manual produced by the Ministry of Education and Higher Education.

Malnutrition of the pupils is still a big problem and is hindering effective learning. Parent awareness campaigns on education and nutrition have not been as successful as anticipated. The nutrition scheme required mothers to come to school once a week to cook the nutritious herbal porridge (Kola Kenda). Mothers are overburdened with work and they have not had the time and energy to come to school regularly for cooking. In some cases the review team was also under the impression that the principals and teachers were not motivated to carry on with the nutrition scheme because they felt that it was beyond their responsibilities. This should be given serious consideration at the project cell level and new modes of approaching the problem sought after.

At school level the supervision and quality monitoring undertaken by teacher educators should cover also distance education teacher trainees and children with special needs which will call for more cooperation between the different components.

Analysis of previous evaluation studies of PSEDP and PSDP

Reports available

During the three phases of the present Swedish Support to the Education Sector in Sri Lanka very few evaluation studies have been carried out. The emphasis has been on development of internal monitoring and assessment system. However, the following evaluation reports were made available to the team:

- Continuing to Develop - An Evaluation of Sustainability of the Results of the SIDA Supported Primary School Development Programme, 1995 by N.G. Kularatna
- Kotalawala, D.E.M., Lofstedt, J.I., Pawar, P., 1991. The Promotion of Primary Education in Disadvantaged Areas in Sri Lanka - Evaluation of Four SIDA Supported Programmes. Stockholm University: Colombo-Stockholm

Development of internal monitoring and assessment of the project performance has been undertaken by MEHE in connection with the Plantation Schools Development Plan (PSDEP) and Primary School Development Plan (PSDP). Professor Angela Little from the University of London has contributed in a remarkable way in the development of the monitoring system and practice in these two projects. PSDP has appointed a full-time officer to work on monitoring. The following reports on internal monitoring were given to the team:

- Insider Accounts - the Monitoring and Evaluation of Primary Education Projects in Sri Lanka, 1995 by Angela Little
- PSEDP Insider Assessment - July 1992 - June 1994 by MEHE
- Paul Caspersz: PSEDP Phase I: 1987 - 1991, Internal Evaluation, August 1991
- PSEDP - Nuwara Eliya District- Objectively Verifiable Indicators, 1995 by PSDEP Plan Cell, Hatton
- PSDEP - An Analysis of Achievement in Essential Learning Continuum, Kandy District
- Harris Rajapaksa and Angela Little, 1994, PSDP - Participation pattern of pupils admitted to class 1 in 1986
- PSDP Phase II Internal Evaluation, National Implementation Unit, MEHE, January 1995
- Harris Rajapaksa, 1995, PSDP - Evaluation based on participation pattern of pupils admitted to class 1 in 1986

- Harris Rajapaksa, 1995, PSDP Phase II Stage I - Comparison of achievement test marks
- Harris Rajapaksa, 1996, PSDP Phase II Stage I - Comparison of participation indicators
- Kulasena, K.G., An Evaluation of the Impact of the SIDA Supported Primary Schools Development Programme in Three Districts in Sri Lanka

Recommendations of the reports concerning PSEDP and PSDP

1) Kotalawala, D.E.M., Lofstedt, J.I., Pawar, P., 1991. *The Promotion of Primary Education in Disadvantaged Areas in Sri Lanka - Evaluation of Four SIDA Supported Programmes. Stockholm University: Colombo-Stockholm*

Many of the recommendations in the above mentioned report are so detailed that it was not possible to check their implementation in practice within our timeframe. However, the team takes up the following findings and recommendations which are relevant in regard with the Phase III of implementation and comments how they have been adhered to (*the Review team comments in italics*):

- The non-formal component should scaled down drastically based on the principles of selectivity and viability.
PSEDP has given up this component entirely and PSDP implements literacy centres where found viable. The number of the centres has been considerably diminished during the third phase.
- The term "disadvantaged" needs to be defined in a more strict manner. Now many comparatively well off schools receive considerable support, whereas the really disadvantaged ones have to wait or don't get enough.
It seems that this still requires more attention. The schools which are located in remote areas with difficult access by roads are more easily left out than the schools which are near the main roads. However, some improvement has taken place in this respect.
- The need to make provisions for maintenance and repair in a systematic manner is urgent. It should be an integrated part from the planning and implementation stages instead of having it after phasing out. This involves providing funds and defining responsibilities. The financial burden for maintenance could be shared by central, provincial and local levels. The roles and responsibilities of the provincial Building Units in maintenance work should be more clearly spelled out.
This is still a big problem. Maintenance has not been properly adhered to. It is not mentioned in the third phase project documents. Sufficient amount of funds are not available. A maintenance manual has been prepared by MEHE but it has not yet been distributed to schools. Training provided by the Building Units in basic maintenance should be provided for the principals when distributing the manual.
- Teacher transfer should be minimised with adequate co-operation with Provincial Governments and a consensus regarding this must be arrived at. There should be more incentives to teachers to serve in disadvantaged schools.
The problem has not yet been solved.
- There is an acute need for material which the children can use by themselves.
This has been done. Laminated cards have been prepared for different subjects and the teachers find them very useful in everyday classroom work.

- Determined efforts should be done to make SIDA support reproductive in the sense that the specific experiences, competencies and routines developed are institutionalised and integrated into the existing structure. The function of the School Families and their role in promotion of sustainability should be looked into.
This issue has not yet been adhered sufficiently.
- For monitoring and in-built evaluation to be properly functional, effective initial operative guidelines ought to be installed at different levels of programme implementation.
Monitoring and internal evaluation has been developed under the guidance and training by Professor Angela Little. Computers have been introduced in data analysis. Both projects produce an impressive amount of information on monitoring

2) *Continuing to Develop - An Evaluation of Sustainability of the Results of the SIDA Supported Primary School Development Programme, 1995 by N.G. Kularatna*

Kularatna report (1995) assesses the sustainability of the programme effects related to the improvement of primary education in disadvantaged schools (Phase One) after four years of withdrawal of the support. As a general statement he finds it justified to say that the PSDP has brought about some most significant improvements in primary schooling in disadvantaged areas of Sri Lanka contributing to general improvement in the quality of teaching, learning, school achievement, school enrollment, retention and attendance. He relies his conclusions also upon the findings of the impact evaluation study conducted by Kulasena covering the years of 1988-1990, which shows clear indications on quality improvement in the project schools compared with the control schools. The enrollment rate of girls has increased as well as school attendance and drop-out rates decreased during the project intervention.

He states that despite of the clear trend of positive development, serious problems in wide spectrum of disadvantaged school still prevail and are emerging in schools where SIDA support has been phased out. These appear especially in school management, inadequate material and human resources, maintenance of physical resources and teacher working morale. Therefore firm action to improve the situation is proposed by the evaluator.

Kularatna recommends that the government should adopt a national policy governing the treatment of disadvantaged small primary schools. Several recommendations are made on improvement of the planning and administrative requisites at all levels of administration. In order to enhance the quality of education the following strategies are recommended by the evaluator to be adopted by the government:

(a) maintenance of a teaching staff with professional skills relevant to the needs of disadvantaged schools

* SIDA programme has contributed to this requirement through a short term training programme which should be integrated into current inservice training programmes conducted by the provincial departments of education

* in order to utilise the experience and benefits of the PSDP training component more widely in the country he makes a proposal to compile and publish a concise training manual consisting of a sequence of self

instructional modules covering the essential elements of the PSDP training programme

(b) promoting the use of remedial material teaching strategies and material and self learning material

* material developed under PSDP should be utilised

(c) promoting the use of instructional aids

* compile and publish a teacher's guide on construction and use of teaching aids utilising the many years of experience gained under PSDP

Compilation of the package of these self training materials would serve as the most lasting contribution of SIDA to the improvement of the quality of education in not only the disadvantaged, but all the primary schools in Sri Lanka.

(d) strengthening the testing and reporting procedures

* in order to ensure uniform standards a scheme for preparation and reproduction of common test material for schools within a larger and manageable area may be introduced

One problem area is the inadequate support and resources for principals to arrange a proper maintenance of the school physical resources. The authorities should devise and implement a scheme of technical evaluation of physical resource provided to schools and resources allocated to meet the minimum standard of maintenance.

Parent support to their children's education should be enlisted not only to render certain type of services to schools but to create some sense of accountability in parents for their children's education.

The school family programme, which has been designed to ensure the sustainability and continuation of the PSDP activities after phasing out of the support, has failed to produce most of its intended results. Several activities have been identified which can be more profitably and effectively undertaken at the level of larger body of schools than a school family. However, the school personnel need to be offered adequate and appropriate levels of incentives in order to participate in such collective action. Some strategies to promote collective efforts would only require rationalisation of utilisation of resources available under normal circumstances (e.g. compilation and publication of teachers' handbooks, learning materials etc).

The evaluation team endorses the findings and recommendations made by the evaluator. According to the TOR our task is also examine whether the recommendations have been adhered to. Kularatne report is fairly new and therefore it would not be realistic to expect realisation all of its recommendations.

The latest Draft Proposal for National Educational Policy - A Framework for Action on General Education, 1996 prepared by the MEHE states equality of educational opportunity as a cardinal principle of state policy. The disparities in educational facilities can be minimised only through a deliberate policy of positive discrimination in favour of those who are disadvantaged. Further on the documents states that a master plan will be formulated and implemented to provide infrastructure, human

resources, and equipment to the schools which are located in disadvantaged areas (remote village areas, plantations, disadvantaged locations in urban centres). The requirement will be to target more resources to these schools.

The educational policy when adopted by the government is in accordance with the evaluation report's recommendations on policy development. It remains to be seen how this policy will be reflected in the national implementation strategy and the budget.

As far as the other recommendations are concerned the team did not find evidence that action had been taken up to compile the self learning packages or common test material for teachers outside the project schools. Support to the maintenance activity seems to be minimal from the local authorities due to nonexistent or minimal funding. However, a maintenance manual have been published for the schools.

3) Internal monitoring reports of PSDP and PSEDP

- *Insider Accounts - the Monitoring and Evaluation of Primary Education Projects in Sri Lanka, 1995 by Angela Little*
- *PSEDP Insider Assessment - July 1992 - June 1994 by MEHE*
- *Paul Caspersz: PSEDP Phase I: 1987 - 1991, Internal Evaluation, August 1991*
- *PSEDP - Nuwara Eliya District- Objectively Verifiable Indicators, 1995 by PSDEP Plan Cell, Hatton*
- *PSDEP - An Analysis of Achievement in Essential Learning Continuum, Kandy District*
- *Harris Rajapaksa and Angela Little, 1994, PSDP - Participation pattern of pupils admitted to class 1 in 1986*
- *PSDP Phase II Internal Evaluation, National Implementation Unit, MEHE, January 1995*
- *Harris Rajapaksa, 1995, PSDP - Evaluation based on participation pattern of pupils admitted to class 1 in 1986*
- *Harris Rajapaksa, 1995, PSDP Phase II Stage I - Comparison of achievement test marks*
- *Harris Rajapaksa, 1996, PSDP Phase II Stage I - Comparison of participation indicators*
- *Kulasena, K.G., An Evaluation of the Impact of the SIDA Supported Primary Schools Development Programme in Three Districts in Sri Lanka*

Major results of the monitoring reports of PSDP and PSEDP are as follows:

Internal monitoring of the fulfillment of PSDP indicators have been undertaken by the evaluation officer. The following general conclusions can be drawn from the follow up studies: 1) Repetition and drop out rates have decreased 2) Pupil attendance has increased 3) Enrollment rates have declined 4) Enrollment at the proper age has increased 5) Teacher absenteeism has increased 6) Graduation rate within five years has increased 7) Significant increase in achievement in mathematics and mother tongue even though improvement in mathematics is not as clear. There are differences between the districts.

Baseline studies had been conducted 3 - 4 - 5 years earlier for comparing the results.

All the above mentioned results except 3) and 5) indicate that the project has had a positive impact on quality of education in the project schools.

The decreasing enrollment of pupils cannot be interpreted as an absolute figure because the birth rates have declined during the last few years. The differences in the enrollment ratios would give an exact picture of the trends in access to schools but due to deficient collection of census data on annual basis the size of the cohort in the school catchment area is not always available.

It is difficult to give an explanation for the growth of teacher absenteeism based on the report findings. Factors beyond the project control are behind this unfortunate phenomenon.

The Internal Evaluation (1995) reveals also several interesting findings on supervision and in-service training of teachers:

- The PSDP's positive approach in supervision helped the teachers to identify their weaknesses and adopt new methods to make classroom teaching more effective.
- The principals felt that the PSDP supervision helped them to develop strategies to promote disadvantaged schools transforming their weaknesses into strengths.
- About 75% of the interviewed teachers thought that they had acquired knowledge and skills in classroom management, lesson planning, special teaching methods for disadvantaged schools, production of teaching aids using locally available materials and new teaching-learning methods (e.g. role play, group discussions, multi-grade teaching).
- Parents involvement in school activities had also increased in PSDP schools.

The insider assessment covering agreement period July 1992 to June 1994 was undertaken by the Special Implementation Unit at MoE&HE with the purpose to assess the degree of effectiveness and efficiency of the implementation of PSEDP activities. Special emphasis was on equity and quality of education at primary level.

PSEDP has had an impact on development of more efficient school system indicated by increase in total enrollment in primary and secondary cycle, nearly equal participation of both sexes in primary and secondary education, improvement in enrollment at the correct age in year one and the overall decrease in the drop out rate in primary cycle. In general, the PSEDP has succeeded to a great extent in retaining in the primary cycle those enrolled in the first grade. However, a declining trend is observed in the provision of teachers to all districts in the primary cycle and in the secondary cycle with one exception.

In the qualitative analysis the usefulness and the design of the PSEDP activities are assessed and conclusions made how to improve some of the activities while recommending that some of activities be dropped (e.g. health messengers and coaching for G.C.E students).

- Important activities like community survey and mothers programme should be redesigned and vitalised. Strengthening of the internal/institutional professional support system has to be addressed seriously to ensure sustainability. The principals and the community must be encouraged to take care of the physical inputs given to schools. The Provincial Authorities should be requested to allocate sufficient funds for the maintenance of the buildings after the SIDA support is phased out. The translated version of the maintenance manual should be distributed to all schools and its implementation ensured.

- Assessment of the student performance in reading, writing and computing skills should be developed through continuous assessment and designing common test instruments in order to facilitate comparative analysis of students' achievements across districts.
- The teacher training programmes need to be revised based on identifying the training needs of the teachers at regional cell level.

The project document of the third phase was already prepared by the time the internal assessment report was finalised. Therefore the recommendations have not been incorporated into the plan, although many of the proposed changes have been put into action during the implementation of the third phase of PSEDP (e.g. common tests have been developed, community surveys)

However, the importance of the maintenance and upkeep of the physical facilities which is emphasised in the internal assessment is not reflected in the project document at all. Maintenance activities should be taken into consideration simultaneously with the construction of schools in order to promote sustainability.

5.3.3 Distance Education

The distance education for teacher training programme in Sri Lanka has been set up with Sida funding in 1981. It is implemented by the Department of Distance Education (NIE) and aims at enhancing the professional competency of non-graduate, untrained teachers and providing supplementary learning materials to disadvantaged areas.

The DDE/NIE is currently implementing the following four programmes for 1994-98.

1. Distance Teacher Education (DTE) Courses
2. Study Guides for Students in Disadvantaged Schools
3. Certificate Courses in Continuing Education for Primary teachers
4. Alternative Language Improvement Courses for school teachers (ALIC)

Programme 1: Distance Teacher Education (DTE) Courses

Distance Education (DE) was needed after the recruitment of about 27,000 untrained teachers into the primary and secondary teaching forces. By 1980 this group had grown to 35,000 out of a total of 140,000 teachers. To cater to this group 22 DTE centres were set up. The mass retirement of teachers in 1990 as a consequence of the incentives offered by the state for early retirement necessitated the recruitment of 32,461 untrained teachers on a large scale. This group were enrolled in DTE courses under the Teacher Education Area-based programme (TEA).

Since 1984 a total of 68,345 teachers have enrolled in distance courses and 14,102 have completed professional training up to 1993. The largest intake yet (32,461 enrolled in 1991) have sat for the final examinations in 1995 and are awaiting for results.

Activities

The trainees are attached to a centre and receive self instructional modules through the centres. In 1995 a total number of 6 one day Study Circles 5 two day practical sessions during weekends and 3 five day contact sessions during the holidays were planned and implemented in 250 Distance Education Regional Centres (DERC). They are open on Fridays for students to get their modules, deliver their assignments, receive guidance and counseling etc. The assignments are evaluated by tutors and correspondence teachers. The tutors also visit and supervise trainees in their schools.

Observations

DDE had 250 DERCS when training 32,000 recruits. Many of them were recruited on other criteria than educational qualifications. DDE staff made comments on the difficulties experienced in training this group, both from the sheer magnitude of the task as well as the lack of suitability of some of trainees for the teaching profession. At present with the decrease of trainees the number of DERCS has been brought down to 61.

The number of courses taught have risen up to 22. Some of the vocational training courses have not had enough human resources to carry out the teaching properly.

In 1995 due to financial constraints faced by the DDE the teaching modules were not printed and distributed in time. As a result the assignments have been delayed as well. Some trainees have had to do the exam without having received all the assignments. In some case large number of assignment are received concurrently and the tutors cannot manage to evaluate them on time (e.g. one teacher reported that out of 50 completed assignments 3 were marked by the time of the exam).

In the Hatton DERC the Staff reported on the following problems: lack of space and the late delivery of the modules. As a result the students find it difficult to give in assignments and the tutors cannot cope with a sudden rush of assignments.

The following is a list of modules which were not available in Hatton at the time of the review mission visit in November 1996. The examination is scheduled for December 1996.

Subject	Type x No student	Total
Science	15 x 10	150
Tamil	17 x 25	425
Commerce	17 x 15	225
Social Studies	10 x 11	110
Hinduism	20 x 12	240
Art	10 x 10	100
RC	18 x 3	54
RC	7 x 3	21
Islam	20 x 5	100

Dancing	10 x 5	50
PT	30 x 15	450
Agriculture	10 x 10	100
Home economics	10 x 10	100
Primary teaching	10 x 20	200
PT Special	10 x 5	50
Professional education	10x30	300
Total	224	2675

Reference reading for the teacher trainees is not available at the centres or at the public libraries.

Programme 2: Study Guides

Study guides have been designed for disadvantage plantation sector schools which have a dearth of teachers. A pilot project in 35 schools was introduced in 1993 and implemented in 1994. The project covers 6 districts. Study guides were prepared in Tamil Language (mother tongue) English, Mathematics and science. Altogether 40 study guides were prepared. Due to the dearth of Tamil staff officers all except Tamil language were prepared in Sinhala and then translated into Tamil.

One goal is to increase the numbers of estate Tamil youth entering the teaching profession by supporting them to pass the G.C.E O/L exam. This could provide a solution to the ongoing deficit of about 2000 teachers in the plantation schools.

The quality of the study guides is good and it seems to be a viable alternative for supplementing the deficiency of teaching staff at schools. However, their utilisation requires guidance.

Programme 3: Continuing Education

The aim of the continuing education is to give teachers additional knowledge and skills to be more efficient in the classroom. Since the backlog of untrained teachers has to a great extent been dealt with, the need for continuing education for these teachers has become manifest especially when considering their low educational level at the point of entry into the profession. This course aims at provision of new knowledge of primary maths, beginning science, health and nutrition.

Translation and printing of CE material is a slow process since the DDE does not use its computer facilities for this task but still uses manual typesetting. During 1995 45 final drafts were expected to be completed but the target was not fully realised.

Programme 4: Alternative Language Improvement Courses (ALIC)

This program is geared at the development of language skills of teachers (Sinhala and Tamil) in order to facilitate ethnic harmony. This program will start up in 1997.

Staff situation within DDE

The present NIE embargo on recruitments and promotions presents a problem within the DDE. Of the five CPOs on cadre in DDE, only one remains but is scheduled to retire quite soon.

The need to recruit/appoint CPOs is supposed to have come up in numerous review/steering committee meetings. Flinck (1996) comments that this problem seems peculiar to the DDE, but the other SIDA funded project area, Department of Special Education (DSE) also has the same problem of impending retirements with no replacements in view.

The staff interviewed have worked for at least 8 years in DDE. Therefore they have been intimately connected with the development of the DTE program and feel a sense of ownership and accomplishment. The Director has worked for 4 years in DDE. Her vision is more towards development of open learning and a GCSE program.

Management and training

The mode of recruitment is mainly through internal transfers and promotions.

The new director had changed the management structure of the DDE in order to actualise more interaction among the various officers and emphasise more team work.

However, the change does not seem to have led to a more participatory style of operation as the level of awareness of staff regarding important management issues is poor. They did not know about the present and planned status of Sida funding or that the review team had requested fresh proposals for post-1998 funding. Only the director takes part in SSC meetings at present; earlier CPOs have been involved in the SSC meetings.

Staff has little or no contact with other donor or SIDA funded projects. A few have contact with UNICEF's Education for Peace project. When NATE will be established and the new IDA funded Teacher Education and Teacher Deployment project (TETD) launched contact with DDE is envisaged because its goal of improving quality and cost effectiveness of teacher education would benefit from the experience of the Sida supported distant education programme. Utilisation of the teaching modules and the learning materials would also secure the sustaining of the achievements of distant education programme.

All staff interviewed had received overseas training, some more than once.

5.3.4 Special Education

The overall objectives

- Increase the enrollment of children with special needs in ordinary schools
- Increase the competencies of teachers in ordinary schools to cope with children with special needs
- Increase the awareness in the total school system on educational provision for children with special needs

The specific objectives

1. Enhancement of teacher competence through 13 in-service training courses for 6000 relevant educational personnel by the year 1999
2. Quality improvement of education of children with special needs through the production of 7 teacher guides and training materials from 1994-1999
3. Implementation of 4 intervention strategies for parents, teachers, general public and educational administrators to popularise special education from 1994-1999
4. Development of provincial resource centres in 5 provinces by the year 1997
5. Action research and evaluation studies to introduce innovative practices in special education by the year 1999
6. Enhancement of the capacity of the entire staff of Department of Special Education through staff training activities during the period from 1994 to 1999

Activities planned, undertaken and expected outputs

In order to attain the objectives a plan of operation has been designed by the Department of Special Education at NIE. It spells out activities, timetable on monthly basis, indicators for performance, number of staff involved and the designation of an officer responsible. However, this document does not indicate which year of the four year cycle it implies to. Due to the extensive nature of the programme it can be assumed that all the activities cannot be implemented within one year even though the document gives this impression.

Objective 1: Enhancement of teacher competence

Activity 1: Development of a Bachelor Course (Special Education)

The first group of 48 students (enrolled in 1992) is expected to graduate in 1997. There has been three more intakes since 1992 with the total number of participants presently about 250. Technical assistance from the University of Gothenburg, Sweden has been provided in planning and implementing the course. Also local short term consultants have been utilised as lecturers and resource persons in the course. Printed material has been produced for course participants.

Activity 2: Training of Primary Teachers

Provincial Master Teachers who have been trained by NIE conduct on two 10 day workshops annually on Special Educational Needs for forty teachers (in each workshop) for Primary Teachers. The training model has been designed with the assistance of the University of Gothenburg. This would mean that approximately 560 teachers per annum and the total of 1120 teachers during the two years of implementing the present phase III would have participated in this training. 532 teachers attended the workshop during 1995 and 160 teachers during the first half of

1994 which gives the total of 692 covering the one year and a half. The figures covering the second half of 1994 were not available for the team.

Activity 3: Orientation seminars for Principals and Administrators

Provincial Master Teachers conduct seminars for the managerial personnel and principals of the respective schools where the primary teachers are selected for training for the purpose of sensitizing them on the programme. 640 principals will participate in these seminars annually which are held during the final day of primary teachers workshop. 713 principals and education administrators participated in the orientation seminars during 1995 and the first half of 1994.

Activity 4: Refresher Course for Master Teachers

72 Master Teachers participate in 3 days refresher course annually conducted by DSE staff at NIE. Experts from the University of Gothenburg will be utilised when necessary. This activity has been undertaken as planned.

Activities 5-11: 6 workshops on special themes

A five day workshop for 40 teacher educators from Teacher Colleges and Colleges of Education is conducted annually in order to familiarise them in current trends in special education (integration). This will then be reflected on their training of future teachers and enable them to cope with the education of children with special needs. During 1995 16 teacher educators participated in a workshop and during the first half of 1994 resource material was prepared by DSE. The team assumes that the workshop was conducted for a smaller number of participants than planned during the second half of the year.

Workshops on Low Vision Education, Repair and Maintenance of Equipment, Physical Education for Disabled Children, Preparation of Low Cost Teaching Aids for Hearing Impaired Children, Pre-Vocational Training for the Disabled and a Seminar on Audiology were planned to be conducted during 1994 and 1995. All workshops were conducted during 1995 with less participants than planned. During the first half of 1994 three out of the six workshops were conducted with approximately the number of intended participants. Course material and curricula were designed for the remaining three workshops.

Activity 12: The Certificate Course for Pre-School Teachers of Hearing Impaired Children

This course has been developed on the request of the Social Services Department in order to make trained personnel available for the 10 pre-schools under the Ministry of Social Services. Duration of the residential course is a three months with the annual intake of 15 participants. A tamil medium course will be developed by 1996. During 1995 the course was conducted as planned (June 2 - October 12). During the first half of 1994 course material was prepared for the implementation during the second half of the year.

Activity 13: Development of an Interpreter's Course on Sign Language

The course for Sign Language Interpreters was planned to be undertaken in 1994 and was postponed to 1995 and again to 1996. The expert from the Gothenburg University was to be invited for the preparation of the curriculum and other working details. The team has not been informed whether the activity has been undertaken during 1996 and what have been the reasons for the delays.

Objective 2: Quality Improvement of Education of Children with Special Educational Needs

Activity 1: Supplementary Reader for Year I for Hearing Impaired Children

According to the progress reports Supplementary Readers for Year I and II for Hearing Impaired children have been prepared by the DSE staff which exceeds the attainment of the objective planned. It is not reported whether this material has been distributed and the orientation for the master teachers arranged.

Activity 2: Adaptation of Mathematics and Science Teacher Guide Series for Blind Children

During the first half of 1994 the curriculum for year IV was adapted and during 1995 the one Teacher Guide was prepared.

Activity 3: Teacher Guide on Auditory Skills

The draft of the guide was prepared during 1994 and it was finalised during 1995.

Activity 4: Pre-writing Workbook II for Mentally Retarded Children

During the first half of 1994 the manuscript for the Pre-writing Workbook was prepared. During 1995 Writing Workbook I for Mentally Retarded Children was produced.

Activity 5: Reading Book Series for Mentally Retarded Children

During the first half of 1994 a manuscript was prepared for the Reading Book II for Mentally Retarded Children and during 1995 the Reading Book III was produced.

Activity 6: Nemeth Code in Sinhala and Tamil for the Blind Children

The Nemeth Code has been revised in Sinhala during 1994 but no action has taken place in Tamil during 1994 and 1995.

Activity 7: Braille Dictionary in Sinhala and Tamil

Volumes I and II of the Braille Dictionary have been prepared and handed over to the printer, but there is no indication in the report whether they have been prepared in both languages.

Objective 3: Introduction of Intervention Strategies for Parents etc.

Activities 1 - 4: Preparation of Video Films, Journal on Special Education, Pamphlets for Public Awareness and holding a National Symposium on Special Education

Seven out of the planned thirteen videoscripts have been produced during 1994-1995. Two journals and six pamphlets have been produced which is in accordance with the plans for 1994 and 1995. Annual symposiums have been held.

Objective 4: Development of Provincial Resources Centres

Activity 1: Establishment of Assessment and Resource Centres

Three Resource Centres had been established in 1993 in the Provinces of North Central, Uva and Sabaragamuwa. Between 1994 and 1995 four more centres are included in the plan and training for the personnel. During 1994 three resource centres in Southern, North Western and Central Provinces were identified and training provided for 20 Special Education Personnel to serve in the Resource Centre. Two more Resources Centres were identified during 1995 in Sabaragamuwa and Uva Provinces and training for twenty Special Education Personnel.

Objective 5: Action Research and Evaluation Studies to Promote Innovative Practices

Activity 1: Sign Language Action Research

During 1994 120 and during 1995 292 signs were designed and recorded on video and work sessions held in order to codify of single signs. Volume V of Sign Dictionary has been handed over for printing.

Activity 2: External Evaluation of the SIDA funded activities in Special Education

Evaluation was undertaken during 1995. The report has been submitted in its final form in August 1996. However, the report of the field study which was conducted as part of the evaluation has not yet been finalised. Therefore the Review Team could not utilise its findings on analysis of impact.

Activity 3: Sample studies and surveys

A study on learning problems of hearing impaired children in ordinary schools has been conducted during 1994 and 1995 and the report is still in the process of being prepared.

Objective 6: Enhancement of the capacity of entire staff of the Department of Special Education

Activity 1: Staff training

Four professional staff members participated in a study tour to Pakistan during 1994. Director of DSE conducted a study tour to Sweden in 1995. Three officers

participated in a six weeks course of education on the education of children with special needs at the University of Gothenburg, Sweden.

Activity 2: Institutional Cooperation

Specialists from the University of Gothenburg visited once in 1994 and 1995 and conducted courses in the B.Ed. Course.

Observations

Impact in terms of increased enrollment of children with special needs is difficult to assess since statistical data was not available. Increasing the enrollment of children with special needs in ordinary schools have to be viewed within the Sri Lankan context where a majority of children come from disadvantaged groups and areas where parents have a minimal educational background and whose understanding of education in general and special education in particular is still quite limited. It will take a long time to develop the public awareness on the importance of the educational opportunities for the disabled in the society. However, the Review Team considers that the efforts of enhancing teacher competency, provision of resource centres, production of materials and the intervention strategies for parents, teachers and general public will in the long run promote the attainment of the overall objectives.

In order to get some idea of the situation at school level the review team inquired during every school visit (PSEDP/PSDP schools) how many handicapped pupils were enrolled and what special teaching methods were used to take into consideration their special needs. The answers given reflected the awareness level of the teachers. In schools where some teachers had attended short in-service training courses in special education pupils with learning disabilities and other handicaps (hearing impairment, visual impairment and physical disabilities) had been identified and remedial activities in teaching undertaken with the available resources. In some schools where teachers had not participated in courses of special education no children with special needs were reported. Also some principals reported that almost all their pupils were slow learners due to malnutrition. Every interviewed teacher who had participated in short inservice courses in special education (even with different themes) expressed an increased awareness of the issue and also the need for more training to become more qualified.

The Review Team endorses the finding of the previous Evaluation Report (Dyssegaard and Gunawardena,1996) that the immediate effect of the B.Ed training would be improved quality of the daily work of the candidates whether in administration, assessment and screening of children with special needs, planning of educational programmes for the children, supervision and instruction and in-service training of teachers with integrated children, awareness and information and parents counseling.

The Review Team sees the versatile training activities for different groups as a valuable input in the capacity development. Especially the modules developed for the distance education teacher training programme and the training given to the teacher educator and master teachers would have a multiplier effect. However, due to the magnitude and wide coverage of the training needs and the problems in delivery of the distance education programme the Review Team during its field visits did not

perceive an indication of these activities. None of the teachers interviewed had participated in the 10 days workshops neither did they mention the special education modules of distance education. Some had participated in the low vision training and some in the training of hearing impairment.

Conclusions and recommendations

The Review Team is impressed of the extensiveness of the work carried out by the project as well as the commitment of the DSE Personnel in their work. Most of the activities have been carried out according to the plans. The Review Team has drawn the following conclusions and recommendations:

1. The Sida support to the Special Education component should be continued.
2. However, support to the future MA course in special education should be halted until the question of formal recognition by the University Grants Commission has been secured in regard with the present B.Ed. course. In order to confine to the standards of an academic degree academic qualifications of the teaching staff for B.Ed. and M.Ed. course should be addressed. Links with the faculty of education in a local university should be considered. Local PHd and MA level teaching cadre should be available for the MA course. One possibility, if the funds were made available, could be offering scholarships for one or two Sri Lankan for MA (or even PHd) studies in Sweden.
3. Team endorses the recommendation of the previous evaluation involving the Gothenburg University in revising and further developing the B.Ed. curriculum in special education.
4. The linkage with the PSDP, PSEDP, Distance Education and Institutional Development components should be strengthened through inclusion of special education into the in-service training and supervision provided by these components.
5. Efficient monitoring system should be developed in cooperation with PSDP and PSEDP which should include the special education component in their monitoring practice.
6. The Resource Centres should be further developed as indicated also in the previous evaluation report.
7. The Review Team endorses the recommendations of the previous evaluation mission on strengthening of the awareness and information about special needs education and the collaboration with other government sections involved with services for children and youth with special needs.

Analysis of the previous evaluation report

Evaluation of SIDA supported Special Education Activities in Sri Lanka, January 1996, by Birgit Dyssegaard and Malkanthi Gunawardena

A comprehensive evaluation of Sida supported Special Education Activities in Sri Lanka has been undertaken between June 1995 - July 1996 by Birgit Dyssegaard and Malkanthi Gunawardena. The report outlines several recommendations on development of the Special Education component beyond the present phase which could not have been adhered to by the time of this Mid-Term Review (November 1996).

The summary of the recommendations is presented as follows, but these have been referred in details earlier in this chapter in connection with the findings of the Review Team on Special Education Component:

- DSE has met its stated objectives for this phase of programme development and should continue and expand its present activities
- In the next phase it should focus more directly on increase in 1) enrollment of children with special needs in ordinary schools 2) competencies of teachers in ordinary schools to cope with such children and 3) general awareness of special needs education.

The review team fully endorses these recommendations.

5.3.5 Staff Development (DEMD)

This project aims at improving the institutional development capacity of disadvantaged schools. This project was introduced in 1992 in order to make sure that administration and management of the schools under the project would be improved. In this programme in-house school based development is provided to phased out PSEDP and PSDP schools. The implementing institution is the Department of Education Management Development (DMED) of the National Institute of Education (NIE).

The programme is planned for five years. It will cover 225 schools in the period July 1994 to December 1996 and in a second phase another 225 schools from January 1997 to June 1999. The programme is carried out in Colombo, Monaragala, Kegalle, Kalutara, Nuwara Eliya, Ratnapura and Kandy Districts.

The aims of the programme are as follows:

1. To deliberate and research upon the „right type“ of management interventions and develop management tools that will help to improve management competencies in disadvantaged schools.
2. To strengthen the capacity of the Staff College to produce and disseminate new knowledge to policy makers, planners, implementors and trainers in the improvement of disadvantaged schools.

The objectives:

1. At the end of the project period of two and a half years, to have developed the capacity of each of the participating schools to conduct continuous self-assessment of total organisation including the goals, objectives, functions, strategies, structures and values.
2. To have developed the awareness that each school possesses distinct organisational features which make them respond to a unique development strategy.
3. To have developed the capacity to conduct self-renewing activities based on school and community needs.
4. To have developed the ability to draw resources from the community and to generate its own resources.
5. To have developed the capacity to conduct studies related to school development and use the knowledge generated for their own organisational improvement.
6. To raise the standard of academic performance.
7. To have developed a pool of educational management facilitators who can provide consultancy services on improving disadvantaged schools.

8. To develop 70 schools that will serve as experimental learning centres for other disadvantaged schools.

9. To publish documents, conduct seminars, to disseminate new knowledge on institutional development of disadvantaged schools.

To achieve these objectives, the project planners had identified four projects: 1. School Development 2. Strengthening Divisional Networks 3. Research 4. Capacity Building (DEMD)

The activities under School Development will include in-house school sessions, activity books and school visits. The number of participants is envisaged to be 6 000 of which there are about 3500 female teacher/principals.

Observations

The Staff College does their planning of the in-house courses on school administration and management for teachers and principals of phased out PSEDP and PSDP schools without close co-ordination with the PSDP or PSEDP project cells. This would be desirable, as the teacher educators know the training needs and the level of competencies of the staff in the phased out school very well. It is recommended that joint planning and reviews are held regularly in order to avoid any lack of co-operation between the different components of Sida supported projects.

Most principals and many teachers from phased out schools who we interviewed had taken part in training sessions and most of them appreciated the training in terms of methodology and content. The principals were of the opinion that it was useful to involve teachers in the seminars on school management as they would be able to see under what difficult situations the principal has to operate. The fact that several schools were grouped together to carry out the training was also regarded as beneficial. It has resulted in reducing the isolations of the schools and a sense of interdependence has developed among some of them.

In some of the schools the activity books were available, but only few had in fact done the assignments as planned.

Although the training was considered as effective, some principals were of the view that this kind of training should have already been provided in the first project phase, because then the Sida programmes could have been followed and implemented more effectively.

The Staff College seems to be overburdened with this task, as they are running very demanding courses and do the Sida programme on weekends. All of the staff members are involved in the programme. This is a general phenomenon at the NIE that most professionals are involved in consultancies that sometimes prevents them from doing their normal job properly.

5.3.6 School Effectiveness Study

The school effectiveness study is aiming at identifying more effective ways of schooling through research, through dissemination of research results and through enhancing understanding among teachers through action research. The two main research questions that the project deals with are:

How do primary school children develop concepts in language and mathematics? Is there a common path for all learners or are there a variety of paths? If there is a variety - what are the variations?

How do schools differ in their ways to influence the development of basic skills of language and mathematics? Are there schools that are more effective in their ways to stimulate the students? Why are these schools more effective?

At present multigrade teaching is the dominant form of class organisation in most disadvantaged schools and this will remain so for several years. The research intends to outline the minimum levels of learning of the primary curricula when multigrade teaching is used. The curriculum which is presently built on the assumption of single class teaching will be rearranged to facilitate multigrade teaching.

Progress

A series of tests were constructed for primary grades in language and mathematics. The tests were piloted and then administered in 75 remote schools in early 1994, 1995 and 1996. Again they will be administered in early 1997. This will help to clarify whether the schools have improved in their ways to influence child learning.

Simultaneously another study is being carried out since early 1996 through intensive observations and explanatory interviews.

Research assistants were sent to schools in order to collect data. First results of the study will be available by December 1996.

Observations

The study on school effectiveness is very necessary especially as aspects of multigrade teaching will be analysed and a change in the curriculum is intended. As many underprivileged schools have to deal with multigrade teaching (due to the acute shortage of teachers) the determination of minimum levels of learning based on research findings is necessary in order to handle existing problems more effectively.

In the Agreed Minutes 1996 it was agreed that the School Effectiveness Study would continue to be funded under the Education Consultancy Fund. It was further agreed that DEMD would disseminate research results to relevant authorities so as to help the MoE & HE in future policy formulation and implementation. It was also agreed that more attention would be paid to rapid feedback to the schools where testing of pupils had been carried out.

It is recommended that as soon as the first results are available a workshop is conducted in order to analyse the data and to discuss possible implication for policy review. The workshop should be conducted by DEMD and all Sida funded components should participate in order to ensure the proper utilisation of research results. There should also be workshops with teachers and principals in order to present and discuss the results and to take the necessary measures to improve the teaching/learning situation in the multigrade teaching context.

If properly made use of and followed up, the results of the study will have a valuable impact on the improvement of classroom learning and achievement. However it is too early to assess whether the expected results will be available as scheduled.

Only a comparatively small amount was earmarked for the research in 1996. The targeted Rs 280 000 were spent to almost 100%. The total amount available for the study is Rs 14,5 million for the period July 1994 to December 1998.

5.3.7 Environmental Education

The overall objective of the programme is

to build up some of the basic requirements deemed necessary to effect improvements, to the present Environmental Education, on a nation-wide scale.

Specific objectives

(1) Improve teachers' access to information regarding Environmental Education activities and resources in the country by

(a) Compiling and publishing 10 000 copies of Directory of Environmental activities and Resources by March 1995

(b) Publishing and distributing 10 000 copies of the 2nd edition of Directory of Environmental activities and Resources by December 1998

(2) Develop feasible teaching-learning methodologies that favour skill and attitude development by setting up of 30 Environmental Clubs as a Pilot Project by December 1998

(3) As an initial step for enhancing professional competencies of personnel responsible for school Environmental Education, train 10 officers from the National Institute of Education by enabling them to follow suitable courses in foreign countries

Activities planned and undertaken

The Environmental Education project was included as part of the support to the Ministry of Education and Higher Education in July 1996. Since 1993 it had utilised funds outside the country frame of SIDA support to Sri Lanka. The main function had been the production of the Directory of Environmental Activities and Resources.

Therefore it was reported to the team that no project activities have been undertaken during 1996 due to the late approval of Sida funding. The project plan has been designed to cover the years 1996-1999.

1) Preparation of a second edition of the Directory of Environmental Activities and Resources

The first edition of the Directory of the Environmental Activities and Resources was published in 1994 in three languages (English, Sinhala, Tamil) and 15 000 copies was distributed to schools. The impact study will also be conducted in 1997.

Tamil) and 15 000 copies was distributed to schools. The impact study will also be conducted in 1997.

The revised 2nd edition will be prepared during 1997.

2) Setting up 30 Environmental Clubs as a pilot project

A study was undertaken in 1993 with SIDA assistance on establishment of Environmental Clubs in schools in which the pilot schools have been identified. The activity will commence in 1997.

3) Training of 10 NIE officers on Environmental Education

The planned training activities will commence in 1997. An institution in UK offering 2 - 3 months course has been identified as the most suitable foreign institution for the purpose. It is envisaged to send a minimum of two persons per year to participate in this course. Local training is planned to arrange for the provincial administrative personnel to catalyse, develop and sustain EE programmes in schools within their provinces.

Impact of the Environmental Education component

The impact study of EE component will be undertaken during 1997 on the previous EE activities. No activities have yet taken place during the ongoing agreement period. The team recommends that the continuation of the EE component beyond 1998 will be considered after the impact study has been undertaken and the report submitted.

6. Findings

6.1 . The appropriateness of Sida's assistance in relation to national policy and consequences of decentralisation for Sida support.

For many years there was no clear policy on teacher education in Sri Lanka. The first National Workshop on Teacher Education took place in January 1994. It was a donor initiative and it was financed by Sida, the GTZ and the World Bank. It was the starting point for more donor co-ordination and for the development of a comprehensive policy of teacher education. These activities were necessary, as for many years teacher recruitment was done on an ad hoc basis and teacher training was organised in many, predominantly uncoordinated ways.

At the same time the National Education Commission started to develop (in close collaboration with the Ministry of Education and Higher Education and the National Institute of Education) a National Education Policy that tries to incorporate the need for a more quality oriented education policy which at the same time caters for the needs of groups that have been neglected in the past.

A draft proposal of a NATIONAL EDUCATION POLICY, a framework for action on general education was designed recently and submitted to the Minister of Education and Higher Education. Approval by Parliament is still pending. The basis for these proposals have been the recommendations on General Education of the National Education Commission (NEC). These form a component of a National Policy on Education that would enable the education system to respond to changing needs in the society.

This new policy is based on principles of life long learning in a free and democratic society. Participation (education for all) and equality are priority objectives of the proposals: „Non participation and dropping out are on the increase. Nearly 14% of the children in the compulsory span of schooling are out of schools. Adult illiteracy is still prevalent among disadvantaged groups. Action will be taken to ensure total participation of children between 5 - 14 years of age and to eradicate illiteracy by the year 2000. Non-formal education and the Open School will serve the needs of these segments of the population. In a democratic socialist society, equality of educational opportunity is a cardinal principle of state policy. In our country, although access to education is widespread, the disparities in educational facilities leaves much to be desired. These disparities can be minimised only through a deliberate policy of positive discrimination in favour of those who are disadvantaged.“

These and other development policy principles that Sida has followed for more than ten years in Sri Lanka are now to become part of the overall national policy on general education by the Sri Lankan Government. The overall objective of education in Sri Lanka is the development of children into self-reliant, resourceful, mature and responsible adults who will be able to meet future challenges successfully. Many principles, objectives and activities that have been priorities in Sida supported programmes will now be part of the national policy like: the emphasis on action oriented, child centered teaching and learning, group and project work, the promotion of school health services, counseling and guidance, the importance of community relations and School Development Societies (SDS), school based

supervision and guidance, the necessity of continuous learning for teachers and principals etc.

Special attention will be given to the education of persons who are handicapped due to physical, mental, sensory or social impairments. The programmes for handicapped children will be designed in a way that early screening and identification, integration into normal schools and training of teachers in special education are main objectives.

The new policy will also cater for continuous professional development of teachers: "Opportunities will be provided for continuing teacher education to meet the changing needs of the school system and for the professional enhancement of the teacher. Teachers Centres will be established throughout the country for this purpose. They will also function as support centres for teachers where books, periodicals, audio and video cassettes and tapes will be available."

It can be assumed that Sida's development policy in Sri Lanka has had an indirect, but significant impact on the formulation of the principles and objectives described above. Without the strong continuous interest shown by Sida over the last decade in the development of underprivileged groups and areas, the scope of the problems and the development possibilities (including success stories) would not have been continuously brought to the attention of the highest level of decision making in the Ministry of Education and Higher Education which has eventually led to an awareness of the needs of these groups and to a positive attitude towards strategies for a sustainable development.

This is an example how through continuous donor driven programmes (with a strong political, professional and financial commitment) it is possible to create an awareness within educational authorities for groups and problems that have earlier been neglected.

However this was only possible because all Sida supported programmes had a high level of integration (not necessarily ownership from the beginning) in the educational structures and was operating through existing channels.

The fact that the Ministry of Education and Higher Education is willing to put the education of disadvantaged groups on their priority agenda is an indication that there might be sustainability of programmes that have successfully been implemented so far through Sida support.

The decentralisation of the education sector that was introduced several years ago has given more powers to provincial, district, zonal and divisional authorities. It has led to a devolution of power and to the fact that provincial education authorities can determine their own educational priorities and allocation of funds. This process has led to more decentralisation of responsibilities and to more participation in decision making by the regional education authorities.

6.2. Relevance and coherence of the sub-components and impact on the specific target groups

The different components of the Sida's support to the education sector in Sri Lanka form a coherent entity since most of the components address to raising of the quality of and increasing access of education among the disadvantaged groups in society.

They are all relevant in the sense that they are in accordance with the national education policy. Internal coherence should be improved by enhancing cooperation between the different components as proposed in previous chapters. The only component which is not in clear coherence with the others is the environmental education, because it is not clearly targeted to disadvantaged schools or pupils in the society. However, its relevance is indisputable from the national point of view.

Impact on the target groups is evident in the PSEDP, PSDP and Distance Education. The quality of education has risen in the target schools through improved physical facilities, good quality educational materials and trained teachers. Attendance rate in education is high. Improved achievement in core subjects is a trend perceived in the evaluation studies undertaken by the MEHE. The Special Education component has had an impact on raising the professional quality of the teachers and administrative staff participating in the training programmes. The resource centres which have provided services to handicapped children and their parents have had a positive impact on the capabilities of those children and awareness of their parents who have been exposed to the rehabilitation activities. However, it remains to be seen how it reaches the children with special needs and their parents in society by large. Increasing the cooperation of Special Education with PSEDP, PSDP and Distance Education and focusing more on the public awareness will promote the impact in the long term.

6.3. The extent of ownership by the Ministry of Education and Higher Education.

The Sida supported programmes have on the one hand a high degree of ownership by the Ministry of Education and Higher Education, the National Institute of Education and the provincial authorities due to the fact that from the inception of the programmes they were all integrated in the existing structures and on the other hand they have a strong donor driven aspect due to the fact that the selection of disadvantaged groups and disadvantaged areas was done according to Sida policy priorities and not through a strong commitment of the Sri Lankan Government towards these underprivileged groups and areas.

Ownership of Sida financed projects by the Ministry of Education and Higher Education, the provincial, zonal, district and divisional education authorities has increased in recent years. The fact that the Sida financed projects have a considerable impact on the achievement of underprivileged schools has led to more awareness for the necessity of programmes for underprivileged groups. The fact that the new National Education Policy states the Government's commitment towards education for disadvantaged groups is an indication of an increased identification of education authorities with Sida's development policies.

On the working level all Sida supported programmes have been owned by education authorities, teachers and principals from the inception of the intervention. Most people involved in the programmes: the project officers in the Ministry and in the project cells, the resource persons and the teachers and principals of project schools had a high level of motivation and commitment and regarded the concept, approach and implementation of activities as their project. The high level of identification with aims and objectives has paved the way for successful implementation strategies and for convincing awareness programmes for the community and the parents. Without

this sense of ownership on the part of the working level staff, the involvement of the community and the parents would not have been possible.

As stated earlier, community participation has increased and the awareness of parents for the educational needs of their children has improved. In Tamil medium schools mainly through mothers' programmes and in Sinhala medium schools through regular meetings with parents. This has led to a widespread acceptance of project objectives and to a kind of awareness among parents that the educational needs of their children are important to be looked after. The combination of higher enrollment, higher achievement of children, an improved learning environment through new and better classroom facilities, better and more attractive teaching/learning material and higher qualified and more competent teachers has led to a sense of ownership among parents who attend school meetings and cultural events organised by the schools. It may be too early to assume that the school and the teacher have regained an important position in the life of disadvantaged communities, but it is evident that in recent years school community relations have considerably improved and thus a sense of ownership could be developed more successfully.

In how far a sense of ownership by the Ministry of Education and Higher Education will be sustainable after the Sida intervention was phased out will depend on the political will to continue to support disadvantaged groups and areas. The new National Education Policy has laid the foundation, however, in how far financial commitments will be made in the future, remains to be seen. In case Sida intends to phase out the intervention after 1998, a possibility to provide an incentive for continued involvement of the Sri Lankan Government could be to provide a loan which, if accepted, would increase sustainability of project results and promote ownership by the national education authorities.

6.4. How Sida's support is related to and co-ordinated with other donors.

Sida's support concentrates predominantly on disadvantaged areas, disadvantaged schools and disadvantaged target groups. Few of the other donors have the same approach except for the GTZ (German Agency for Technical Co-operation) project that is aiming at the improvement of basic education in the tea plantation area. The other donors are mainly the World Bank, British ODA and Australian Aid who run programmes to upgrade English language teaching programmes. ODA works with the Open University and with the National Institute of Education and on a master plan for primary education. The ODA primary mathematics project will be integrated in the forthcoming World Bank General Education Project II. UNICEF has also assisted the education sector mainly by supporting early childhood programmes, by providing in-service training and by developing teaching/learning material. The Asian Development Bank is supporting technical and secondary education. Due to a possible overlap between the Asian Development Bank and the World Bank projects, the Asian Development has recently rearranged its programme.

Until very recently systematic donor co-ordination hardly existed in Sri Lanka. Although all foreign funded projects were under the same Department in the Ministry of Education and Higher Education, negotiations with donors were conducted separately and the design of projects was neither discussed, nor co-ordinated. Often

donors were not even informed about each other's activities. According to staff in some of the projects, the initiative for a systematic donor co-ordination should have come from the Ministry of Education and Higher Education.

There was also little co-operation between Sida and the other donors - due to administrative reasons and due to the fact that most of the donors had different objectives and priorities. There was and still is co-operation with the GTZ on a limited scale. Already in the late eighties there were joint GTZ/Sida seminars and workshop in the plantation area for primary school teachers, Sida supported components were using the GTZ funded Sri Pada College of Education for workshops and there was an exchange of monitoring instruments (achievement tests), however these contacts were few and there could have been a lot more fruitful co-operation. Even now, there are hardly any contacts between the projects which are on the same floor in the Ministry of Education and Higher Education.

In the framework of the new Teacher Education and Teacher Deployment Project of the Ministry of Education and Higher Education which is financed by the World Bank and other donors, there would be a closer co-operation among the donors contributing to the education sector in Sri Lanka. This is especially necessary as this project is very comprehensive and includes most areas and aspect of teacher education.

The World Bank has expressed very strong interest that Sida, with its extensive field experience, should have the lead in the distance education programme and run a programme, parallel to the TETD activities, within the national needs of continuing education. The Aide Memoire of the World Bank (November 1996) states: "Discussions were focused on the undisbursed amounts in the Sida program (that were a result of early delays in program operations, ambitious plans, and changes in the exchange rate) and the possibilities of utilising some of these funds to support upgrading the distance education modules and the teachers' skill needs assessment survey that is considered as a priority in the TETD continuing education component. IDA hopes that Sida can determine by December 1996 if it can assist with the survey. If Sida is unable to assist, IDA will proceed with the selection of consultants for the survey in January 1997."

We recommend that Sida supported Distant Education component through DDE participates in the TETD programme and takes indeed the lead in the area of continuing education. No other project has such a long and profound experience in this area and it would be a waste of resources for the Sri Lankan education sector, if this experience would not be made use of.

6.5. Sustainability of the programmes

The question of sustainability will largely depend on the future commitment of the Sri Lankan Government to support the education sector in terms of investments and financing recurrent costs. It is difficult to assess in how far this will be possible in the future, however, an analysis of the capital and recurrent costs during recent years shows a steady increase in the education sector. The total education expenditure (Ministry of Education and Higher Education) has risen from 8.3% of total Government expenditure in 1985 to 10.2% in 1995. In the same period the recurrent expenditure for education has risen from Rs 2685 million to Rs 8479 million and for capital expenditure from Rs 698 million to Rs 1389 million. The total education expenditure has nearly tripled from Rs 3383 million to Rs 9868 million (WB SAR

1996). The grand total (capital and recurrent) allocation of the Ministry of Education and Higher Education and the allocation through the provinces has risen from Rs 18547 million in 1994 to Rs 23195 million in 1996 and for 1997 the grand total allocation is Rs 25044 million. This development shows that further increase of support to the education sector can be expected. Should the ethnic conflict come to an end, the increase could still be higher. The following factors have an impact on sustainability of the Sida supported projects:

1. One of the major factors contributing to sustainability is the continuation of the funding of the developed activities through the national budget. During the time of the mid-term review a new national education policy had been designed but not yet officially adopted. The team was not informed whether the priorities had been reflected in the national budget even though the education sector funding by large had risen during the past years. Therefore it remains to be seen whether the disadvantaged schools will receive more financial support through the government.
2. The lack of a successor plan within the MoE&HE is seen as a constraint to sustainability. A significant proportion of the top ranking professionals in education management are currently on contract. The lack of opportunities for development of a strong leadership among middle management professionals will also have long term repercussions on sustainability.
3. The embargo on promotions and recruitment within NIE does not allow timely replacement of younger staff so that the more experienced persons may train them prior to retirement. This will create a vacuum in the system, especially with the incentives allowed for retirement.
4. The present failure of the University Grants Commission to recognize the B Ed course due to the lack of a properly constituted Faculty will pose a constraint on those who wish to use this qualification for promotion etc. In this situation Sida support for a M Ed program should be reviewed pending appointment of a suitably qualified faculty.
5. After Sida has phased out the support for the school rehabilitation, inconsistencies in MoE&HE policies and planning have led to the decline of school enrollment in some urban schools which had been renovated with Sida funds. In some cases large neighbouring schools have been allowed to start up primary sections leaving the feeder schools with decreasing enrollment.
6. Sustainability of the achievements in the development of infrastructure would be promoted by giving more attention to the maintenance of the school premises. This would require training at school level and funding from the government. Only the Council in Central Province has made a substantial contribution to the physical maintenance of rehabilitated schools after the phase out. Other Sida supported schools have not received adequate support for maintenance.
7. Funds have not always been available from DOE for stationery and other school materials after phase out.
8. In some cases teacher deployment levels in the Sida supported schools has fallen, when the trained teachers have been transferred causing difficulties in sustaining the gains of the project. MoE&HE should ensure minimum numbers of trained personnel

over a period of at least 4 years until the changes made by the project have been internalised.

9. The perceived inadequacy of supervision after phase out does not give the support to sustain the positive changes made during the project lifetime.

6.6. Cost effectiveness and financial impact of the Swedish support in Human Resource Development

The economic justification of the Sida financed programmes lies chiefly in their contribution to provide an improved basic education to a larger number of children in disadvantaged areas of Sri Lanka who will participate in their country's economic, social and political development in the near future. Extensive experience from developing countries and studies conducted by the World Bank provide strong evidence that increased investment in primary education yields broad economic benefits (higher investment returns) including increased agricultural productivity, higher incomes and lower fertility.

The highest costs of the Sida financed components was for construction and rehabilitation of school buildings and teachers' quarters. There is no doubt that the construction and rehabilitation programme of plantation schools was necessary. Many of the old plantation schools were in a very poor condition, some of them in a dilapidated state, where effective teaching and learning was not possible. The new and renovated buildings are the foundation for the improvement of the learning environment and a pre-condition for improving access and quality (the project objective) of primary schools in the plantation area. They will - for many years - serve the basic educational needs of the underprivileged plantation area population and the invested costs will bring high returns in terms of increased productivity, lower fertility and a more flexible and trainable work force.

As far as the distance education programme is concerned it must be stated that it was the most cost effective teacher training that was offered in recent years in Sri Lanka. Both the training in the traditional Teacher Training Colleges and in the new Colleges of Education are comparatively expensive. In 1994 teacher education cost Rs 206 million, about 6% of the recurrent budget of the Ministry of Education and Higher Education. Annual expenditure per student in training institutions ranges from Rs 55 000,- in Teacher Training Colleges to only Rs 2 000,- per student in distance education. Especially the low student/staff ratio in the Teacher Training Colleges and in Colleges of Education (9:1 and 13:1 respectively in 1994) inflates the unit costs. Moreover the provision of residential facilities to trainees in Colleges of Education and Teacher Training Colleges is very expensive, accounting for half their recurrent expenditures. The costs are further increased by the high ratio of non-academic to academic staff (1:1 in TTCs and 3:1 in CoEs). Taking these factors into consideration and the fact that a massive number of untrained teachers had to be trained, the distance education programme financed by Sida must be considered as cost effective. Even though there are still many problems of quality (the distance trained teachers need further continuing support), the distance mode was the only possible way to give a large number of young, inexperienced and untrained teachers some initial basic training in subject matter and teaching methodology.

All quality improvement interventions financed by Sida are comparatively inexpensive but effective in improving the learning environment and increasing

internal efficiency of the education sector with regard to underprivileged areas and schools. With less investment in the programmes the impact on quality and sustainability would have been considerably less effective.

According to the MEHE representatives of the Sida supported programmes, the cost-effectiveness is secured by the following measures:

- *Open and competitive tender system is followed to award contracts and this ensures maintaining reasonable costs.*
- *Provincial authorities have made annual allocations for the maintenance of the buildings.*
- *Heads of schools are oriented and trained in workshops to incorporate resource maintenance into their routine work schedule. A manual on maintenance has been printed and supplied to all schools.*
- *Sida funds are utilised only to meet the non salary costs. Project staff are not paid any special payments as done in some projects funded by other donors.*
- *Rate of payments for conducting workshops for teachers and other project personnel are the same as in workshops conducted by the other divisions of the MEHE.*
- *Workshops are held during non-working days.*
- *Supervision visits to schools by Teacher Educators are optimally utilised. They take the opportunity to train the teachers on the job.*
- *Personnel trained abroad by the project are still working in the project with greater commitment and enhanced skills.*
- *The overseas training given to managerial level personnel has improved their capacity and knowledge thus enabling the project to continue efficiently without the need for contracting expatriate consultants.*

These observations are correct, but there is still a lot of room for improvement especially in improving awareness for the necessity of maintenance for the constructed and renovated infrastructure facilities.

Compared to the programmes and projects of other donors, the Sida supported programmes can be considered as cost-effective mainly for the following reasons:

From the beginning the programmes were integrated into the existing hierarchical and administrative structures of the Ministry of Education and Higher Education and costly expatriate interventions were kept to a minimum. This has additionally led to a strong sense of ownership.

Wherever it was possible local resources and know-how were intensively utilised and planning and implementation were designed in a cost conscious way.

In-service training measures and pre-service through the distance education mode were comparatively inexpensive taking into consideration the large numbers of trained teachers and the positive effects on the teaching/learning situation in the classroom.

6.7. Monitoring routines and sets of indicators for Sida's support.

Over the years a strong monitoring system has been developed. Progress is monitored by the National Steering Committee, Coordinating Committee and Provincial Quarterly Review Committee meetings. PSEDP and PSDP have developed indicators and systems of regular data collection, analysis and reporting utilising computerised data processing. Outputs of activities and objectively verifiable indicators for impact are regularly reported in form of statistics and charts. The impact is followed through statistics in enrollment, repetition, drop out rates and educational achievement in mathematics, mother tongue and primary science. However, the collected data is not always analysed in depth and presented with conclusions and recommendations.

The other Sida funded components have not developed a system of monitoring with indicators, systematic data collection and reporting as PSEDP and PSDP. Monitoring is done at the level of output achievement not analysis of the impact.

The Review Team acknowledges the achievements in the development of monitoring practices by PSEDP and PSDP and proposes its continued improvement. Systematic monitoring should be included in all components and the experience gained in PSEDP and PSDP should be utilised in other Sida supported components. The training in monitoring should be continued and all Sida funded components should be included in this training which should be conducted as joint events for different components. This would promote utilisation of each others experience and participatory approach. In order to ensure the continuity of the previous practice MEHE could consider requesting Prof. Angela Little to continue with the training she started earlier. Focus should be on interpretation of the data in drawing conclusions and recommendations for future.

6.8. Assessment of the organisational and administrative set up of the programme implementation and monitoring.

The present structure for monitoring the programme is well justified from the point of view of covering the entire spectrum of activities at different levels of implementation. However, due to the complexity and extensiveness of the Sida support it is difficult to be implemented efficiently. The National Steering Committee and the Coordinating Committee which both function at the MoE&HE level and are scheduled to meet on quarterly basis seem to have some overlapping functions with members of high ranking officers from the MoE&HE and NIE and the Embassy of Sweden. Therefore the meetings have not been convened as regularly as indicated by the TOR.

The Review Team proposes that a more flexible system of progress monitoring and reporting should be instituted at the Ministry level in order to secure the smooth information flow. The Coordination Committee could focus on the monitoring and the National Steering Committee could have a follow up function with biannual meetings.

Provincial Quarterly Review meetings and the NIE Quarterly Review meetings are important tools in overall supervision and providing information to the MoE&HE.

At the project implementation level more cooperation between the different components is needed in order to reach the target groups and beneficiaries more efficiently. The TOR for the Project Cells for PSEDP and PSDP should also include supervision of the Distant Education Teacher Trainees and teachers of children with special needs.

6.9. Observations of Gender issue in the project context

During the field visits of the mission all female teachers and principals were interviewed separately from their male colleagues by the local (female) consultant to ensure that they could respond freely. The discussions were generally very lively and it could be observed that, on the whole, the female teachers showed a very high level of commitment and were keen to be professionally further developed. The schools where the principals were women, were generally very well maintained and had small school gardens with flowers.

The majority of the female teachers in the schools visited by the team were under the age of 30 and many of them were untrained or were following the distance education course. This course was considered as very useful by most of them, however they found it difficult to spend the required amount of hours per week (about 16 hours according to most of them) in order to complete the course properly.

The teachers reported no remarkable difference in enrollment, attendance, achievement or dropping out between girls and boys and the parents seem to consider the education of girls equally important as the education of boys. There is no gender disparity in the Sida supported programmes and the girl child benefits as much as the boy child.

The in-service training programmes offered by the projects have at least equal female participation and the female teachers are generally highly motivated and keen on improving their professional skills. Many of them have (partly due to their young age) a warm and encouraging way of dealing with small children.

Gender disparities exist, however, in middle and higher level management positions and promoting more women in these positions should be given serious consideration by the Ministry of Education and Higher Education. The projects could, during the remainder of the present phase, encourage female participation in project planning and management courses.

6.10. Comments on the requested extension of Swedish support to the Jaffna peninsula

The President of Sri Lanka has recently approached the donor community in order to raise funds for projects to rehabilitate the northern part of the island. At the moment this is followed up by British, Dutch and German authorities. The British provide generators, the Dutch potato seeds and a German project appraisal mission will visit the Jaffna peninsula in December in order to assess possibilities of co-operation in the fields of water supply and sanitation and in the education sector.

The situation in the Jaffna peninsula is very critical. More than 700 000 families were affected by the ethnic conflict and about 530 000 families (about 10% of the population of Sri Lanka) had to flee from their homes. Today an estimated 400 000 families could be relocated to the Jaffna peninsula. Out of the 33 000 families that fled to India, about half of them returned to Sri Lanka. According to the United Nations High Commissioner for Refugees (UNHCR), about 130 000 families live in refugee camps or with friends and relatives.

In October 1995 the new Government of Sri Lanka had started three big military offensives through which they were able to gain back the Jaffna peninsula which was held since 1983 by the LTTE (Liberation Tigers of Tamil Eelam). This operations through which the LTTE was driven south, to the jungles of the Wani region was completed by May 1996 and the Sri Lankan Government has meanwhile started to establish a civil administration in the peninsula, which has been destroyed to a large extent.

Due to the tense budget situation (about 25% of the budget is spent on military expenses and the economic recession (less revenue through taxes) the Sri Lankan Government finds it difficult to contribute substantially to the reconstruction and rehabilitation of the North and East. Reintegration of refugees is especially difficult due to the almost completely destroyed social, economic and physical infrastructure which affects all sectors and all groups of the population and due to a very limited state administration.

As the Government has succeeded to meet the most urgent needs of the refugees with the help of international organisations (ICRC, MSF, UNICEF) in terms of a very rudimentary food and medical support, it will now tackle the task of redeveloping the destroyed infrastructure. Priorities are the provision of water, reconstruction and rehabilitation of houses and schools and the revitalisation of economic activities (trade, commerce and technical sectors) as well as agriculture.

As most streets and bridges have been destroyed and the LTTE blocks the access by land, all goods and equipment have to be brought to Jaffna by boat (partly under military protection). The EU representative in Colombo is against participation of the EU in measures for reconstruction and development as to his opinion the security situation is not yet satisfactorily settled.

The German Agency for Technical Co-operation (GTZ) plans to rehabilitate 136 school buildings including the provision of furniture and teaching/learning material. The project period will be four years. The results of the appraisal team (which will go to Jaffna by boat for security reasons) will be available by the end of 1996.

It is obvious that the areas afflicted by the war need urgent attention and that everything should be done to help the suffering population which consists almost exclusively of returned refugees. One of the most urgent needs is to normalise the life of the children.

It is recommended that Sida contacts the GTZ office in Colombo in order to find out details from the appraisal mission and to assess whether under the given circumstances Swedish support to the education sector in the Jaffna peninsula is

feasible. The GTZ would appreciate a close co-operation with Sida in rehabilitating the education sector in the areas afflicted by the ethnic conflict.

6.11. Scenario 1

According to the terms of reference scenario one should be based on the assumption that Swedish support to the education sector in Sri Lanka will end by 1998. The following proposals are concentrating on possible improvements in the existing programmes for the remainder of the present phase.

It is recommended that all projects use the same terminology and planning instruments. Project steering, monitoring and reporting should also use the same instruments and should be coherent and compatible. Planning exercises should be done by all components together in order to ensure coherence of project components. All projects should have easy to read annual plans of operation and year planners which are used for project steering and monitoring. At the moment these plans are available, but not in a way that they could easily be used for monitoring and project steering.

In project planning proper attention should be given to environmental and social issues and to the special social and economic context of the immediate school and home environment (e.g. mothers going to work in the Middle East, high unemployment of men, gender aspects, low status of women in the plantations, taking children out of school to work in the urban slum areas).

All project staff should be trained in the use of the logical framework approach (both at central and project cell level). This training is available in Sri Lanka at comparatively low cost and should be carried out with priority. The training could be combined with the elaboration of plans of operation for 1997. This would certainly facilitate the desired co-ordination with other donors to the education sector.

It should even be considered whether PSEDP and PSDP could be combined into one programme with two sub-components. Thus double administration and monitoring could be avoided. They could especially join forces to make in-service training, supervision and the design and production of teaching/learning material more efficient and cost-effective. This recommendation was not fully supported by the relevant project units as they claim that their programmes are too different.

More attention should be given to the identification of criteria for selecting schools to come under the projects. Especially in urban small schools (up to 200 pupils) there should be clearly defined selection criteria in catchment areas with sufficient projections in age groups.

There should be closer co-operation between PSDP/PSEDP and distance education, the improving institutional capacities programme and special education. School based supervision conducted by PSEDP/PSDP should also include institutional development, special education and distant education activities. There is e.g. no supervision or monitoring for special education activities in ordinary schools done by NIE staff. This would serve the development of the special education activities.

Training in monitoring should be continued and all Sida funded components should participate in the training which aims at development of efficient tools for monitoring.

Sida supported programme staff at MEHE should take an active role in the attempts to co-ordinate all donor activities in the education sector. This issue should be taken up in the next annual consultations with the Ministry of Education and Higher Education.

Sida supported distant education component of DDE at NIE should also consider to take a leading role in the design, development of the concept and implementation of the continuing education programme, as no other donor has the required professional expertise.

As no data are available on the quality of the distance education courses and on the competence and performance of distance education graduates, it is recommended that an in-depth impact study is conducted in order to assess qualitative aspects of the programme.

The self study material developed under the project and the laminated cards have proved to be very successful, it is therefore recommended to the Ministry of Education and Higher Education to further develop this concept and extend this service to all schools in the country. Concerning the study guides which are more costly to produce, the results of the pilot project should be the basis for further consideration, especially for determining the prerequisites for their future utilisation in schools.

The nutritional scheme should be re-activated by the Ministry and a new mode of implementation planned because malnutrition is the major cause for learning difficulties in disadvantaged schools.

Moreover it should be considered by the Ministry to utilise concepts, results and teaching/learning material developed under the Sida funded projects in all schools in the country. This would contribute to sustainability and cost effectiveness.

The curricula, textbooks, self learning material, teachers guides and course guides developed under the Sida supported project should be made use of in the Teacher Education and Teacher Deployment Project and it should be considered whether some of them have to be revised.

There should be increased capacity building for middle management and project officers from the project cells in order to strengthen the role of provincial administrators as well as educational planning staff in the Ministry of Education and Higher Education. Moreover capacity building should be provided for zonal authorities to facilitate their role in supervision.

In order to further decrease gender disparities in this area it is recommended to give priority to female officers to take part in this kind of training.

As the projects do not have a proper data base on the material available (evaluation reports, project documents, workshop reports, internal assessment reports, project reports and most importantly of teaching/learning material developed under the projects. etc.), it is recommended that this activity is carried out immediately. This can be completed without extra cost and will facilitate the distribution of materials and will also contribute to a more effective donor co-ordination.

Ministry should take an active role in promoting effective co-operation with disadvantaged schools in non-project areas in exchange of ideas in workshops and material developed by Sida funded projects, especially the low cost laminated cards could be made available to other disadvantaged schools with priority. This would include the successful concepts on community participation developed by PSEDP and PSDP.

There should be a further improvement of statistics. Collection of additional data on the actual number a children per year and qualitative analysis (retention, drop outs and enrollment).

It should be redefined what disadvantaged communities are. It seems that there are great disparities among the schools. Some schools cannot be considered as disadvantaged.

As most untrained teachers have been trained through distance education (enrollment up to 1994 was 68 348), no new recruitment has been done after 1994 and the 1994 batch will complete by 1997, Sida support should be phased out and make the expertise available to the forthcoming continuing education and pre-service interventions

The B.Ed. in special education should be either transferred to the university or made subject to availability of a properly constituted faculty. The University Grants Commission has so far refused to recognize the B.Ed. course. As such it would be inappropriate for Sida to fund the development of the new M.Ed. course.

So far the Sida sector strategy in terms of disadvantaged groups, disadvantaged areas, gender, ownership, decentralisation, relevance, coherence and community participation has been successful and the disbursement mode, earmarking funds to disadvantaged groups, has had a strong impact. We therefore recommend to continue for the remaining period of Sida intervention with the same implementation mode.

Concerning the possible extension of further support to the Jaffna peninsula Sida should base its considerations on the experiences of other donor agencies who are presently assessing their support to the rehabilitation process in the north. Support to the education sector could concentrate on infrastructure, support to the special education resource centre, the distance education centre or the provision of teaching/learning material.

6.12. Scenario 2

The second scenario is based on the assumption that Swedish support would continue beyond 1998 with substantially less funds with the estimate of the total of Rs 762 million (appr. SEK 95 million).

It is recommended that Sida continues its support to the Sri Lankan education sector for a final 4th phase for 2 - 4 years until 1990/1992. This scenario would continue to support the existing projects and would also include limited support, mainly the provision of expertise for the continuing education in the frame work of the Teacher Education and Teacher Deployment Project. The following input is suggested:

1. PSEDP

So far Sida has developed 71 per cent of the plantation schools under this project. A remaining 237 need to be developed. It is suggested that the development would be completed in 4 years, within the first 3 years 60 schools each and in the final year 57 schools. The objectives for the project would be to improve access and quality for these schools. The main components would be: the construction of school buildings and teachers quarters, the provision of furniture, In-service training for the teachers in the areas of lower primary and upper primary methodology, primary maths and primary science, supervision, health and sanitation, monitoring and evaluation and management. The total amount for Swedish input required would amount to Rs 462 million.

2. PSDP

Under the PSDP project no new schools would be selected from 1996 except for a few schools in the North Central Province. It is recommended that the programme will concentrate on the consolidation of project results and on aspects of long term sustainability. This will include the promotion of innovative activities that have been identified by the education authorities to be implemented system wide: the school family based in-service training programme (a practical and participatory approach to teacher training), school supervision according to the camp system (based on facilitator approach), laminated self learning cards and the school family programme. The inputs would be required for a period of 2 years and would cover: re-orientation of all school family heads and supply of equipment to family units, school-based in-service training programme for teachers and principals, camp based supervision programme for phased out schools, strengthening of existing 3 resource centres, spreading the PSDP quality improvement package to the whole Sabaragamuwa Province, supply of self learning study cards to all primary schools, awareness programmes for zonal and divisional officers and management.

The total Swedish input required for the period of two years, until the year 2000 would be Rs 38 million.

3. Distance education

It is recommended that Sida finances the design and establishment of a G.C.S.E Course to be offered by the Open School. This course would establish a link between the school and the world of work. It is envisaged that the course will give a second chance to those deprived groups who have not benefited from the formal school system. The curriculum of this course is mainly based on functional aspects of life and society and consists of: First language, applied English, introduction to the world of work and vocational skills.

Initial groundwork of this G.C.S.E Course has already been started and will be tested on a pilot basis in 1997. Once the programme is established, it will be in a self financing position that can generate income and be responsible for its own maintenance.

The total Swedish input (including 3 man months of consultancies) required to design and establish this programme is expected to be Rs 168 million (56 million per year) for a period of three years until 2001.

4. Department of Educational Management Development

It is recommended that the school based in-house workshops for administration and management as well as school development are continued. Ten such workshops are conducted over a period of two years. The whole school staff is present at workshops held on non-working days. It is suggested to introduce this programme to

another 1500 schools which are „less privileged“. Other activities under this programme would be small scale action based research studies and capacity building/professional development for DEMD staff.

The total input required for the period 1999 - 2002 would be Rs 35 million (for school development Rs 21.8 million, for small scale studies Rs 6,6 million and for staff development Rs 6.6 million).

5. Special education

The assistance required in special education will focus on capacity building in areas like special learning disabilities. Project should be geared towards generating public awareness on provision of education for children with special needs in the mainstream. This is evident from the drop out rate and repetition rate. Due to the continuing conflict in the north and east many children are traumatised and emotionally disturbed. They will require special skills in counseling. There are many amputated persons and others having physical and moving disabilities. They will have to be provided with disability-reduction appliances and training in order to alleviate their suffering and make them productive.

It would be crucial to provide assistance to ensure services for the disabled members affected by the war situation. The services of an expert with experience in this kind of work is an urgent priority. He/she should train local personnel who can subsequently work with the victims. However it is too premature to make an assessment of the needs, mainly due to lack of information.

In general it is necessary to provide intervention in aspects like specific learning disabilities to ensure literacy for all. Further it is necessary to obtain expert assistance to develop local human resources.

The estimated tentative budget for Swedish input is one million SEK per year for a period of three years with the total of Rs 24 million.

6. Environmental Education

For support beyond the present agreement phase it is recommended to set up 25 more environmental clubs as an extension of the pilot project and to develop new co-curricular resource material in environmental education to be used in schools. The activities under this programme would include establishing the environmental clubs, providing teaching/learning material, training of teachers and supervisors and staff development for project staff.

The total Swedish input required for the period of 4 years from 1999 - 2002 would be **Rs 35 Million.**

7. Summary of conclusions and recommendations

7.1. Conclusions (on the present programme)

7.1.1 The different components of the Sida supported projects in the education sector have achieved many of the planned results and there is a lot of commitment and hard work by project staff at the national level as well as at regional level. Programme planning was realistic and feasible. There has been remarkable impact in terms of access to schools and quality improvement for disadvantaged areas and schools.

7.1.2 In the Ministry of Education and Higher Education as well as in the different project areas the Sida supported programmes have a high reputation for their quality improvement programmes and for their visible impact on the education sector in disadvantaged areas.

7.1.3 The Sida supported programmes have focused from the beginning on disadvantaged groups and areas. These groups and areas were not a priority for the education sector policy of the Sri Lankan Government. A new development policy for the education sector has been drafted recently and approval through Parliament is still pending. This new policy also incorporates principles and concepts that Sida has followed for more than ten years in Sri Lanka. It can be assumed that Sida's development concept in Sri Lanka has had an indirect, but significant impact on the formulation of the principles and objectives of this new Sri Lankan education policy.

7.1.4 The different components of the Sida's support to the education sector in Sri Lanka form a coherent entity since most of the components address to raising of the quality of and increasing access of education among the disadvantaged groups in society. They are all relevant in the sense that they are in accordance with the national education policy.

7.1.5 There is no gender disparity in terms of participation and achievement among students in project schools. The girl child benefits as much as the boy child. The female teachers do undergo some difficulties in serving in remote schools due to cultural reasons. But they benefit as much as the male teachers from the programme inputs. However the representation of women in the middle level and top level management is comparatively poor.

7.1.6 There is a high sense of ownership not only among the staff of the implementation units in the Ministry of Education and Higher Education and in the NIE, but also among staff in the project areas and teachers. This is mainly due to the fact that Sida used existing structures from the very beginning and that staff at all levels identify themselves with the programmes.

7.1.7 There was little co-operation between Sida and the other donors - due to administrative reasons and due to the fact that most of the donors had different objectives and priorities. However recently donor co-ordination has become a more important issue for the Sri Lankan Government and in this context the other donors to the education sector in Sri Lanka including the World Bank have expressed their interest to improve their co-operation with Sida in the forthcoming Teacher Education

and Teacher Deployment Project with the possibility of Sida taking the lead in the component of Continuing Education.

7.1.8 Sustainability of project impact will depend on various factors. It is obvious that the infrastructure provided under the Sida supported programmes will have a lasting impact on access and quality in disadvantaged areas provided that the necessary funds for maintenance will be made available after the termination of Swedish support. Another important factor will be whether the new education policies (including disadvantaged groups) will be accepted and also reflected in the budget.

7.1.9 All Sida programmes can be considered as being cost-effective through relatively limited involvement of foreign long term expertise, the use local expertise and companies, especially for construction, the use of low cost techniques (e.g. the production of teaching/learning materials, laminated cards, etc.), the implementation of the most cost-effective teacher training mode (distance education) and by using existing local structures.

7.1.10 Project planning was done in great detail and partly with a participatory approach. Certain elements of the logical framework approach are being used, however the terminology is not being used consistently and the instrument is only partly utilised. Different components use different terms and there are no indicators for activities in the planning documents, no means of verification and no analysis of assumptions and risks. None of the project documents contain a project planning matrix, which would facilitate the design of plans of operations, project steering and monitoring as well as the co-ordination among the different components.

7.1.11 Co-operation among the different Sida supported projects is minimal. There could have been closer co-operation between PSEDP/PSDP and distance education, the improving institutional capacities programme and special education. School based supervision conducted by PSEDP/PSDP could have included on a systematic basis institutional development, special education and distance education activities.

PSEDP and PSDP have very similar objectives and both cater for disadvantaged areas and schools. However, the co-operation between the two project has been only on an ad-hoc basis during recent years. This co-operation must be increased in order to make maximum use of resources and know-how and to make the programmes more efficient and cost effective.

7.1.12 Teachers have generally expressed their satisfaction with the distance education course, although some complained that assignments were not given back and not all modules were received (not even before their examination started). Nevertheless 85% of trainees in distance have passed their exams. Unfortunately until now there are no data available on the quality of the training and the competence and performance of the distance education trained teachers.

7.1.13 Teachers consider self study material and especially laminated cards developed by the project as valuable input in the learning process of the pupils, especially in schools where multigrade teaching is necessary. These materials are widely accepted and intensively used by the teachers and they deserve distribution beyond the direct project areas.

7.1.14 The projects do not have a proper data base on the material available. This includes evaluation reports, project documents, workshop reports, internal assessment reports, project reports and most importantly of teaching/learning material developed under the projects. This data base is urgently needed as it will facilitate the distribution of materials and it will also contribute to a proper project documentation.

7.1.15 There is no co-operation with disadvantaged schools in non-project areas. There could be effective co-operation in exchange of ideas in workshops and material developed by Sida supported projects, especially the low cost laminated cards could be made available to other disadvantaged schools with priority.

7.1.16 Community participation has improved during the last 2 years due to various activities under the project: In Tamil schools through mothers' programmes and in Sinhala schools through regular meetings with parents. This has increased enrollment and in many schools enrollment is close to 100% in year one. There are still dropouts, however parents are increasingly interested in better achievement of their children. This is a remarkable achievement by the project and needs to be especially commended. Activities should be continued and intensified and concepts should be spread to other disadvantaged areas as well.

7.2. Recommendations

7.2.1 Recommendations for the remainder of the agreement period

7.2.1.1 It is recommended that all projects use the same terminology and planning instruments. Project steering, monitoring and reporting should also use the same instruments and should be coherent and compatible. Planning exercises should be done by all components together in order to ensure coherence of project components.

In project planning proper attention should be given to environmental and social issues and to the special social and economic context of the immediate school and home environment (e.g. mothers going to work in the Middle East, high unemployment of men, gender aspects, low status of women in the plantations, taking children out of school to work in the urban slum areas).

7.2.1.2 All project staff should be trained in the use of the logical framework approach (both at central and project cell level). This training is available in Sri Lanka at comparatively low cost and should be carried out with priority. The training could be combined with the elaboration of plans of operation for 1997. This would certainly facilitate the desired co-ordination with other donors to the education sector.

7.2.1.3 All Sida supported projects should have easy to read annual plans of operation and year planners which are used for project steering and monitoring. At the moment these plans are available, but not in a way that they could easily be used for monitoring and project steering.

7.2.1.4 It should even be considered whether PSEDP and PSDP could be combined into one programme with two sub-components. Thus double administration and monitoring could be avoided. They could especially join forces to make in-service

training, supervision and the design and production of teaching/learning material more efficient and cost-effective. This recommendation was not fully supported by the relevant project units as they claim that their programmes are too different.

7.2.1.5 More attention should be given to the identification of criteria for selecting schools to come under the projects. Especially in urban small schools (up to 200 pupils) there should be clearly defined selection criteria in catchment areas with sufficient projections in age groups.

7.2.1.6 There should be closer co-operation between PSDP/PSEDP and distance education, the improving institutional capacities programme and special education. School based supervision conducted by PSEDP/PSDP should also include institutional development, special education and distant education activities. There is e.g. no supervision or monitoring for special education activities in ordinary schools done by NIE staff. This would serve the development of the special education activities. Cooperation should be promoted also through jointly held training sessions in monitoring.

7.2.1.7 Sida supported programme should take an active role in the attempts to co-ordinate donor activities in the education sector. This issue should be taken up in the next annual consultations with the Ministry of Education and Higher Education.

7.2.1.8 Sida supported distant education component should also consider to take a leading role in the design, development of the concept and implementation of the continuing education programme, as no other donor has the required professional expertise.

7.2.1.9 As no data are available on the quality of the distance education courses and on the competence and performance of distance education graduates, it is recommended that an in-depth impact study is conducted in order to assess qualitative aspects of the programme.

7.2.1.10 The self study material developed under the project and the laminated cards have proved to be very successful, it is therefore recommended to the Ministry of Education and Higher Education to further develop this concept and extend this service to all schools in the country. Concerning the study guides which are more costly to produce, the results of the pilot project should be the basis for further consideration, especially for determining the prerequisites for their future utilisation in schools.

Moreover it should be considered by the Ministry to utilise concepts, results and teaching/learning material developed under the Sida supported project in all schools in the country. This would contribute to sustainability and cost effectiveness.

7.2.1.11 The curricula, textbooks, self learning material, teachers guides and course guides developed under the Sida supported project should be made use of in the Teacher Education and Teacher Deployment Project and it should be considered whether some of them have to be revised.

7.2.1.12 There should be increased capacity building for middle management and project officers from the project cells in order to strengthen the role of provincial administrators as well as educational planning staff in the Ministry of Education and

Higher Education. Moreover capacity building should be provided for zonal authorities to facilitate their role in supervision.

In order to further decrease gender disparities in this area it is recommended to give priority to female officers to take part in this kind of training.

7.2.1.13 As the projects do not have a proper data base on the material available (evaluation reports, project documents, workshop reports, internal assessment reports, project reports and most importantly of teaching/learning material developed under the projects, etc.), it is recommended that this activity is carried out immediately. This can be completed without extra cost and will facilitate the distribution of materials and will also contribute to a more effective donor co-ordination.

7.2.1.14 There should be effective co-operation with disadvantaged schools in non-project areas in exchange of ideas in workshops and material developed by Sida supported projects, especially the low cost laminated cards could be made available to other disadvantaged schools with priority. This would include the successful concepts on community participation developed by PSEDP and PSDP.

7.2.1.15 There should be a further improvement of statistics. Collection of additional data on the actual number a children per year and qualitative analysis (retention, drop outs and enrolment).

7.2.1.16 It should be redefined what disadvantaged communities are. It seems that there are great disparities among the schools. Some schools cannot be considered as disadvantaged.

7.2.1.17 As most untrained teachers have been trained through distance education (enrolment up to 1994 was 68 348), no new recruitment has been done after 1994 and the 1994 batch will complete by 1997, Sida support should be phased out and make the expertise at DDE available to the forthcoming continuing education and pre-service interventions

7.2.1.18 The B.Ed. in special education should be either transferred to the university or made subject to availability of a properly constituted faculty. The University Grants Commission has so far refused to recognize the B.Ed.course. As such it would be inappropriate for Sida to fund the development of the new M.Ed. course.

7.2.1.19 So far the Sida sector strategy in terms of disadvantaged groups, disadvantaged areas, gender, ownership, decentralisation, relevance, coherence and community participation has been successful and the disbursement mode, earmarking funds to disadvantaged groups, has had a strong impact. We therefore recommend to continue for the remaining period of Sida intervention with the same implementation mode.

7.2.1.20 Concerning the possible extension of further support to the Jaffna peninsula Sida should base its considerations on the experiences of other donor agencies who are presently assessing their support to the rehabilitation process in the north. Support to the education sector could concentrate on infrastructure, support to the special education resource centre, the distance education centre or the provision of teaching/learning material.

7.2.2 Recommendations for any possible new agreement period

The following recommendations are based on the assumption that Swedish support would continue beyond 1998 with substantially less funds.

In this scenario Sida would continue its support to the Sri Lankan education sector for a 4th phase for 2 - 4 years until 2000/2002. This scenario would continue to support the existing projects and would also include limited support, mainly the provision of expertise, for the continuing education in the framework of the Teacher Education and Teacher Deployment Project. The following input is suggested:

7.2.2.1 PSEDP

So far Sida has developed 71 per cent of the plantation schools under this project. A remaining 237 could be developed. The development could be completed in 4 years, within the first 3 years 60 schools each and in the final year 57 schools. The objectives for the project would be to improve access and quality for these schools. The main components would be: the construction of school buildings and teachers quarters, the provision of furniture, In-service training for the teachers in the areas of lower primary and upper primary methodology, primary maths and primary science, supervision, health and sanitation, monitoring and evaluation and management. The total amount for Swedish input required would amount to **Rs 462 million**.

7.2.2.2 PSDP

Under the PSDP project no new schools would be selected from 1996 except for a few schools in the North Central Province. The programme could concentrate on the consolidation of project results and on aspects of long term sustainability. This will include the promotion of innovative activities that have been identified by the education authorities to be implemented system wide: the school family based in-service training programme (a practical and participatory approach to teacher training), school supervision according to the camp system (based on facilitator approach), laminated self learning cards and the school family programme.

The inputs would continue for a period of 2 years and would cover: re-orientation of all school family heads and supply of equipment to family units, school-based in-service training programme for teachers and principals, camp based supervision programme for phased out schools, strengthening of existing 3 resource centres, spreading the PSDP quality improvement package to the whole Sabaragamuwa Province, supply of self learning study cards to all primary schools, awareness programmes for zonal and divisional officers and management.

The total Swedish input required for the period of two years, until the year 2000 would be **Rs 38 million**.

7.2.2.3 Distance education

For a possible further phase it is recommended that Sida finances the design and establishment of a G.C.S.E Course to be offered by the Open School. This course would establish a link between the school and the world of work. It is envisaged that the course will give a second chance to those deprived groups who have not benefited from the formal school system. The curriculum of this course is mainly based on functional aspects of life and society and consists of: First language, applied English, introduction to the world of work and vocational skills.

Initial groundwork of this G.C.S.E Course has already started and will be tested on a pilot basis in 1997. Once the programme is established, it will be in a self financing position that can generate income and be responsible for its own maintenance. The total Swedish input (including 3 man months of consultancies) required to design and establish this programme is expected to be **Rs 168 million** (56 million per year) for a period of three years until 2001.

7.2.2.4 Department of Educational Management Development

For a possible new agreement period it is recommended that the school based in-house workshops for administration and management as well as school development are continued. Ten such workshops would be conducted over a period of two years. The whole school staff is present at workshops held on non-working days. It is suggested to introduce this programme to another 1500 schools which are less privileged. Other activities under this programme would be small scale action based research studies and capacity building/professional development for DEMD staff. The total input required for the period 1999 - 2002 would be **Rs 35 million** (for school development Rs 21.8 million, for small scale studies Rs 6,6 million and for staff development Rs 6.6 million).

7.2.2.5 Special education

For a further phase it is recommended that Sida assistance will focus on capacity building in areas like special learning disabilities. This is evident from the drop out rate and repetition rate. Due to the continuing conflict in the north and east many children are traumatised and emotionally disturbed. They would require special skills in counseling. There are many amputated persons and others having physical and moving disabilities. They will have to be provided with disability-reduction appliances and training in order to alleviate their suffering and make them productive.

It would be crucial to provide assistance to ensure services for the disabled members affected by the war situation. The services of an expert with experience in this kind of work is an urgent priority. He/she should train local personnel who can subsequently work with the victims. However it is too premature to make an assessment of the needs, mainly due to lack of information.

In general it would be necessary to provide intervention in aspects like specific learning disabilities to ensure literacy for all. Further it is necessary to obtain expert assistance to develop local human resources.

The estimated tentative budget for Swedish input is one million SEK per year for a period of three years which makes the total of **Rs 24 million**.

7.2.2.6 Environmental Education

For support beyond the present agreement phase it is recommended to set up 25 more environmental clubs as an extension of the pilot project and to develop new co-curricular resource material in environmental education to be used in schools. The activities under this programme would include establishing the environmental clubs, providing teaching/learning material, training of teachers and supervisors and staff development for project staff.

The total Swedish input required for the period of 4 years from 1999 - 2002 would be **Rs 35 Million**.

Annex 1: Terms of Reference for a Mid-Term Review of the Swedish Support to the Education Sector in Sri Lanka.

1. Background

Sweden has since the mid-1970s, been one of the leading bilateral donors supporting the Sri Lankan Government's efforts to provide quality education to the primary and lower secondary levels. The main objectives of Swedish support has been to increase the quality and access to education for children in disadvantaged groups and areas, with main emphasis on primary education. The Swedish support is channelled through the Ministry of Education & Higher Education (MoE & HE) and the National Institute of Education.

The Swedish support is currently divided into the following sub-components:

- Plantation School Education Development Plan, (PSEDP)
- Primary School Development Plan (PSDP)
- Special Education (DSE)
- Distance Education (DDE)
- Staff Development (DEMD)
- School Effectiveness (Education Consultancy Fund)

A seventh component, Environmental Education, is due to become an integral part of the on going Sector Support as of July 1, 1996 (amended agreement not signed as yet).

The current Swedish agreement was signed in 1994 and ends in 1998. In 1997, Sweden will decide what forms continued co-operation with Sri Lanka will take after 1998.

2. Purpose and Scope of the Review

The main objective of the Mid-Term Review is an in-depth evaluation of the current Swedish support to the education sector (phase III, 1994-98), in order to assess the present status of the support and to suggest strategies for future support. This Mid-Term Review is intended to provide an important input to Sida's Country Strategy for Sri Lanka, tentatively planned to be produced in early 1997.

The review should closely relate to the overall goals and the specific objectives listed in the current Specific Agreement on Education, for each and every component, and assess to what extent these goals and objectives, goals and programmes of the Ministry of Education & Higher Education (MoE & HE). Special emphasis should be given to the National Education Policy, yet to be approved by Parliament.

In addition, the review should suggest two alternative strategies for Sida's future co-operation in the education sector with Sri Lanka. The two alternatives should be based on two different scenarios. The first scenario should be based on the assumption that Swedish support to the education sector will end by 1998. The

second alternative should be based on the assumption that Swedish support could continue beyond 1998, with substantially less funds. In the second alternative, the consultant should indicate possible and relevant areas within the education sector, which might be of interest for future Swedish co-operation with Sri Lanka. The suggested alternatives have to be operational, relevant and realistic. Attention should also be given to the Sida's new policy for "Sector Programme Support" and its relevance for Sri Lanka. As Sida is presently considering extending further support to the Jaffna peninsula, the consultants should comment on this intended extension. In particular, the review should examine earlier studies and evaluations of Sida-supported programmes and assess to what extent recommendations given have been adhered to.

Furthermore, the review should analyse and assess:

- 2.1. the appropriateness of Sida's assistance in relation to the Ministry of Education & Higher Education (MoE & HE) goals, programmes and reform. Special emphasis should be placed on the National Education Policy and attention paid to the likely consequences for Sida's assistance of any proposed decentralisation of the education system;
- 2.2. the relevance and coherence of the sub-components, as well as the impact of the programmes on the specific target groups (special attention has to be given to the question of gender equality, all statistics should be gender specific if possible);
- 2.3. the extent of MoE & HE "Ownership" of Sida-supported activities;
- 2.4. how Sida's support is related to and co-ordinated with other donors;
- 2.5. the sustainability of the programmes and the likelihood if any, that Sri Lanka would sustain these activities without Swedish support, also taking into account financial sustainability;
- 2.6. the cost-effectiveness and financial implications of the Swedish support i. e. to relate the external financial inflow and its impact/ relevance to the overall Sri Lankan Government budget to Education/ Human Resource Development, especially in comparison with other donors such as the World Bank;
- 2.7. monitoring routines and sets of indicators for Sida's support;
- 2.8. Assess the organisational and administrative set up of the programme implementation and monitoring.

The conclusions and recommendations that emerge from the analysis should form the basis for the two scenarios mentioned in above.

3. Methodology

To be suggested by the consultants and specified in the final terms of reference for the consultancy as agreed upon between Sida and the consultant.

4. The Evaluation Team

The evaluation team will consist of one/ two internationally recruited consultant and one/ two national consultant. In addition, the team will be joined by a programme officer from Sida. The consultants should have experience of similar work, i. e. prior experience of formative reviews of sector-wide education projects. The team leader should be an experienced person, with a good track record of being an efficient Team leader. S/he is required to have experience from the South Asian region, preferably Sri Lanka.

5. Time Plan

The review should commence in the later part of 1996, and a draft report should be presented to Sida not later than the 15th of December, 1996. A final version should be presented by the 31st of January, 1997. The Mid-Term Review is intended to form an important input to the planned Country Strategy for Sri Lanka which is to be produced in early 1997. The review findings will also to be discussed during the next Annual Review Meeting set for February-March 1997.

6. Reporting

Before leaving Sri Lanka, the team will report their main findings and conclusions in a meeting with the MoE & HE and Sida (the Embassy of Sweden in Colombo). The final report should take into account comments of MoE & HE and Sida.

The evaluation report shall be written in English and should not exceed 50 pages, excluding annexes. The outline of the report shall follow Sida Evaluation Report - a Standardised Format (see Annex 3, p. 71 of Evaluation Manual for Sida). 5 copies of the draft report shall be submitted to Sida no later than the 15th of December, 1996.

Within four weeks of receiving Sida's comments on the draft report, a final version in five copies and on diskette shall be submitted to Sida. Subject to decision by Sida, the report will be published and distributed as a publication within the Sida Evaluation Series. The evaluation report shall be written in WP 6. 1 for Windows or a compatible format and should be presented in a way that enables publication without further editing.

The final report shall consist of an Executive summary (maximum of five pages) highlighting both observations made and recommendations based on these. The evaluation assignment includes production of a summery according to the guidelines for Sida Evaluation Newsletter and the completion of Sida Evaluations Data Work Street. The separate summary and a complete Data Work Street shall be submitted to Sida along with the final report.

7. Budget & Financing

The budget will be negotiated with potential consultants.

It was decided during the Annual Review Meeting held in February 1996, that the cost for the suggested external evaluation of all Swedish supported project components should be financed outside country-programme funds.

ANNEX 2

LIST OF DOCUMENTATION AND OTHER REFERENCES

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Plantation Schools Development Programme (PSEDP), Insider Assessment July 1992 - June 1994, Special Implementation Unit, Ministry of Education and Higher Education

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The World Bank Document no. P-6886-CE; Memorandum and Recommendation of the President of the International Development Association to the Executive Directors on a proposed Credit of SDR 44 million to the Democratic Socialist

Republic of Sri Lanka for a Teacher Education and Teacher Deployment Project,
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Papers, October 1996, In support of Staff Appraisal Report no. 15282-CE, May 10,
1996

The World Bank Document no P-5109-CE; Memorandum and Recommendation of
the President of the International Development Association to the Executive
Directors on a proposed Credit of SDR 38.5 million to the Democratic Socialist
Republic of Sri Lanka for a General Education Project, November 1989

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Lewin Elisabeth: Evaluation Manual for SIDA, the Evaluation Unit, Planning
Secretariat, SIDA 1994

Annex 3

Programme for the SIDA mid-term review mission

Monday, 18.11.

10.00 - 13.00	Swedish Embassy/SIDA: Mr.Johan Norqvist, second secretary, Mrs.S. Wijetillaka, SIDA Project Officer
13.30 - 14.30	Ministry of Education and Higher Education, MEHE: Mr.Sivagnanam, Co-ordinator of SIDA funded programmes
15.00 - 16.00	Mr.Navaratne, Director PSEDP Mr.Gunasekera, Director PSDP
16.00 - 18.00	Mr.Rajapakse, Monitoring and Evaluation Officer Review mission team

Tuesday, 19.11.

09.00 - 10.30	Ministry of Education and Higher Education, SIDA Unit
11.00 - 14.00	National Institute of Education, NIE, Dr.H.Palihakkara, Director, Department of Distance Education
14.30 - 17.00	Ministry of Education, SIDA Unit, Director PSDP, Mr.P.W.Gunasekera, Mr.Rajapakse, project officer, Mr.Aime, World Bank, Mr.Masters, World Bank

for Mrs.Athukorala:

09.00 - 17.00	Ministry of Education and Higher Education, SIDA Unit, Mr.MSivagnanam, DD/PSEDP and Secretary Co-ordinating Committee, Mrs. M.Sabaranjan, AD, PSEDP, Mr.K.Ratnam, Consultant Engineer, PSEDP and PSDP, Mr.N.Vengadasalam, Programme, Officer, Mrs.Shiela Sridaran, Programme Officer, Mr.H.A.Rajapakse, programme officer, PSDP, Mr.S.L.Gunawardane, deputy director, PSDP
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Wednesday, 20.11.

09.00 - 09.30	Ministry of Education, project review team
09.30 - 10.30	Mr.P.W.Gunasekera, Director PSDP
10.30 - 11.00	Mr.Dayaratna, Additional Secretary
11.00 - 12.00	Mr.Navaratnam, Director PSEDP
13.00 - 16.00	National Institute of Education, Department of Special Education, Mr.Rajapakse

For Mrs.Athukurala:

13.30 - 16.00 Staff of the Department of Distance Education

Thursday, 21.11.

09.00 - 10.30 Mr.Bischof, Head, GTZ office
11.00 - 12.30 Dr.Mrs.Hiranthi Wijemanna, programme officer,
Mrs.Amara Amarasinghe, programme officer, UNICEF
14.00 - 14.30 Review team
14.30 - 16.00 Mr.Navaratnam, Director, PSEDP
16.00 - 17.30 Mr.Albert Aime, Sr.Education Planner, World Bank,
Mr.Bernard L.Masters, President, MC International,
Human Resource Consultants

For Mrs.Stenback and Mrs.Athukorala:

08.30 - 12.30 Visit to three schools in Colombo: Gunananda
Vidyalaya, Mr.Y.Radampola, principal, Thotawatta
Methodist School, Mrs.E.P.Kusumawathi, principal,
Kumara Vidyalaya interviews with principals and
teachers and with Mr.H.D.Dayananda, Project Officer,
PSDP

For Mrs.Athukorala:

13.30 - 17.00 NIE, staff of the Distance Education Unit,
Dr.H.Palihakkara, director, Dr.L.Amaragunasekera,
deputy director general

Friday, 22.11.

10.00 - 11.00 Ministry of Education and Higher Education, MEHE
GTZ Project Implementation Unit, Mr.K.D.Neumann,
Mrs.Padmini Gunawardane, rs.Chintha Akuretiagama
11.00 - 12.30 Mr.Navaratnam, Director, PSEDP
12.30 - 13.00 Mr.M.D.D.Pieris, Secretary Education and Higher
Education, Mr.Gunasekera, Director PSDP
13.30 - 14.30 Staff Development and Scholl Effectiveness Project,
Mr.Wilfried Perera, Director Sri Lanka Staff College for
Educational Administration and Management,
Mrs.Kanthi Wijesinghe, programme officer, Mr.Sunil
Atugoda, Programme officer
14.30 - 15.30 Environmental Education Project, National Institute of
Education, Department of Science, Dr.Leelaratna,
Mr.D.H.Gauthamadasa
15.30 - 16.00 Dr.H.Palihakkara, Director Department of Distance
Education

For Mrs.K.Athukorala:

09.00 - 16.30 Project staff at the National Institute of Education,
Dr.H.Palihakkara, director, Mr.G.B.Wanninayake,
project officer, D.D.E., Mr.Navaratnam, project officer,
D.D.E., Mrs.W.Deldeniya, COP, Special Education
Department, Mrs.K.Wijeratna, CPO, Department of
English, Mrs.V.Yatawatta, director, Department of
English

Saturday, 23.11

Report Writing

Sunday, 24.11.

11.00 - 15.00

Review team

Report Writing, preparation of field visits

Monday, 25.11.

09.00 - 10.30

Ministry of Education and Higher Education, Sida Unit, Mr.Rajapakse, GTZ Unit, Mr.Neumann, World Bank Office, Mr.Subasinghe, Dr.M.Ranaweera

11.00 - 14.30

Visit to PSDP Project Cell and Resource Centre, Mr.H.D.Dayananda, Mr.T.Y.Perera, Mrs.M.A.M.A. Dayaratne and Amarasiri Padmaperuma School, Mrs.A.M.P.Amarasinghe, principal, Mrs.R.A.R.I.Ranatunge, teacher, Mrs.K.P.Karunawathi, Miss M.A.D.M.Dassanayake, teacher, Miss Tennakoon, teacher

14.30 - 18.30

Trip to Dickoya

18.30 - 22.00

Review team

Tuesday, 26.11.

08.30 - 10.

New Valley School, Mr.R.G.Letchuman, principal, Mrs.V.Shanthy, teacher, Miss S.E.Darshini, Miss J.Thevethasan, Mrs.S.Nona Shaharban, Mr.S.Rataram, Mrs.P.Rajeswary, Mrs.P.Susila, Miss S.Priya Ranjani,

10.30 - 12.00

Mr.V.S.Thuthimegadevan, Miss B.M.Priyadasarsini, Miss D.Evadasan, Mrs. Thangaraj, teachers
Wanaraja School, Upper Division, Mrs.S.Selvarajah, principal, Miss N.Udaykumari, MissR.M.Ilangadevi, Miss B.Umamaheshwari, MissK.Revathy, teachers

12.30 - 13.30

Dickoya Primary School, Mrs.N.Nadarajah, Mr.S.Thiagarajah, Mrs.S.Sivapalan, Mrs.V.Logeswaran,

14.00 - 15.00

Distance Education Centre, Hatton, Mr.R.Srithar, senior tutor, Mrs.C.Kanapathy, full time tutor, Mr.S.M.Anvardeen, part time tutor

15.15 - 16.00

PSEDP Project Cell, Hatton, Mr.H.Navaratne, project director PSEDP, Mr.A.Visvanathan, Mr.S.Sittampalam, Mrs.S.Raghavan, Mr.T.Satchithanandan, Mr.A.Selvendran, Mr.R.Vijayanandan, teacher educators

16.00 - 18.30

Trip to Kandy, Hotel Topaz

19.00 - 22.00

Review team

Wednesday, 27.11.

For Dr.Metzger:

08.30 - 10.00

Trip to Matale PSDP project area

10.00 - 10.45 Pitakanda No1 T.V. Ganeshwara T.V., Miss V.Pushparani, principal, Mr.B.Balsubramaniam, vice principal, Miss S.V.Veerapathren, Miss N.Rajambal, Miss K.Sumathi, Miss M.Ganeeswary, Miss A.Rassamah, Mr.A.Ragan, Mr.A.K.M.Naryeem, teachers

11.00 - 11.45 Pitakanda No2 T.V.. Mrs.A.G.Maniraj, Miss B.Kalaranjani, Miss Y.B.Joseph, Miss S.E.M.Gomez, Miss M.Yamuna, Miss M.Panchaletchumi, Miss A.Pushpakala

12.00 - 12.30 Kandenuwara Tamil Vidyalayam, Mrs. P.T.Benedict, principal, Miss M.H.Z. Munnawara, Miss .S.S.Musligha, Mrs.F.R.Rafideen, Miss M.Gomez, Miss G.Sunday, teachers

13.00 -14.00 Distance Education Centre, Matale,Mr.C.N.Weerasinghe, full time tutor, deputy co-ordinator, MR:J.M.Jayaweera, part time tutor

14.00 - 15.30 PSEDP Project Cell, Matale, Mr.S.Selvakumar, co-ordinator, Mrs.K.Anandaraj, teacher educator, Mrs.S.Ponnudurai, teacher educator

15.30 - 16.30 Return to Kandy

For Mrs.Stenback and Mr. and Mrs.Athukorala:

09.00 - 11.00 PSDP Project cell, co-ordinator, Mr.J.W.Sugathadasa, Mr.D.M.Abeyaratne, teacher educator, Mrs.I.R.S.Danampegame, teacher educator

11.30 - 12.15 Ministry of Education, Local Govt. and Lands, Mr.P.Elkaduwa, Secretary

12.45 - 13.45 Uduwellawatta T.V., PSDP project school, Mr.M.Piyadasa, principal, Mrs.V.C.Samuel, Mrs.D.N.Ratwatte, Miss S.Alexander, teachers

14.00 - 15.00 Uduwela T.V., PSEDP project school, Mr.P.I.Ramiah, principal

16.00 - 16.30 Mrs.G.V.S.S.Rajapakse, Provincial Director of Education

16.30 - 17.30 PSEDP Project cell, Mr.K.Vellaisamy, Asst. Co-ordinator, Mr.S.Perumal, teacher educator, Miss J.G.Jasen, teacher educator Mr.S.Thesomayanandan, assistant secretary Provincial Department of Education,

20.00 - 22.00 Review team

Thursday, 28.11.

08.30 - 10.30

10.30 - 11.30

Trip to Atulugampura

PSDP Project cell/Resource Centre,

Mr.H.N.Hettiarachi, Co-ordinator,

Mr.A.D.Karnanayake, project officer,

Mr.NV.M.Jayawardena, project officer, Mrs.M.P.A.Mala Gunawathi, project officer

11.30 - 12.00	(Mrs. Athukorala) Atulugama S.V., Mrs.A.P.C.Abeysinghe, Miss W.K.P.C.Karunaratne, teachers
11.45 - 12.30	Arapulamulla S.V., Mrs.I.S.Udapola, principal, Mrs.J.M.Subasinghe, Miss R.Athukorala, teachers
12.45 - 13.45	Atulugamwella S.V., Mr.K.M.G.Sirisena, principal, Miss K.Pattagama, Miss S.Kanthi, Miss S.Ranasinghe
14.00 - 15.30	PSDP Project cell/Resource Centre, lunch and discussion with staff
15.30 - 17.00	Return to Colombo
Friday, 29.11.	
09.00 - 10.30	Ministry of Education and Higher Education, Mr.M.Ranaweera, Special Advisor, Mr.Gunasekera, Director PSDP
11.00 - 13.00	Mr.J.Norqvist, second secretary, Embassy of Sweden
14.00 - 17.00	Review team
Saturday, 30.11.	
	Report writing
Sunday, 1.12.	
08.30 - 11.00	Review team
	Report writing
18.00 - 22.00	Review team
Monday, 2.12.	
08.00 - 11.30	Review team
12.00 - 16.00	Ministry of Education and Higher Education, PSDP and PSEDP directors and staff, Dr.Udagama, General Director, NIE, GTZ Unit, Mrs.P.Gunawardane, Dr.Angela Little, professor and Mr.David Warren, Secretary, University of London, Institute of Education
19.00 - 22.00	Review team
Tuesday, 3.12.	
08.00 - 14.00	Review team
15.00 - 16.30	Wrap up meeting with Additional Secretary, P.G.Dayaratne and Project Directors
20.00 - 22.00	Dinner by Secretary Education
Wednesday, 4.12.	
03.00	Departure of Mrs. Stenbaeck to Finland
09.00 - 14.00	Ministry of Education and Higher Education, PSEDP and PSDP Units
15.00 - 22.00	Report writing
Thursday, 5.12.	
09.00 - 14.00	Ministry of Education and Higher Education, Sida Units, World Bank Unit, Mr.Subasinghe, MEHE/GTZ Project Implementation Unit
15.00 - 22.00	Report writing

Friday, 6.12.

09.00 - 09.30

09.45 - 10.45

11.00 - 12. 30

15.00 - 20.00

Review team

World Bank Office, Mrs.Florida Fernando

Embassy of Sweden, final meeting with Mr.Torvald
Akesson, Charge d'Affaires and Mr.Johan Norqvist,

Second Secretary

Report writing

Saturday, 7.12.

03.00

Departure of Dr.Metzger to Frankfurt

Appendix 4: List of Contact Persons

Swedish Embassy, SIDA

Mr.Torvald Akesson, Charge d'Affaires
Mr.Johan Norqvist, Second Secretary,
Mrs.Sujatha Wijetillaka, SIDA Project Officer

Ministry of Education and Higher Education, MEHE:

Mr. M.D.D.Pieris, Secretary Education and Higher education
Mr.Dayaratna, Additional Secretary

Mr.M.Sivagnanam, DD/PSEDP and Secretary Co-ordinating Committee

Mr.C.Navaratne, Director PSEDP
Mrs. M.Sabaranjan, AD,
Mr.K.Ratnam, Consultant Engineer,
Mr.N.Vengadasalam, Programme Officer,
Mrs.Shiela Sridaran, Programme Officer

Mr.P.W.Gunasekera, Director PSDP
Mr.S.L.Gunawardane, Deputy Director, PSDP
Mr.H.A.Rajapakse, Monitoring and Evaluation Officer

Mr.Subasinghe, Director, World Bank Project
Dr.M.Ranaweera, Special Advisor

MEHE/GTZ Project Implementation Unit

Mr.K.D.Neumann, Teamleader, GTZ
Mrs. Padmini Gunawardane, Programme Officer, MEHE/GTZ PIU
Mrs. Chaturani Perera, Programme Officer, MEHE/GTZ PIU
Mrs. C.Akuretiagama, former Project Officer

National Institute of Education, NIE,

Dr.P. Udagama, General Director, NIE
Dr.L.Amaragunasekera, Deputy Director General
Dr.H.Palihakkara, Director, Department of Distance Education
Mr.G.B.Wanninayake, Project Officer, D.D.E.,
Mr.Navaratnam, project officer, D.D.E.,
Mr.Rajapakse, Director, Department of Special Education
Mrs.W.Deldeniya, COP, Special Education Department
Mr.Wilfried Perera, Director Department of Educational Management Development,
Staff Development and School Effectiveness Project
Mrs.Kanthi Wijesinghe, Programme Officer
Mr.Sunil Atugoda, Programme Officer
Dr.Leeiaratna, Director Environmental Education Project, Department of Science
Mr.D.H.Gauthamadasa, Project Officer
Mrs.V.Yatawatta, director, Department of English
Mrs.K.Wijeratna, CPO, Department of English,

World Bank

Mr.A.Aime, World Bank,
Mr.M.Allak, World Bank

Mr.B.L.Masters, WB consultant
Mr.M.Mercer, WB consultant
Mr.R.Rawlinson, WB consultant

GTZ Project Administration Service

Mr.P.Bischof, Head
Mrs.A.Behnsen, Deputy Head

UNICEF

Dr.Mrs.Hiranthi Wijemanna, Programme Officer
Mrs.Amara Amarasinghe, Programme Officer

Schools

Gunananda Vidyalaya, Colombo
Mr.Y.Radampola, principal
Thotawatta Methodist School, Colombo
Mrs.E.P.Kusumawathi, principal
Kumara Vidyalaya, Colombo, principal and teachers
Amarasiri Padmaperuma S.V., Panapitiya project area
Mrs.A.M.P.Amarasinghe, principal
Mrs.R.A.R.I.Ranatunge, teacher
Mrs.K.P.Karunawathi, teacher
Miss M.A.D.M.Dassanayake, teacher
Miss I.P.Tennakoon, teacher
New Valley T.V.
Mr.R.G.Letchuman, principal
Mrs.V.Shanthy, teacher
Miss S.E.Darshini
Miss J.Thevethasan
Mrs.S.Nona Shaharban
Mr.S.Rataram
Mrs.P.Rajeswary
Mrs.P.Susila
Miss S.Priya Ranjani
Mr.V.S.Thuthimegadevan
Miss B.M.Priyadasarsini
Miss D.Evadasan
Mrs. Thangaraj, teachers
Wanaraja T.V., Upper Division
Mrs.S.Selvarajah, principal
Miss N.Udaykumari
Miss R.M.Ilangadevi
Miss B.Umamaheshwari
Miss K.Revathy, teachers
Dickoya T.V.
Mrs.N.Nadarajah
Mr.S.Thiagarajah
Miss.S.Sivapalan
Mrs.V.Logeswaran,
Pitakanda No1 T.V. Ganeshwara T.V.
Miss V.Pushparani, principal
Mr.B.Balsubramaniam, vice principal

Miss S.V.Veerapathren
Miss N.Rajambal
Miss K.Sumathi
Miss M.Ganeeswary
Miss A.Rassamah
Mr.A.Ragan
Mr.A.K.M.Naryeem, teachers
Pitakanda No2 T.V.
Mrs.A.G.Maniraj
Miss B.Kalaranjani
Miss Y.B.Joseph
Miss S.E.M.Gomez
Miss M.Yamuna
Miss M.Panchaletchumi
Miss A.Pushpakala
Kandenuwara Tamil Vidyalayam
Mrs. P.T.Benedict, principal
Miss M.H.Z.Munnawara
Miss A.S.S.Musligha
Mrs.F.R.Rafideen
Miss M.Gomez
Miss G.Sunday, teachers
Uduwellawatta S.V., PSDP project school
Mr.M.Piyadasa, principal
Mrs.V.C.Samuel
Mrs.D.N.Ratwatte
Miss S.Alexander, teachers
Uduwela T.V., PSEDP project school
Mr.P.I.Ramiah, principal
Atulugama S.V.
Mrs.A.P.C.Abeysinghe
Miss W.K.P.C.Karunaratne, teachers
Arapulamulla S.V.
Mrs.I.S.Udapola, principal
Mrs.J.M.Subasinghe
Miss R.Athukorala, teachers
Atulugamwella S.V.
Mr.K.M.G.Sirisena, principal
Miss K.Pattagama
Miss S.Kanthi
Miss S.Ranasinghe

Distance Education Centre, Hatton

Mr.R.Srithar, senior tutor
Mrs.C.Kanapathy, full time tutor
Mr.S.M.Anvardeen, part time tutor

Project Cell, Resource Centre Panapitiya

Mr.H.D.Dayananda, Project Officer/Co-ordinator, PSDP
Mr.T.Y.Perera, Project Officer
Mrs.M.A.M.A. Dayaratne, Project Officer

PSEDP Project Cell, Hatton

Mr.H.Navaratne, project director PSEDP
Mr.A.Visvanathan
Mr.S.Sittampalam
Mrs.S.Raghavan
Mr.T.Satchithanandan
Mr.A.Selvendran
Mr.R.Vijayanandan, teacher educators

Distance Education Centre, Matale

Mr.C.N.Weerasinghe, full time tutor, deputy co-ordinator
Mr.J.M.Jayaweera, part time tutor

PSEDP Project Cell, Matale

Mr.S.Selvakumar, co-ordinator
Mrs.K.Anandaraj, teacher educator
Mrs.S.Ponnudurai, teacher educator

PSDP Project Cell, Kandy

Mr.J.W.Sugathadasa, co-ordinator
Mr.D.M.Abeyaratne, teacher educator
Mrs.I.R.S.Danampegama, teacher educator

Ministry of Education, Local Govt. and Lands, Kandy

Mr.P.Elkaduwa, Secretary
Mrs.G.V.S.S.Rajapakse, Provincial Director of Education

PSEDP Project Cell, Kandy

Mr.K.Vellaisamy, Asst. Co-ordinator
Mr.S.Perumal, teacher educator
Miss J.G.Jasen, teacher educator
Mr.S.Thesomayanandan, assistant secretary Provincial Department of
Education,

PSDP Project cell/Resource Centre, Atulugama

Mr.H.N.Hettiarachi, Co-ordinator
Mr.A.D.Karnanayake, project officer
Mr.NV.M.Jayawardena, project officer
Mrs.M.P.A.Mala Gunawathi, project officer

Consultants

Dr.Angela Little, professor, University of London, Institute of Education
Mr.David Warren, Secretary, University of London, Institute of Education

Annex 5: Questionnaires

Annex 5.1: QUESTIONS FOR THE DDE STAFF AT NIE

Interviews conducted 19.11.1996 at MEHE HQ

Personal data:

1. Position

Male

Female

2. Length of the period of working for the project:

3. Educational background

4. Professional background (previous work experience)

5. Mode of recruitment for the job

Questions related to the work:

6. Job description/what type of tasks are included?

7. Job satisfaction; positive and negative aspects of the work (e.g. related to the environment, workload, supervision..)

8. In which of the five projects in Distance Education you are involved?

9. Do you have co-operation with the other projects (PSEDP/PSDP) and other SIDA funded projects at NIE - specify the type of co-operation

10. Project progress; your assessment on the attainment of the objectives in different components.

11. What are the major constraints in Distance Education?

12. How many of the 250 teachers centres you have been involved with through your work and what has been your role?

13. What has been the impact of the magnitude of the programme (32000 trainees, 250 centres) on the quality of the training provided?

14. In which activities (if any) the programme is behind the planned schedule and what are the reasons?

15. What type of training has been provided to you through the staff development programme of the DDE?

16. Have you participated in planning of the Distance Education programme?

17. When SIDA support will be phased out what activities you will be able to sustain with your own efforts?

18. How the forthcoming World Bank Project on Teacher education and deployment will affect your work in DDE?

19. Do you have co-operation with the projects funded by other donors - specify

20. Other important issues which you want take up.

Annex 5.2 : INTERVIEW QUESTIONS RELATING TO THE SPECIAL EDUCATION COMPONENT

SIDA MID-TERM REVIEW ON SUPPORT TO EDUCATION SECTOR IN SRI LANKA

Personal data:

1. Position
Male/Female
2. Length of the period working for the project
3. Educational background

4. Professional background (previous work experience)

5. Mode of recruitment for the work

Questions related to the work

6. Job description/type of tasks included

7. Job satisfaction; positive and negative aspects of the work (e.g. related to the environment, workload, etc.)

Question related to the project performance

Objective 1. Enhancement of the teacher competence

8. How many have graduated from the BEd. course by this time?
9. How many are enrolled in the programme and what is their projected time of graduation?
10. What institution is awarding the degrees?
11. Who has designed the curriculum for the BEd. Course?

12. The specific role of the University of Gothenburg in the BEd. course

13. Where the former graduates are employed presently?

14. In what way their jobs are related to the catering of the needs of children with special needs?

15. Which of the training courses mentioned in the project document have implemented so far (1.2. - 1.13)

16. Which criteria do you use in selecting the participants for these courses?

17. Have you had problems in planning and implementing these courses - specify

18. What has been the impact of these training courses on schools and children with special needs?

Objective 2: quality improvement of education of children with special needs

19. Which of the planned 7 teacher guides have been produced so far?

20. Your estimate whether all of them will be produced by the end of project period.

21. What have been the major constraints in the implementation of this component?

Objective 3: Implementation of four intervention strategies for parents, teachers, general public, and educational administrators to popularise special education

22. Which of the four planned activities have taken place and will all of them be implemented by the end of project period?

23. What have been the major problems in implementing this component?

24. What has been the impact of these interventions in your opinion - give examples.

Objective 4: Development of provincial resource centres in 5 provinces by the year 1997

25. What is the present status in the resource centres?

26. What activities they conduct and whom they serve?

27. Has the personnel been trained for the centres?

Objective 5: Action research and evaluation studies to introduce innovative practices in special education

28. Which of the planned three studies have been conducted?

29. What has caused the delay in those which have not been undertaken?

Objective 6: Capacity enhancement of the entire staff of DDS through staff training

30. What of the planned activities have taken place so far?

31. What type of institutional co-operation has been conducted with the University of Gothenburg?

32. How this co-operation has benefited the staff?

33. How do you see that the Overall aims will be met by the end of the project:
-- Increase the enrolment of children with special needs in ordinary schools

- Increase the competencies of teachers in ordinary schools to cope with children with special needs

- Increase the awareness in the total school system on educational provision for children with special needs

General questions

34. Have you had co-operation with the other SIDA funded components - specify

35. What are the biggest problems in Sri Lanka in relation with the delivery of special education?

36. When SIDA funding will be phased out how do DDS will be able sustain the developed activities (resource centres, teacher training)?

37. What is your co-operation with the MEHE special education unit?

38. How the academic training (Bachelor and Masters) should be arranged in future?

**Annex 5.3: QUESTIONS FOR THE PSED/PSDP STAFF AT MEHE
Interviews conducted 19.11.1996 at MEHE HQ**

Personal data:

1. Position Male
Female
2. Length of the period of working for the project:
3. Educational background
4. Professional background (previous work experience)

5. Mode of recruitment for the job

Questions related to the work:

6. Job description/what type of tasks are included?

7. Job satisfaction; positive and negative aspects of the work (e.g. related to the environment, workload, supervision..)

8. Project progress; What are the present problems/successes in project implementation?

9. What could be done to solve the problems in the implementation?

10. How do you see the project results can be sustained after the project has been phased out?

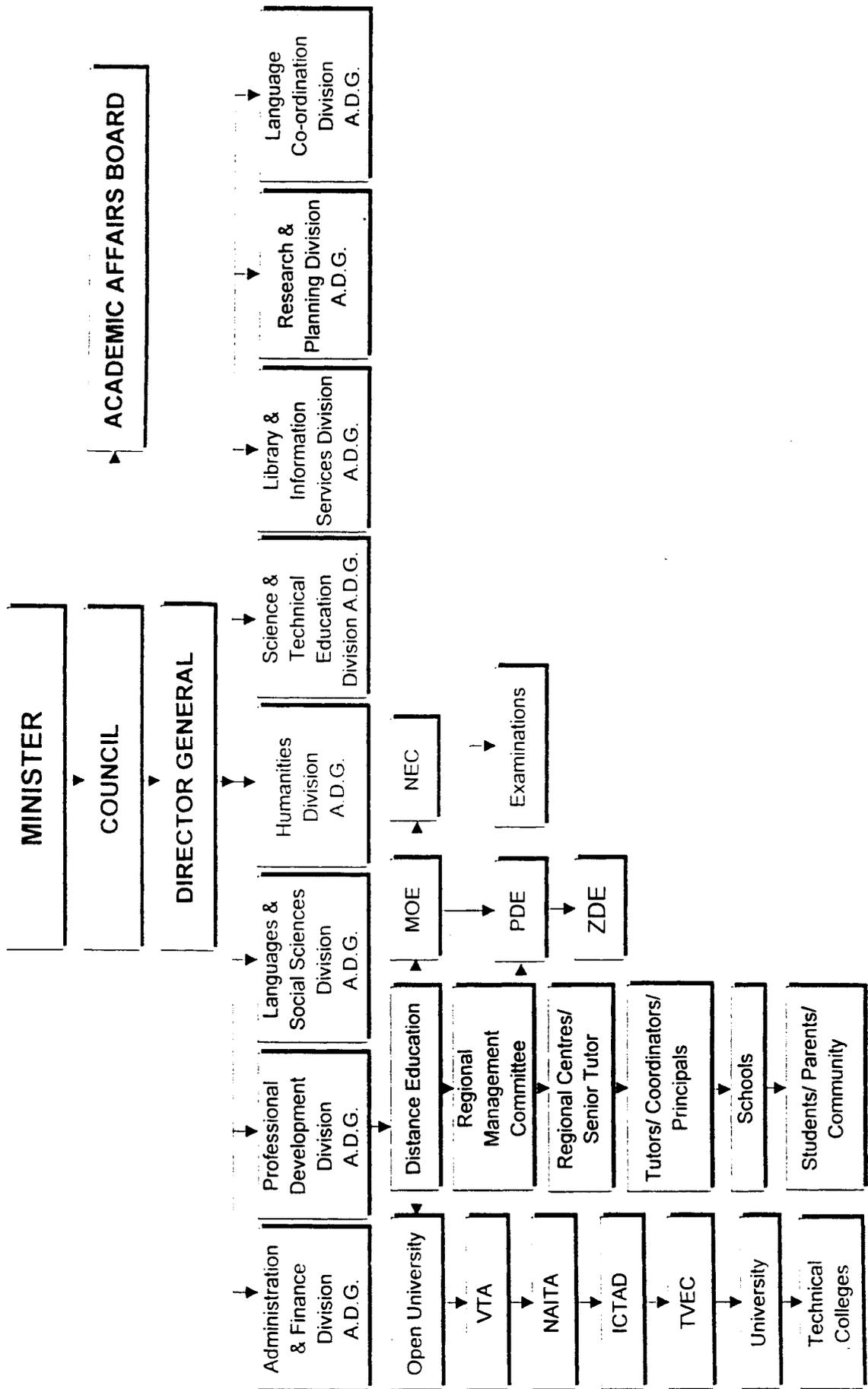
11. Other important issues which you want take up.

**Allocations and Expenditure of Sida Funded Projects, Ministry of Education and Higher Education
- (in Million SEK) Period: - July 1986 to December 1996**

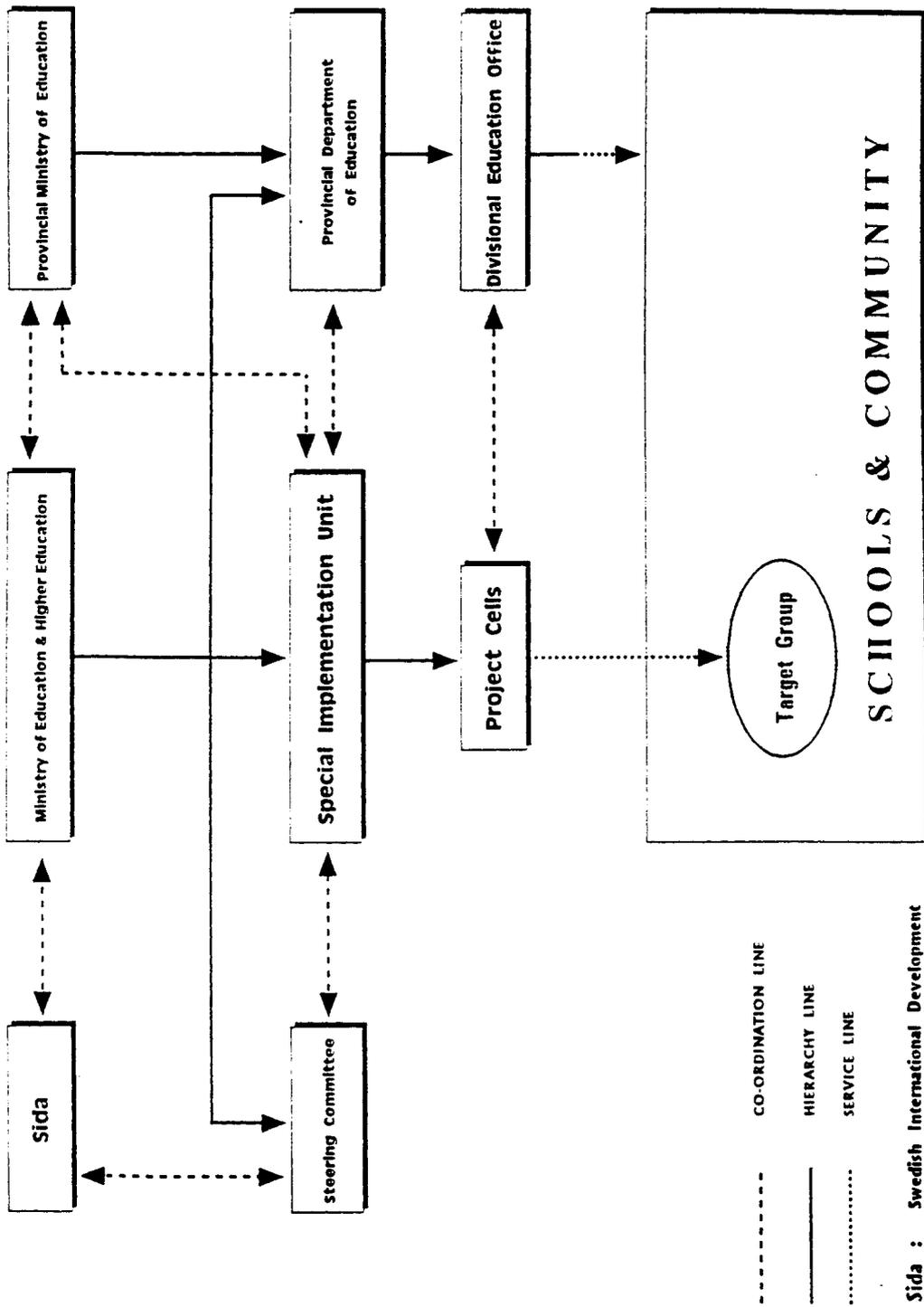
	July 1986- -June 1992		July 1992- -June 1994		July 1994- -Dec. 1996 Allocation
	Allocation	Expenditure	Allocation	Expenditure	
• Distance Education	8.90	16.81	14.75	14.83	18.45
• Special Education	6.50	5.38	2.61	2.43	4.20
• PSED	45.00	33.77	23.00	23.04	34.30
• PSDP	24.00	15.11	9.64	9.67	16.95
• DEMD	--	--	1.38	1.47	2.42
• Consultancy Fund	0.60	1.72	0.62	0.54	1.18
• School Book Paper	--	9.78	--	--	--
TOTAL	85.00	82.57	52.00	51.98	77.50

Source: Budget Follow-up Statements by M. Sivaganam, Coordinating Secretary for Sida Funded Projects, MoE & HE

Linkages of Department of Distance Education with National Institute of Education Other Outside Agencies



PSEDP OPERATIONAL STRUCTURE



--- CO-ORDINATION LINE
— HIERARCHY LINE
..... SERVICE LINE

Sida : Swedish International Development Co-operation Agency

Particulars of DDE Centres and Students - 1996

No. of centres	No. of Students	Male %	Female %	No. of Senior Tutors	Male %	Female %	No. of Tutors	Male %	Female %	Full Time	Part Time
60	17,000	30%	70%	60	47%	13%	229	80%	20%	132	97

Particulars of the Officers of DDE

Designation	Gender		Total
	Male	Female	
• Director	-	1	1
• CPOO	-	1	1
• POO	19	8	27
• APOO	6	6	12
• Seconded Teachers	1	1	2
• Support Staff	10	17	27

Sida Evaluations - 1997

- 97/1 Swedish Consultancy Trust Funds with the African Development Bank. Karlis Goppers, Sven Öhlund
Department for Infrastructure and Economic Cooperation
- 97/2 Programa de Vivienda Social de FUPROVI, Costa Rica. Lillemor Andersson-Brolin, Bauricio Silva
Department for Infrastructure and Economic Cooperation
- 97/3 Sida's Assistance to the Environment Protection Training and Research Institute, EPTRI, India. Bo Lundberg, Bo Carlsson, K P Nyati
Department for Natural Resources and the Environment
- 97/4 Environment & Land Management Sector Activities, ELMS 1991-1995, Southern African Development Community, SADC. J Erikson, M Douglas, J Chileshe
Department for Natural Resources and the Environment
- 97/5 Labour Construction Unit, LCU - Lesotho, 1977-1996. David Stiedl
Department for Infrastructure and Economic Cooperation
- 97/6 Sida's Support to the Start East Programme. Cecilia Karlstedt, Sven Hilding, Piotr Gryko
Department for Central and Eastern Europe
- 97/7 Sida's Cultural Support to Namibia, 1991-1996. Dorian Haarhoff
Department for Democracy and Social Development
- 97/8 Sida-SAREC's Support to the International Centre for Theoretical Physics. Olle Edqvist, John S Nkoma
Department for Research Cooperation, SAREC
- 97/9 Sida Support to Dissemination Division at Instituto Nacional de Biodiversidad, INBio, Costa Rica. Bjorn Hansson
Department for Natural Resources and the Environment
- 97/10 Swedens Support to Mayibuye Centre, University of Western Cape, South Africa. Inger A Haldal, Jenny Hoffmann
Department for Democracy and Social Development
- 97/11 Sida's Support to the Centre for Science and Environment, SCE, India. Leif E Christoffersen, Nigel Cross, Rajeshwar Dayal
Department for Natural Resources and the Environment
- 97/12 HESAWA, Health through Sanitation and Water. Sida-supported Programme in Tanzania. Jo Smet, Kathleen Shordt, Pauline Ikumi, Patrick Nginya.
Department for Natural Resources and the Environment
- 97/13 The Advancement of Librarianship in the Third World (ALP). A Core Programme of the International Federation of Library Associations and Institutions (IFLA). Leo Kenny
Department for Democracy and Social Development

- 97/14 Natural Science Research in Zimbabwe. An Evaluation of SAREC support for research capacity building. Erik W Thulstrup, Daniel Jagner, Peter N Campbell.
Department for Research Cooperation, SAREC
- 97/15 Sida Support to Dinageca in Mozambique. Sue Nichols, Clarissa Fourie, Margarita Mejias
Department for Natural Resources and the Environment

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