ADB

PROJECT DATA SHEET

Project Data Sheets (PDS) contain summary information on the project or program: Because the PDS is a work in progress, some information may not be included in its initial version but will be added as it becomes available. Information about proposed projects is tentative and indicative.

PDS Creation Date	16 Feb 2007	16 Feb 2007			
PDS Updated as of	31 Jul 2007				
Project Name	Secondary Educa	Secondary Education Modernization Project.			
Country	Sri Lanka	Sri Lanka			
Project/Program Number	33245-013				
Status	Approved				
Geographical Location	Nationwide.				
In preparing any country program or strategy Development Bank does not intend to make an		any designation of, or reference to, a particular territory o atus of any territory or area.	r geographic area in this document, the Asian		
Sector and/or Subsector	Education				
Classification	/ Pre-Primary and	Basic Education			
Thematic Classification	_				
Gender Mainstreaming Categories	-				
FINANCING					
Type/Modality of Assistance	Approval Number	Source of Funding	Approved Amount (US\$ thousand)		
Loan	1756	-	0		
TOTAL			US\$ 0		

SAFEGUARD CATEGORIES

For more information about the safeguard categories, please see http://www.adb.org/site/safeguards/safeguard-categories

Environment	C

Involuntary Resettlement	_
Indigenous Peoples	-

SUMMARY OF ENVIRONMENTAL AND SOCIAL ISSUES

Environmental implications were reviewed and no significant adverse environmental impacts were identified. The Project also involves no resettlement or land acquisition. Social assessments indicate that females are well represented in the school system. About 60 percent are in secondary schools and their pass rate in national examinations is higher than that of boys. About 65 percent of secondary schoolteachers are female. Females often find it difficult to relocate to remote schools, thus contributing to the shortage of qualified teachers available for redeployment to rural areas. Schools in Sri Lanka cater to clearly defined ethnic and cultural clientele within a given geographic area. In rural areas, poverty is severe especially in the hill plantation regions in the 24 centers of the country where many families do not own land, and poverty is widespread. Deprivation is measured in terms of lack of access to electricity, potable water, health care, and good schools. Government surveys suggest that families residing in poor areas prefer to migrate to towns and urban centers once they attain marketable skills. Because education is near universal for students up to age 15 or 16, the poor still attend school but are in danger of dropping out when they do poorly on the grade 11 national examination. Monitoring the number of additional students passing the national examinations at age 16 and 18 will indicate the Project's effectiveness and demonstrate how changes in the pass rates affect individual earnings and reduce poverty. Measures of stipend program success can also provide information on poverty reduction.

h. g
Environmental Aspects
Involuntary Resettlement
Indigenous Peoples –
STAKEHOLDER COMMUNICATION, PARTICIPATION, AND CONSULTATION
During Project Design –
During Project Implementation

DESCRIPTION

The overall objective of the Project is to assist the Government to modernize the secondary school system to prepare the young to compete in the modern global economy. Specifically, the Project will improve the quality of secondary school instructional materials and training to raise the national examination results. Quality improvement will lead to higher pass rates especially through improved access for disadvantaged students by introducing stipends and upgrading selected schools to full curriculum secondary schools in underserved areas. The Project will improve school supervision and management so that teachers and principals have greater control over classroom learning as it affects examination results. Component I will modernize secondary schools by introducing modern teaching, learning and evaluation methods to improve quality. Component II will broadened educational opportunities for disadvantaged students. Component III will improve the delivery of educational services.

PROJECT RATIONALE AND LINKAGE TO COUNTRY/REGIONAL STRATEGY

While Sri Lanka has achieved progress in basic human development, it has been unable to translate these achievements into broad-based sustainable economic growth. Worse still, the rural poor have not had equal access to opportunities necessary to acquire social and physical capital. A key reason for this failure to achive more rapid economic growth with greater equity is the poor quality of the education system. Strong state dominance and an inflexible regulatory framework

that limits choice have characterized the system. There is an over-reliance on national tests as opposed to school based assessment, a mismatch between ability to pay and secondary school educational services offered, little choice in the quality of education especially for the poor or options to avail of scholarships or private partnerships and, finally, weak supervision and management from the national to local level. This has created a secondary school system that graduates students unequipped with marketable skills and unprepared to participate in the modern economy. The result is relatively high unemployment among the educated while emerging modern sector employment opportunities are unfilled due to lack of qualified candidates. It also results in an inefficient and inflexible secondary education system that restructs curriculum choice and occupational opportunities. Sri Lanka views modernization of secondary education as one of the main pillars of its drive for economic and social development and a key to reducing regional disparities. Consequently, there is no choice but to improve school quality by raising standards, improve access especially for the poor through greater choice of quality offerings and improve administrative efficiency through school leadership and decentralization.

_	
PROJECT OUTCOME	
Description of Outcome	Progress Towards Outcome
_	-
OUTPUTS AND IMPLEME	ENTATION PROGRESS
Description of Project Outputs	Status of Implementation Progress (Outputs, Activities, and Issues)
	_
BUSINESS OPPORTUNIT	ries
Date of First Listing	16 Feb 2007
Date of First Listing Consulting Services	The Project will require 373 person-months of consulting services (190 international and 183 domestic) to support implementation and capacity building for the Project. The consultants will be engaged by the Ministry of Education and Higher Education in accordance with applicable Nordic Development Fund guidelines.
	The Project will require 373 person-months of consulting services (190 international and 183 domestic) to support implementation and capacity building for the Project. The consultants will be engaged by the Ministry of Education and Higher Education in

Fact-finding	29 Mar 2000 to 19 Apr 2000	
Management Review Meeting	22 May 2000	
Approval	12 Sep 2000	

MILESTONES

Last Review Mission

Approval No	Annroval	Cianina	Effectivity	Closing		
Approval No.	Approval	Signing		Original	Revised	Actual
Loan 1756	12 Sep 2000	20 Oct 2000	18 Dec 2000	30 Jun 2006	-	05 Oct 2007

STATUS OF COVENANTS

Covenants are categorized under the following categories—audited accounts, safeguards, social, sector, financial, economic, and others. Covenant compliance is rated by category by applying the following criteria: (i) Satisfactory—all covenants in the category are being complied with, with a maximum of one exception allowed, (ii) Partly Satisfactory—a maximum of two covenants in the category are not being complied with, (iii) Unsatisfactory—three or more covenants in the category are not being complied with. As per the 2011 Public Communications Policy, covenant compliance ratings for Project Financial Statements apply only to projects whose invitation for negotiation falls after 2 April 2012.

	Category						
Approval No.	Sector	Social	Financial	Economic	Others	Safe	Project Financial Statements
Loan 1756	_	_	_	_	_	_	_

CONTACTS AND UPDATE DETAILS

List of Project Documents

Responsible ADB Officer	Ayako Inagaki (ainagaki @adb.org)			
Responsible ADB Department	South Asia Department			
Responsible ADB Division	Environment, Natural Resources & Agriculture Division, SARD			
Executing Agencies	Ministry of Education Mr. Anura Dissanayake			
LINKS				
Project Website	http://www.adb.org/projects/33245-013/main			

http://www.adb.org/projects/33245-013/documents