

MONITORING AND EVALUATION FRAMEWORK

CONTENTS

	Page
Table 1: Reporting to Stakeholders	2
Table 2: Information Technology and Management Applications	3
Table 3: Monitored and Reported Data	4
Table 4: Monitoring and Evaluation Responsibilities and Expanded Data Sources for DLIs and Other Indicators	6

Table 1: Reporting to Stakeholders

Stakeholder Type	Specific Entities	Method of Engagement	Frequency (per year)
Development partners	ADB, World Bank, UNICEF, UNESCO, etc.	Donor reports, Project SDG Progress reports,	According to requirements set by development partner
Public and Civil Society	General public: enquiries	<ul style="list-style-type: none"> Through data management portal, other MOE websites, MOE reports NIE website and reports Under Right to Information Act, information is provided on individual request basis Exam results, analyses and other reports published by DOE (depending on level of access allowed) 	As required As required As required Depending on exam schedule
	Local communities: Students and parents	<ul style="list-style-type: none"> School Development Committees Meetings with teachers, principals etc. 	As required
Provincial, zonal, and divisional entities	Provincial /zonal/ divisional education officers, subject directors, special advisors	Regular and ad hoc meetings on work plans, and other issues with MOE	At least quarterly and as needed.
	Subnational examination and marking centers	With DOE on holding of examinations	As required
	Teacher training centers and colleges	With NIE in training events and planning	As required
National authorities:	Ministry of Finance	Reports and meetings	Quarterly reports, meetings as required
	Policy Coordinating and Monitoring Division- Presidential Secretariat	Reports and meetings	Quarterly reports, meetings as required
	Progress report for Budget Committee Stage	Annual performance Report	Annually
	Prime Minister's office	Reports and meetings	As required
Media	National/regional media	Interviews with designated persons by MOE, NIE, and DOE Press statements	As required
Parliament	Members of Parliament	Annual Performance Reports Presentations of issues when required	Annually
Intra-ministerial and inter-ministerial	All entities within MOE	Annual Performance Reports, reports on department activities and reports on foreign funded projects Staff meetings Staff unions	As required

ADB = Asian Development Bank, DOE= Department of Examinations, MOE = Ministry of Education, NIE = National Institute of Education, SDG = sustainable development goal, UNESCO = United Nations Educational, Scientific and Cultural Organisation, UNICEF = United Nations Children's Fund.

Source: Asian Development Bank and Ministry of Education

Table 2: Information Technology and Management Applications

IT application	What It Collects Data On and Monitors	Responsible Units/Staff
Microsoft Word, Excel	<ul style="list-style-type: none"> • Planning and project management 	MOE staff, Provincial, Zonal, District and School Levels Field specialists for institutional development and field specialists for sanitation and hygiene
Microsoft Excel, Google Sheets	<ul style="list-style-type: none"> • All project data gathered for indicators and other needs • Training data 	MPR, DMB NIE
SPSS/STATA	<ul style="list-style-type: none"> • School Census and EMIS data analysis 	DMB and SD/DCS
SQL Server/My SQL/PostgreSQL	<ul style="list-style-type: none"> • EMIS data collection operation 	DMB and SD/DCS
Microsoft Access	<ul style="list-style-type: none"> • Ad-hoc data and progress reports 	DMB and SD/DCS
LibreOffice	<ul style="list-style-type: none"> • EMIS data collection operation 	Zonal Office
Own database designed to run on own IBM AS/400 computer system	<ul style="list-style-type: none"> • Examination scores and performance data 	DOE
CIGAS	<ul style="list-style-type: none"> • Expenditure and accounts 	Finance Division

CIGAS = Computerized Integrated Government Accounting System, DCS = Department of Census and Statistics, DMB = Data Management Branch, DOE = Department of Examinations, EMIS = Education Management Information System, IT = information technology, MOE = Ministry of Education, MPR = Monitoring and Performance Review Branch, NIE = National Institute of Education, SD = Statistical Division in MOE.

Source: Asian Development Bank and Ministry of Education, Sri Lanka.

Table 3: Monitored and Reported Data

Data Type	Data/Indicators Produced
Data managed by DMB supported by SD/DCS	<p>1. Government Schools Details Number of schools disaggregated as follows:</p> <ul style="list-style-type: none"> • Government Schools • Government Schools by Type of School • National Schools and Provincial Schools • Government Schools by Ethnicity • Urban and Rural Schools • Plantation Schools • Government Schools by Medium • Government Schools by Gender • Classification of Schools by Difficulty Level • Classification of Schools by Number of Teachers & Medium • Classification of Schools by Size of Pupil Population • Government Schools by Grade Span <p>2. Details of Students in Government Schools Number of students:</p> <ul style="list-style-type: none"> • Primary Students (in Government Schools) • Lower Secondary (6–9) Students (in Government Schools) • Upper Secondary (10–11) Students (in Government Schools) • Advanced Level (12–13) Bio Science Stream Students (in Government Schools) • Advanced Level (12–13) Mathematics Stream Students (in Government Schools) • Advanced Level (12–13) Bio-Technology Stream Students (in Government Schools) • Advanced Level (12-13) Engineering Technology Stream Students (in Government Schools) • Advanced Level (12–13) Arts Stream Students (in Government Schools) • Advanced Level (12–13) Commerce Stream Students (in Government Schools) • Advanced Level (12–13) Common Stream Students (in Government Schools) • Total Advanced Level (12–13) Students (in Government Schools) • Total (1–13) Students (in Government Schools) • Urban/Rural Classification of Students • Students in Plantation Schools • Students by Type of School <p>3. Details of Teachers in Government Schools Number of teachers:</p> <ul style="list-style-type: none"> • Teachers in Government Schools by Nature of Work • Teachers in Government Schools by Educational Qualification • Teachers in Government Schools by Medium of Instruction & Gender • Teachers in Government Schools by Professional Qualification • Teachers in Government Schools by Age • Teachers in Government Schools by Present Post • Teachers in Government Schools by Service • Teachers in Government Schools by Type of School • Teachers in Government Schools by Qualification Category • Schools by Teacher Population <p>4. Grade One New Admissions</p> <ul style="list-style-type: none"> • Grade One New Admissions by Gender and Medium of Study - 2017

Data Type	Data/Indicators Produced
	<ul style="list-style-type: none"> • Grade One New Admissions by Gender and with ECCE - 2017 • Grade One New Admissions by Gender and Type of School <p>5. Indicators Calculated from the System</p> <ul style="list-style-type: none"> • Gross Student Teacher Ratio by Category of Teacher and District • Gross Student Teacher Ratio by Type of School and Gender of Students • Gross Pupil Teacher Ratio by Medium of Instruction in School • Gross Intake Ratio • Net Intake Ratio • Gross Enrolment Ratio • Net Enrolment Ratio • Promotion Rate • Repetition Rate • Dropout Rate • Gross Survival Rate • Net Survival Rate • Pupil class ratio
Results indicators for externally-funded projects	All indicators required by the specific project, including beneficiary feedbacks.
Reports to Prime Minister's office	Monitoring reports Education Statistical Yearbook
Data managed by NIE	<p>All numbers related to training: dates/trainees/gender/training subject:</p> <ul style="list-style-type: none"> • Training of Provincial Primary Resource team members • Training of in-service Advisors • Training of Teachers, Principals, Deputy Principals, Assistant Principals • Training of central/provincial/zonal/divisional education officers • Training of subject directors (e.g., Mathematics)
Data managed by DOE	<ul style="list-style-type: none"> • Examination scores and student performance with data disaggregated by sex, province, district, and subject stream • School Performance index: composite and subject-wise • Subject-wise analyses and item analyses

DCS = Department of Census and Statistics, DMB = Data Management Branch, DOE = Department of Examinations, MOE = Ministry of Education, NIE = National Institute of Education, SD = Statistical Division in MOE.

Source: Asian Development Bank and Ministry of Education.

Table 4: Monitoring and Evaluation Responsibilities and Expanded Data Sources for Disbursement-Linked Indicators and Other Indicators

Performance Targets and Indicators with Baselines		Responsible Unit/Entity	Data Collected	Recommended Monitoring Frequency	Systems for Data Collection	Reporting Means
Outcome indicators						
1	DLI 1. Assessment system for improving student learning outcomes in 'O' Level mathematics and science subjects established by 2025.	DOE SMTSU/ MOE	Progress on NSAF and new assessment modules against quarterly targets/milestones. Training records with quarterly/annual targets and progress by institute, staff category and positions. Examination scores and performance data.	Quarterly Annual	Manual, meeting records, Excel DOE database with own computer system	Quarterly RBL/DLI monitoring meeting records. DOE website and reports
2	21st century skills within the new curriculum, pedagogy and assessment system embedded by 2025.	MOE, SMTSU, NIE	Data from comparative analyses and modelling. Old and new examination questions, curricula, and pedagogy. Interview data.	Once only, 2024–2025.	Manual. NIE, DOE systems Evaluation Report prepared by evaluation committee	Regular meetings with MOE, DOE, NIE, DOEP, and the evaluation committee formed for the purpose.
3	Learning outcomes in 'O' Level mathematics and science subjects improved for both girls and boys from 2024 baseline.	MOE, DOE, SMTSU	Data from examinations.	Twice, 2024 (baseline) and 2025.	DOE systems	From 2024, meetings called for this purpose.
Output indicators						
4	DLI 2. New 'O' and 'A' Level gender-sensitive blended learning curricula in program-targeted subjects developed and implemented by 2025.	MOE, NIE, TTCs, SMTSU	Progress on curricula development and roll out against quarterly/annual targets. Progress in media campaign.	Quarterly/Annual	Manual/ Excel NIE systems	Quarterly RBL/DLI monitoring meeting records.
5	DLI 3. At least 65% of grades 10–12 teachers in 'O' and 'A' Level program-targeted subjects implement inquiry-based and interactive teaching practices by online and distance learning, and face-to-face classroom instruction. (disaggregated by female/male teachers)	NIE, MOE: SMTSU	Training/THRM records. Data from use of evaluation tool.	3 times per year	THRM, excel/manual, and an evaluation designed by MOE/NIE	Quarterly RBL/DLI monitoring meeting records

Performance Targets and Indicators with Baselines		Responsible Unit/Entity	Data Collected	Recommended Monitoring Frequency	Systems for Data Collection	Reporting Means
6	DLI 4. At least 70% of teachers for 'O' and 'A' Level program-targeted subjects are deployed in 70% of schools in accordance with MOE Circular on Determination of Teacher Cadre. (disaggregated by national/provincial schools)	MOE/SMTSU, PEAs	Teacher/school mapping data by subject. School location data. HR deployment/qualification/training records	2 times per year	THRM, excel, manual, maps	Quarterly RBL/DLI monitoring meeting records.
7	Educational leadership to support secondary education reform strengthened: DLI 5a. At least 75% of Principals, Assistant and Deputy Principals in program schools, and 75% of Provincial/Divisional/Zonal Education Officers in program areas trained in instructional leadership (at least 40% and 60% women trainees respectively) (by national/provincial schools, male/female trainees).	MOE/NIE, TTCs, PEAs, SMTSU	Training/THRM records. Progress against targets by national/provincial, M/F.	Quarterly	THRM, excel, manual	Quarterly RBL/DLI monitoring meeting records.
8	DLI 5b. At least 70% of program schools have implemented SDP strategies for (a) improving learning outcomes in STMC subjects, (b) attracting and increasing girls into STMC subjects, and (c) reducing dropouts among boys (by national/provincial program schools).	MOE, PEAs, SMTSU	Data on SDP, school records, school grant data and records Progress on implementation of SDP against its targets. School records on students' scores, M/F enrolment in STMC, school dropouts. % of expenditure from school grant according to the circular provisions.	Quarterly	Excel, manual	Quarterly RBL/DLI monitoring meeting records.
9	DLI 6. All performance-based partnership agreements between MOE and provincial education authorities aligned with the priority educational reform agenda each year.	MOE, PEAs, SMTSU	Progress of PPAs based on annual targets	3 times per year	Excel, manual	Quarterly RBL/DLI monitoring meeting records.

Performance Targets and Indicators with Baselines	Responsible Unit/Entity	Data Collected	Recommended Monitoring Frequency	Systems for Data Collection	Reporting Means
10 DLI 7. All key sector indicators, including sex-disaggregated data, from MOE, NIE, and DOE made publicly available on the MOE website and published as annual sector performance reports by 2025.	MOE, DCS, NIE, DOE, DOEP SMTSU	Progress reports on MOE M&E system development against quarterly/annual targets/milestones.	Quarterly	Excel, manual	Quarterly RBL/DLI monitoring meeting records.
11 By 2023, Program Based Budgeting compliant with sector targets at MOE introduced and applied yearly.	MOE	Annual progress reports from 2023, including on training	Annual	To be determined	Annual reports on PBB from 2023

DCS = Department of Census and Statistics, DLI = disbursement-linked indicator, DOE = Department of Examinations, DOEP = Department of Education Publications, MOE = Ministry of Education, M&E = monitoring and evaluation, NEMIS = National Education Management Information System, NIE = National Institute of Education, NSAF = national student assessment framework, PBB = Program Based Budgeting, PEA = Provincial Education Authority, PPA = performance-based partnership agreement, SDP = school development plan, SMTSU = Sector Monitoring and Technical Support Unit, STMC = science, technology, mathematics and commerce, THRM = Teacher Human Resources Management System, TTC = teacher training college.

Source: Asian Development Bank and Ministry of Education, Sri Lanka.