



Report and Recommendation of the President to the Board of Directors

Project Number: 52203-001
November 2020

Proposed Results-Based Loan Democratic Socialist Republic of Sri Lanka: Secondary Education Sector Improvement Program

Distribution of this document is restricted until it has been approved by the Board of Directors. Following such approval, ADB will disclose the document to the public in accordance with ADB's Access to Information Policy.

Asian Development Bank

CURRENCY EQUIVALENTS

(as of 22 October 2020)

Currency unit	–	Sri Lanka rupee/s (SLRe/SLRs)
SLRe1.00	=	\$0.005424
\$1.00	=	SLRs184.35

ABBREVIATIONS

'A' Level	–	General Certificate of Education Advanced Level
'O' Level	–	General Certificate of Education Ordinary Level
ADB	–	Asian Development Bank
CERP	–	Contingency Emergency Response Plan
COVID-19	–	coronavirus disease
DLI	–	disbursement-linked indicator
GESDP	–	General Education Sector Development Plan
M&E	–	monitoring and evaluation
MOE	–	Ministry of Education
PEA	–	provincial education authority
RBL	–	results-based lending
STEM	–	science, technology, engineering, and mathematics
STMC	–	science, technology, mathematics, and commerce

NOTE

In this report, "\$" refers to United States dollars.

Vice-President	Shixin Chen, Operations 1
Director General	Kenichi Yokoyama, South Asia Department (SARD)
Deputy Director General	Diwesh Sharan, SARD
Director	Sungsup Ra, Human and Social Development Division (SAHS), SARD
Team leader	Uzma Hoque, Principal Social Sector Specialist, SAHS, SARD
Team members	<p>Mikael Andersson, Financial Management Specialist, Portfolio, Results and Quality Control Unit; SARD</p> <p>Enthrem Bagtas, Associate Project Analyst, SAHS, SARD</p> <p>Ma. Karmela Dua, Senior Operations Assistant, SAHS, SARD</p> <p>Saranga Weerakone Bandara Gajasinghe, Safeguards Officer, Sri Lanka Resident Mission (SLRM), SARD</p> <p>Alfredo Garcia, Senior Operations Assistant, SAHS, SARD</p> <p>Sudarshana Anojan Jayasundara Halgamage Don, Social Development Officer (Gender), SLRM, SARD</p> <p>Srinivasan Janardanam; Principal Financial Management Specialist, Public Financial Management Division (PFFM); Procurement, Portfolio and Financial Management Department (PPFD)</p> <p>Herathbanda Jayasundara, Social Development Officer, SLRM, SARD</p> <p>Maria Joao Kaizeler, Senior Financial Management Specialist, PFFM, PPFD</p> <p>Utsav Kumar, Senior Country Economist, SLRM, SARD</p> <p>Taisuke Miyao, Senior Procurement Specialist, Procurement Division 1, PPFD</p> <p>Kirsty Newman, Senior Education Specialist, Education Sector Group, Sustainable Development and Climate Change Department (SDCC)</p> <p>Unika Shrestha, Young Professional, SAHS, SARD</p> <p>Gi Soon Song, Principal Social Sector Specialist, SAHS, SARD</p> <p>Lei Lei Song, Regional Economic Advisor, Office of the Director General, SARD</p> <p>Asghar Ali Syed, Principal Counsel, Office of the General Counsel</p> <p>Paul Vandenberg, Senior Economist, Economic Analysis and Operational Support Division, Economic Research and Regional Cooperation Department</p>
Peer reviewer	Brajesh Panth, Chief of Education Sector Group, SDCC

In preparing any country program or strategy, financing any program, or by making any designation of or reference to a particular territory or geographic area in this document, the Asian Development Bank does not intend to make any judgments as to the legal or other status of any territory or area.

CONTENTS

	Page
RESULTS BASED PROGRAM AT A GLANCE	
I. THE PROPOSAL	1
II. THE PROGRAM	1
A. Strategic Context	1
B. Program Rationale	3
C. Program Scope	5
D. Program Results	6
E. Expenditure Framework and Financing Plan	8
F. Capacity Development and Program Action Plan	9
G. Implementation Arrangements	10
III. SUMMARY OF ASSESSMENTS	10
A. Program Technical Assessments	10
B. Program Systems Assessments	11
C. Integrated Risk Assessment and Mitigating Measures	12
IV. ASSURANCES	13
V. RECOMMENDATION	13
APPENDIXES	
1. Design and Monitoring Framework	14
2. List of Linked Documents	18
3. Disbursement-Linked Indicators, Verification Protocols, and Disbursement Schedule	19

RESULTS BASED PROGRAM AT A GLANCE

1. Basic Data		Project Number: 52203-001
Project Name	Secondary Education Sector Improvement Program	Department/Division SARD/SAHS
Country	Sri Lanka	Executing Agency Ministry of Education
Borrower	Government of Sri Lanka	
Country Economic Indicators	https://www.adb.org/Documents/LinkedDocs/?id=52203-001-CEI	
Portfolio at a Glance	https://www.adb.org/Documents/LinkedDocs/?id=52203-001-PortAtaGlance	
2. Sector	Subsector(s)	ADB Financing (\$ million)
✓ Education	Secondary	400.00
	Total	400.00
3. Operational Priorities		Climate Change Information
✓ Addressing remaining poverty and reducing inequalities		GHG reductions (tons per annum) 0
✓ Accelerating progress in gender equality		Climate Change impact on the Project Low
✓ Strengthening governance and institutional capacity		
		ADB Financing
		Adaptation (\$ million) 0.00
		Mitigation (\$ million) 0.00
		Cofinancing
		Adaptation (\$ million) 0.00
		Mitigation (\$ million) 0.00
Sustainable Development Goals		Gender Equity and Mainstreaming
SDG 4.1, 4.5, 4.c		Effective gender mainstreaming (EGM) ✓
SDG 5.b		
SDG 10.2		Poverty Targeting
		General Intervention on Poverty ✓
4. Risk Categorization:	Complex	
5. Safeguard Categorization	Environment: B Involuntary Resettlement: C Indigenous Peoples: C	
6. Financing		
Modality and Sources		Amount (\$ million)
ADB		400.00
Sovereign Results Based Lending (Regular Loan): Ordinary capital resources		400.00
Cofinancing		0.00
None		0.00
Counterpart		2,801.30
Government		2,801.30
Total		3,201.30
Currency of ADB Financing: US Dollar		

I. THE PROPOSAL

1. I submit for your approval the following report and recommendation on a proposed results-based loan to the Democratic Socialist Republic of Sri Lanka for the Secondary Education Sector Improvement Program.

2. The proposed program will support the reforms of upper secondary education under the Government of Sri Lanka's General Education Sector Development Plan (GESDP), 2020–2025.¹ It aims to achieve (i) enhanced quality and relevance of upper secondary science, technology, mathematics, and commerce (STMC) programs; (ii) stronger provincial and school capacity to implement education reforms; and (iii) better sector management capacity. The program builds on the long-term engagement of the Asian Development Bank (ADB) in Sri Lanka's education sector and tackles key challenges stemming from the coronavirus disease (COVID-19) pandemic.

II. THE PROGRAM

A. Strategic Context

3. **Background.** Sri Lanka recorded an average annual economic growth rate of 5.2% from 2010 to 2019,² reaching upper middle-income status in 2019. Growth has since been slowing (2.3% in 2019),³ partly because of the 2019 Easter bombings, which devastated the country's vital tourism industry, a main source of jobs, and discouraged foreign investment. The country was reclassified as a lower middle-income country in June 2020.⁴ The impact of COVID-19⁵ is expected to contract real gross domestic product by 5.5% in 2020 and sharply increase poverty.⁶ Sri Lanka aspires to be an advanced knowledge economy⁷ but needs to develop its human capital and transition to higher-value, more complex economic activities.⁸ Education and skilled labor are thus national priorities.

4. **Education sector context.** The government aims to empower young people to reach their full potential, and infuse new technology to enhance production and productivity, as set out in the 2019 National Policy Framework (footnote 7). Enrollment in primary and lower secondary education is high,⁹ but upper secondary education falls short on access, quality (especially in provincial or rural schools), and relevance to the labor market.

¹ In Sri Lanka, upper secondary education refers to grades 10–13, lower secondary refers to grades 6–9, and primary refers to grades 1–5. Ministry of Education (MOE). 2020. *Sri Lanka: General Education Sector Development Plan 2020–2025 (revised May 2020)*. Colombo.

² ADB. 2020. *Key Indicators for Asia and the Pacific 2019*. Manila; and ADB. 2020. *Gross Domestic Product Growth, Asian Development Outlook Supplement 2020 – June 2020*. Manila.

³ ADB. 2020. *Gross Domestic Program Growth, Asian Development Outlook Supplement 2020—June 2020*.

⁴ In 2019, Sri Lanka's gross national income per capita was \$4,020. World Bank. *World Bank Analytical Classifications*; and *GNI per capita Atlas Method* (accessed 10 September 2020).

⁵ Several development partners, including ADB, provided support for the government's COVID-19 response.

⁶ (i) for COVID-19 impact on gross domestic product: ADB. 2020. *Asian Development Outlook Update: Wellness in Worrying Times*. Manila; and (ii) COVID-19 could push a further 2.8% of the population (about 600,000 people) below the poverty line of \$3.20/day in 2020 (ADB estimates). In 2016, 10.1% were below the \$3.20 poverty line (*World Bank estimates*).

⁷ Government of Sri Lanka. 2019. *National Policy Framework: Vistas of Prosperity and Splendour*. Colombo.

⁸ In a ranking of economic complexity, Sri Lanka's rank slipped from 69th out of 133 countries in 2008 to 78th in 2018. Harvard University. *Atlas of Economic Complexity* (accessed 30 August 2020).

⁹ The net enrollment rate in 2018 was 99.1% in primary, 98.5% in lower secondary, and 81.4% in upper secondary education. Gender parity was achieved in primary and lower secondary schools, but in upper secondary education, 107 girls are enrolled for every 100 boys. *United Nations Educational, Scientific and Cultural Organization Institute for Statistics* (accessed 4 August 2020).

5. **Labor market requirements.** With an aging population, Sri Lanka's competitiveness will depend on building a diversified and agile workforce able to adapt, innovate, and apply technology.¹⁰ The country faces a shortage of skilled labor in industry and services, and a shortage of employable young people. Unemployment rates among youth (21.4%) and women (7.1%) are higher than the national average (4.4%).¹¹ The labor market has three requirements that the current education system does not meet. First, graduates with a foundation in science and technology are in high demand, followed by graduates in commerce and management,¹² especially for the service sector.¹³ Arts graduates are less in demand, accounting for 59% of unemployed graduates in 2018 (footnote 11). Second, the demand for highly skilled workers has outpaced demand for lower skill levels. Between 2015 and 2018, the number of workers employed in skilled jobs, such as managers and professionals, rose by 29%, while the number of those in lower skilled jobs increased by 3.9%.¹⁴ Third, industry, services, and trade require young people with critical cognitive skills, digital and English skills, and 21st century skills, such as problem solving, creative thinking, teamwork, and communication (footnote 10 and Appendix 3).¹⁵

6. **Limited access to science, technology, engineering, and mathematics education.** Despite high access rates overall, upper secondary enrollments remain skewed toward arts subjects. Only a third of upper secondary students were enrolled in science and technology streams in 2018.¹⁶ Nationwide, only 36% of schools with General Certificate of Education Advanced Level ('A' Level) streams offer science, technology, engineering, and mathematics (STEM).¹⁷

7. **Quality issues.** Secondary education learning outcomes are poor, as measured by national and international tests.¹⁸ In 2019, 26% of students did not pass the grade 11 General Certificate of Education Ordinary Level ('O' Level) examination, while 38% of school candidates did not pass the 'A' Level exams. The failure rate in 'A' Level mathematics was 63%.¹⁹

¹⁰ International Labour Organization. 2019. [Future of Work in Sri Lanka: Shaping Technology Transitions for a Brighter Future](#). Colombo and Malé.

¹¹ Rates in 2018 for youth not in employment, education, or training were 14.4% for males and 29% for females. Government of Sri Lanka, Department of Census and Statistics. 2019. [Sri Lanka Labour Force Survey Annual Report 2018](#). Colombo.

¹² Employment rates exceeded 90% among graduates of engineering, information and communication technology, and medicine; they were 71% among science graduates and 66% among management graduates, but only 32% among arts graduates. Ministry of Higher Education and Highways. 2013. *Graduate Employment Census*. In: ADB and International Labour Organization. 2017. [Sri Lanka—Fostering Workforce Skills Through Education—Employment Diagnostic Study](#). Manila and Geneva.

¹³ Services accounted for 47% of Sri Lanka's overall employment in 2019.

¹⁴ Between 2015 and 2018, managerial and senior officer positions increased by 29%, professional posts by 9.3%, and technical and associate professional posts by 41.0%. Clerical jobs decreased by 8.0%, elementary occupation jobs rose by 3.9% (footnote 11).

¹⁵ Appendix 3, Table A3.2, disbursement-linked indicator (DLI) 2 also provides a definition of 21st century skills.

¹⁶ Of national 'A' Level enrollments in 2018, 24% were in science, 12% in technology, 21% in commerce, and 43% in the arts stream. ADB. 2020. [Completion Report: Sri Lanka—Education Sector Development Program](#). Manila.

¹⁷ The remaining schools offer arts and commerce streams. Government of Sri Lanka, MOE. 2018. [School Census Report 2017](#). Colombo. 'O' Level refers to General Certificate of Education Ordinary Level equivalent to grades 10 and 11. 'A' Levels refers to General Certificate of Education Advanced Level equivalent to grades 12 and 13.

¹⁸ Grade 8 tests in mathematics—based on Trends in International Mathematics and Science Study surveys of 2014 and 2016—showed low scores by students with a mean score of 23%. Government of Sri Lanka, MOE, National Education Research and Evaluation Centre. 2017. [Patterns and Trends in Achievement. TIMSS. National Assessment of Students Completing Grade 8 in Year 2016 in Sri Lanka](#). Colombo (accessed 5 August 2020).

¹⁹ Government of Sri Lanka, Department of Examinations. 2019. [Statistics and School Performance Indices](#). Colombo (accessed 13 June 2020).

8. **COVID-19 impact.** The COVID-19 outbreak²⁰ disrupted education for more than 5.57 million learners (including 2.73 million at secondary level) when schools and universities had to close.²¹ In response, the government is implementing the Contingency Emergency Response Plan (CERP) for general education,²² using e-learning platforms and/or classes through television. However, children and teachers in rural areas lack internet connectivity, access to devices and digital platforms, and the training required for distance education.²³ Thus, the COVID-19 pandemic has exacerbated rural–urban inequity, while causing learning losses that could lead to more dropouts.²⁴ If unchecked, learning losses and poor education quality could lead to high and sustained costs. Sri Lanka cannot afford to ignore these issues.²⁵ As a result, the government requested ADB to reprioritize its assistance program in 2020 to support the government’s response to the impacts of COVID-19, focusing on continuity in education, among others. The proposed program is part of a package of ADB support to mitigate COVID-19 impacts in Sri Lanka.²⁶

9. **Gender issues.** Sri Lanka has achieved gender parity in secondary education, with more girls in the education system performing better than boys, and overall higher participation and pass rates. At ‘A’ Level, boys are outnumbered by girls, and in the examinations, girls outperform boys by 20 percentage points (footnote 19). The key issue in education is the limited participation of girls in market-relevant subjects and streams. Female enrollment for ‘A’ Level streams is twice as high as that of males in the arts stream, but only 6% of girls enrolled are in the technology stream, compared with 18% of boys.²⁷ This tendency contributes to lowering the future employability potential of females: among those with upper secondary education or higher, the unemployment rate is 13.2% among females and 5.1% among males (footnote 11).

B. Program Rationale

10. **Previous reforms and lessons learned.** In 2013, the government laid the foundation for modernizing secondary education by (i) introducing the technology stream; (ii) investing in appropriate facilities for STEM education; and (iii) supporting leadership training for principals and deputy principals. The transformative reform trajectory was supported by ADB’s Education Sector Development Program, an earlier results-based lending (RBL) program.²⁸ The lessons from it

²⁰ The government has so far contained the outbreak, with 4,252 confirmed cases (cumulative) and 13 deaths as of 7 October 2020. World Health Organization. [COVID-19 Dashboard](#) (accessed 7 October 2020).

²¹ United Nations Educational, Scientific and Cultural Organization Institute for Statistics. 2020. [COVID-19 Educational Disruption and Response](#). Paris.

²² Government of Sri Lanka, MOE. 2020. *Contingency Emergency Response Plan for the School Education Sector in Sri Lanka to Minimize COVID-19 Pandemic Disruptions*. Colombo.

²³ In 2019, 44% of urban, 29% of rural, and 13% of estate residents (aged 5–69) were computer literate. About 30% (27.5% of rural and 12.2% of estate residents) are able to use the internet. Government of Sri Lanka, Department of Census and Statistics. 2020. [Bulletin of Computer Literacy Statistics of Sri Lanka - 2019 Annual](#). Colombo.

²⁴ Globally, COVID-19 is expected to cause a loss of 0.6 learning-adjusted years of schooling, increase by 25% the share of secondary children below the minimum proficiency level, and heighten the risk of school dropouts. Brookings Institution. 2020. [Future Development - Learning Losses Due to COVID-19 Could Add Up to \\$10 Trillion](#). Washington, DC (accessed 9 August 2020).

²⁵ Estimates from the World Bank suggest that learning losses because of COVID-19, if not addressed, could result in an average reduction of \$872 in annual individual earnings. World Bank. 2020. [Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates](#). Washington, DC.

²⁶ In addition to the proposed program, ADB’s pipeline for 2020 includes the Small and Medium-Sized Enterprises Line of Credit Project (Third Additional Financing) for \$166.3 million, of which \$100 million is for working capital loans to small and medium-sized enterprises under the COVID-19 response. ADB provided COVID-19-related grants and repurposed grants and loans of \$21.5 million to support the government’s public health response, and \$70.8 million as credit facility and guarantees.

²⁷ ADB. 2020. [Completion Report: Sri Lanka—Education Sector Development Program](#). Manila.

²⁸ Footnote 25 and ADB. 2013. [Report and Recommendation of the President to the Board of Directors: Democratic Socialist Republic of Sri Lanka: Education Sector Development Program](#). Manila.

show that (i) reforms in curricula, pedagogy and assessment systems must be conceived and pursued concurrently to ensure constructive alignment between ‘what is taught, how it is taught and what is measured’, to yield positive results; and (ii) providing STEM facilities is not enough; teacher shortages, deployment imbalances, and quality issues must be tackled as well. It is also vital to (i) strengthen upper secondary education (grades 10–13), so that students can pursue multiple pathways; (ii) continue strengthening educational leadership at schools and provincial authorities, but with emphasis on effective local action (e.g., school grants and school development plans); and (iii) continue performance-based partnership agreements between the Ministry of Education (MOE) and provincial authorities, with emphasis on mutual accountability and alignment between reforms and local needs. In addition, ADB’s independent evaluation of the RBL modality²⁹ highlighted the need for stronger monitoring and evaluation (M&E) systems to better track sector performance, while COVID-19 underscored the need to build resilience into the education system, such as multimodal approaches to education delivery, remedial learning, and remote teacher training.

11. **Government program.** Building on the above reforms, the government’s GESDP 2020–2025 (para. 2) has four thrusts: (i) quality of education improved, especially in science, technology, and mathematics; (ii) equity in education strengthened; (iii) stewardship and service delivery of general education strengthened; and (iv) evidence-based education policymaking and planning enhanced. The government requested ADB support for the GESDP in relation to upper secondary education, to continue reforms and help manage the following priority issues:

- (i) To meet workforce requirements (para. 5), the education system needs to produce young people able to learn new skills and technologies, with a sound foundation in market-relevant subjects and 21st century skills. The current education system emphasizes routine cognitive skills, with content-heavy curricula, and lacks an inquiry-based approach³⁰ with practical applications. The assessment system emphasizes information recall, rather than analysis and problem solving.³¹ Inadequate quality of teaching contributes to poor learning outcomes (para. 7).³² Thus, curricula, assessment system, and pedagogy all need substantial reform.
- (ii) Despite previous efforts (para. 10), STEM access is limited because qualified STEM teachers are scarce and are not deployed evenly to urban and rural schools. Many teachers teach subjects for which they are not qualified.
- (iii) STEM access for girls and the underperformance of boys require attention (para. 9).
- (iv) COVID-19 (para. 8) highlights inequalities in access to digital education and blended learning,³³ and the need to build system resilience by (a) integrating online and distance learning approaches and resources; (b) building teacher capacity in digital skills and virtual teaching; and (c) supporting remedial lessons for students left behind.

12. **Education sector management.** Strengthening the management capacity of principals and provincial education authorities (PEAs) still requires translation into local actions and budgets (para. 10). Despite a redistribution of funding to poorer provinces, public spending on education

²⁹ ADB. 2017. *Results-Based Lending at the ADB: An Early Assessment*. Manila.

³⁰ Inquiry-based means students investigate problems and issues and build their understanding from the evidence they gather. Inquiry-based curricula and approach are defined in the verification protocols (Table A3.2., DLI 2).

³¹ Classroom assessments integrated into daily teaching are required for student learning and teacher guidance.

³² Teachers are not sufficiently trained in inquiry-based teaching–learning practices.

³³ Blended learning refers to a combination of online learning, educational television and radio programs, remote learning, and classroom-based face-to-face approaches.

remains skewed to urban schools.³⁴ Fragmented M&E systems affect sector planning and monitoring. Budgeting and procurement processes and social and environmental safeguard capacities (paras. 33–36) could be strengthened.

13. **Timing.** The proposed program is aligned with the government’s GESDP and CERP (para. 8), which cannot afford delays. Curricula and pedagogy reforms have already begun earlier in 2020, and new ‘O’ Level exams are scheduled for 2024. CERP’s COVID-19 mitigation measures are integrated into the program, which is scheduled to begin in late 2020.

14. **Results-based lending.** The RBL modality is appropriate because the program (i) is part of a strong education sector plan (footnote 1) with expenditure framework; (ii) builds on the previous RBL program’s achievements and experience; (iii) strengthens national and subnational systems in delivering reforms; (iv) focuses on results, not on transactions and expenditures; and (v) makes development coordination more effective since development partners are working within a common results framework. ADB financing represents 12.5% of the government’s upper secondary education agenda under the GESDP, so the program is designed to leverage large-scale and unprecedented reforms. The executing agency and other stakeholders have experience with the RBL approach. The program is aligned with ADB’s Strategy 2030³⁵ and the country partnership strategy, 2018–2022, and is included in its country operations business plan, 2020–2022.³⁶

15. **ADB’s value addition.** ADB adds value by (i) bringing cutting-edge expertise in innovative and inquiry-based blended teaching–learning approaches, in partnership with reputed international institutes sharing best practices; (ii) creating synergy across secondary education, technical and vocational education and training, and higher education, with ADB’s support in all three subsectors;³⁷ (iii) enabling the implementation of better teacher deployment strategies; (iv) empowering schools and communities to implement local actions that support the reforms; (v) mitigating the impact of COVID-19 in education; and (vi) accelerating the reforms by strengthening sector management. The program’s focus on upper secondary education (grades 10–13) complements the World Bank’s support to primary and lower secondary education (grades 1–9).³⁸ Table 1 shows the key development partners.³⁹

C. Program Scope

16. The proposed program is aligned with the government’s GESDP 2020–2025 and focuses on upper secondary education (Table 1).

³⁴ Provincial schools, run by PEAs, account for 95% of schools and 65% of total general education expenditure. National schools, mostly in urban areas and run by MOE, account for 5% of schools and 35% of expenditure.

³⁵ The program is aligned with ADB’s Strategy 2030 and three of its operational priorities: (1) addressing remaining poverty and reducing inequalities; (2) accelerating progress in gender equality; and (6) strengthening governance and institutional capacity. ADB. 2018. [Strategy 2030: Achieving a Prosperous, Inclusive, Resilient, and Sustainable Asia and the Pacific](#). Manila.

³⁶ The program contributes to pillar 1 (promoting economic diversification and productivity enhancement by upgrading human capital) in ADB’s country partnership strategy for Sri Lanka (ADB. 2017. [Country Partnership Strategy: Sri Lanka, 2018–2022—Transition to Upper Middle-Income Country Status](#). Manila). The ADB country operations business plan, 2020–2022 includes the program as “Secondary Education Sector Development Program.”

³⁷ ADB. 2018. [Sri Lanka: Skills Sector Enhancement Program—Additional Financing](#). Manila; and ADB. 2018. [Sri Lanka: Science and Technology Human Resource Development Project](#). Manila.

³⁸ World Bank. 2018. [General Education Modernization Project for Sri Lanka](#). Colombo. Coordination is undertaken through quarterly meetings between MOE, the World Bank, and ADB in relation to (i) remedial materials for grade 10 mathematics; (ii) school-based leadership development activities; and (iii) the development and implementation of curriculum, pedagogy, and assessment, which will affect both primary and secondary education.

³⁹ Development Coordination (accessible from the list of linked documents in Appendix 2).

Table 1: Program Scope

Item	Broader Government Program	Results-Based Lending Program
Outcome	Transforming the education system into a strong foundation for developing the human resources for a knowledge-based modern global economy.	Secondary education system transformed and aligned with evolving labor force needs.
Key outputs	Four thrust areas: (i) quality of education improved, especially in science, technology, and mathematics; (ii) equity in education strengthened: equitable learning opportunities for all children; (iii) stewardship and service delivery of general education strengthened; and (iv) evidence-based education policymaking and planning enhanced.	(i) Quality and relevance of secondary STMC programs enhanced; (ii) provincial and school capacity to implement education reforms strengthened; and (iii) sector management capacity strengthened.
Expenditure size	\$11.7 billion (primary and secondary education)	\$3.2 billion (upper secondary)
Main financiers and their respective total amounts	Government, ADB, JICA, KEXIM, KOICA, OFID, UNESCO, UNICEF, and World Bank ^a	Government: \$2.8 billion ADB: \$0.4 billion
Geographic coverage	Nationwide	Nationwide
Implementation period	2020–2025	2021–2025

ADB = Asian Development Bank; JICA = Japan International Cooperation Agency; KEXIM = Export-Import Bank of Korea; KOICA = Korea International Cooperation Agency; OFID = OPEC Fund for International Development; STMC = science, technology, mathematics, and commerce; UNESCO = United Nations Educational, Scientific and Cultural Organization; UNICEF = United Nations Children's Fund.

^a Details to be found in Development Coordination (accessible from the list of linked documents in Appendix 2).

Sources: Ministry of Education and Asian Development Bank estimates.

D. Program Results

17. The RBL program's impact will be: human resource development enhanced, supporting healthy and productive citizens and a globally competitive knowledge-centered economy.⁴⁰ The outcome will be: secondary education system transformed and aligned with evolving labor force needs, as captured by a disbursement-linked indicator (DLI) at outcome level (DLI 1) and two indicators not linked to disbursement.⁴¹ In addition to systemwide reforms, the program will focus on 750 schools, of which 80% are provincial schools. By 2026, reforms supported by the program will benefit about 953,000 students (503,000 females and 450,000 males) annually. The program will also have equipped 47,853 teachers (31,583 women and 16,270 men) with skills that will benefit successive generations of students.

18. **Output 1: Quality and relevance of secondary science, technology, mathematics, and commerce programs enhanced.** The ADB program will foster integrated reforms to curricula, pedagogy, and assessments. It will support a national student assessment framework and the rollout of the new assessment system. The program will also support curricula reform, by integrating practical problem solving with cognitive and socio-emotional skills (DLI 2), using blended learning approaches (footnote 33). Teachers will be trained in inquiry-based and interactive pedagogy (DLI 3), including via blended approaches and innovative modalities such as Applied Resource Hubs (centers for practical and blended teacher training), teacher clusters as learning communities, and online and offline training. Remedial learning will help fill learning gaps from school closures. Information and communication technology will be embedded across

⁴⁰ Extracted from (i) Government of Sri Lanka. 2019. *National Policy Framework: Vistas of Prosperity and Splendour*. Colombo; and (ii) MOE, Sri Lanka. 2020. *Sri Lanka: General Education Sector Development Plan 2020–2025 (revised May 2020)*. Colombo.

⁴¹ DLI 1 focuses on the establishment of the new assessment system as the outcome indicator instead of learning outcomes, because (i) the assessment system plays a catalytic role in driving change in primary and secondary education systems; and (ii) experience from other countries shows that combined reforms in curricula, pedagogy, and assessments take at least 5 years to yield results. The other indicators at the outcome level included in the design and monitoring framework are (i) 21st century skills satisfactorily applied and implemented in new curriculum, pedagogy, and assessment system; and (ii) student learning outcomes in 'O' Level mathematics and science subjects improved for both girls and boys from 2024 baseline.

the curricula. A national media campaign will increase demand for STMC streams, focusing on benefits and options for post-secondary pathways. The campaign will also educate children and communities on disease risk and prevention, disaster resilience, and preparedness.

19. **Output 2: Provincial and school capacity to implement education reforms strengthened.** The program aims to reduce disparities between urban and provincial schools and empower local authorities to translate reforms into local actions. It will promote the implementation of government policy on equitable distribution of teachers (DLI 4), including monetary and non-monetary incentives. It will also strengthen the capacity of principals and PEAs to support improved practices, approaches, and technologies. PEAs will develop a blended learning plan to tailor modes of delivery based on students' specific needs and circumstances, including short-, medium-, and long-term measures to strengthen online and remote learning.⁴² A budget line will be created to implement school development plans that will help schools meet local needs to improve learning, attract more students (especially girls) to take up STMC subjects, and reduce dropouts among boys (DLI 5). The program will also support annual performance-based partnership agreements between PEAs and MOE (para. 10), including adequate resource allocation, especially for poorer schools (DLI 6).

20. **Output 3: Sector management capacity strengthened.** The program will enhance the reliability and use of data, strengthen M&E systems, and MOE's capacity for research, evidence-based planning, and management (DLI 7). It will also (i) improve MOE and PEAs' fiduciary management and compliance with the government's financial and procurement regulations; (ii) strengthen MOE and PEAs' capacity for social and environmental safeguards; and (iii) ensure that all activities (under the proposed program) are gender-mainstreamed, and data and results disaggregated by sex.⁴³ An indicator not linked to disbursement focuses on the introduction and yearly application of program-based budgeting compliant with sector targets by MOE.

21. **Disbursement-linked and other indicators.**⁴⁴ The program results assessment shows that the results chain is sound, and that the seven DLIs and three outputs are designed to achieve the program outcome.⁴⁵ The DLIs also relate to the GESDP 2020–2025 (para. 11). They are designed to address the challenges captured in the sector assessment.⁴⁶ Table 2 sums up the allocations, with the largest share of ADB financing for DLI 1, DLI 2, and DLI 3. Verification of DLI achievement will be carried out by an independent third-party agent (independent verification agent), acceptable to both MOE and ADB. Feedback from program beneficiaries will be sought through mechanisms set out in the M&E system assessment.⁴⁷

Table 2: Disbursement-Linked Indicators

Indicator	Disbursement Allocated (\$ million)	Share of Total ADB Financing (%)
Outcome:		
1. A student assessment system for improving learning and 21st century skills (problem solving, creative thinking, communication, and teamwork) established.	80	20%

⁴² Ensuring connectivity for rural communities is also a government priority. Provincial education authorities will map students' and teachers' access to devices and internet connectivity to inform their blended learning plans and tailor the delivery modes to actual needs.

⁴³ The Design and Monitoring Framework (Appendix 1) and Program Action Plan (accessible from the list of linked documents in Appendix 2) show these actions.

⁴⁴ All indicators are in the Design and Monitoring Framework (Appendix 1).

⁴⁵ Program Results Assessment (accessible from the list of linked documents in Appendix 2).

⁴⁶ Sector Assessment (Summary): Education (accessible from the list of linked documents in Appendix 2).

⁴⁷ Program Monitoring and Evaluation System Assessment (accessible from the list of linked documents in Appendix 2).

Indicator	Disbursement Allocated (\$ million)	Share of Total ADB Financing (%)
Outputs		
2. Inquiry-based 'O' and 'A' Level blended learning curricula in program-targeted subjects developed and implemented, mainstreaming gender.	76	19%
3. At least 65% of grades 10–12 teachers in 'O' and 'A' Level program-targeted subjects implement inquiry-based and interactive teaching practices through online and distance learning, and face-to-face classroom instruction (<i>female/male</i>).	76	19%
4. At least 70% of teachers for 'O' and 'A' Level program-targeted subjects/subject streams are deployed in program schools in accordance with MOE Circular on Determination of Teacher Cadres ^a (<i>by national/provincial schools</i>).	60	15%
5. Educational leadership to support secondary education reform strengthened:		
(i) At least 75% of principals, assistant and deputy principals in program schools (at least 40% of them women), and 75% of provincial/divisional/zonal education officers in program areas (at least 60% of them women) trained in instructional leadership (<i>national/provincial schools, male/female trainees</i>).	28	7%
(ii) At least 70% of program schools have implemented SDP strategies for (a) improving learning outcomes in STMC subjects, (b) attracting and increasing girls in STMC subjects, and (c) reducing dropouts among boys (<i>by national/provincial program schools</i>).	40	10%
6. All performance-based partnership agreements between MOE and provincial education authority aligned with the priority educational reform agenda each year.	20	5%
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.	20	5%
Total	400	100%

'A' Level = General Certificate of Education Advanced Level; 'O' Level = General Certificate of Education Ordinary Level; ADB = Asian Development Bank; DOE = Department of Examinations; MOE = Ministry of Education; NEMIS = National Education Management Information System; NIE = National Institute of Education; SDP = school development plan; STMC = science, technology, mathematics, and commerce.

^a The criteria for teacher deployment as per MOE circular include, among others, student–teacher ratio, teacher qualifications and experience, and location of school.

Source: Ministry of Education and Asian Development Bank.

E. Expenditure Framework and Financing Plan

22. **Program expenditures.** The RBL program expenditures are estimated to be \$3,201.3 million from 2020 to the end of 2025 (Table 3). Most of the program budget will be used for recurrent costs (88.5%) in the form of staff emoluments and other recurrent costs. Capital expenditures are expected to account for the remaining 11.5% of the budget.

Table 3: Summary of Program Expenditure Framework, 2020–2025

Item	Amount (SLR million)	Amount (\$ million)	Share of Total (%)
Central: MOE, including DOE, DOEP, and NIE			
Recurrent	177,556.6	954.4	29.8%
Capital	61,854.5	332.5	10.4%
Subtotal central	239,411.1	1,286.9	40.2%
Provinces			
Recurrent	349,637.3	1,879.4	58.7%
Capital	6,523.6	35.1	1.1%
Subtotal provinces	356,160.9	1,914.4	59.8%
Total program (central & provinces)			
Recurrent ^a	527,193.9	2,833.8	88.5%
Capital ^b	68,378.1	367.5	11.5%
Total	595,572.0	3,201.3	100.0%

\$ = United States dollar, DOE = Department of Examinations, DOEP = Department of Educational Publications, MOE = Ministry of Education, NIE = National Institute of Education, SLR = Sri Lanka rupee(s).

Note: Numbers may not sum precisely because of rounding.

^a Includes salaries and wages, overtime and holiday payments, other allowances, traveling expenses, supplies, maintenance expenditures, services, transfers, and other expenditures.

^b Includes, among others, rehabilitation or improvement of capital assets, acquisition of capital assets, other capital expenditures, tablets for students and teachers, and human resources development programs. 40% of ADB financing is directed to one-time program incremental capital items linked to COVID-19-related material development, training, and refurbishment of laboratories and purchasing equipment.

Source: Asian Development Bank.

23. **Program financing.** The government has requested a regular loan of \$400 million from ADB's ordinary capital resources to help finance the program. The loan will have a 26-year term, including a grace period of 5 years; an annual interest rate determined in accordance with ADB's London interbank offered rate (LIBOR)-based lending facility; a commitment charge of 0.15% per year; and such other terms and conditions set forth in the draft loan agreement. Based on the straight-line method, the average maturity is 15.75 years and the maturity premium payable to ADB is 0.10% per year.

24. Of the total estimated program expenditure of \$3,201.3 million, the government will finance \$2,801.3 million (87.5%) from its own revenue, and ADB will finance \$400 million (12.5%) under the RBL modality. The government funding will be channeled through the budget heads of MOE and the provinces for upper secondary education. The ADB financing will be disbursed upon achievement of agreed DLIs. The financing plan is summarized in Table 4.

Table 4: Program Financing Plan

Source	Amount (\$ million)	Share of Total (%)
Government	2,801.3	87.5%
Asian Development Bank		
Ordinary capital resources	400.0	12.5%
Total	3,201.3	100.0%

Source: Asian Development Bank.

25. **Disbursement arrangements, advance financing, and financing for prior results.** The ADB loan proceeds will be disbursed to the Treasury Account at the Central Bank of Sri Lanka under the Ministry of Finance, following verified DLI achievement in accordance with the DLI verification protocol, on or before the program completion date. Partial disbursement will be made in accordance with the verification protocol. DLI 2 and DLI 3 will have financing for prior results (curriculum framework and teacher standards framework), which will enable advance actions that are crucial for launching the reforms and help implement the immediate activities to respond to COVID-19 impacts. Up to 25% of the loan can be made available for advance financing upon loan effectiveness, and up to 20% can be made available for financing for prior results. The maximum allowed for the combined "advance financing plus financing for prior results" is 30%, with neither exceeding its respective ceiling.⁴⁸

F. Capacity Development and Program Action Plan

26. The program action plan,⁴⁹ jointly developed with government counterparts, will support capacity development and institutional strengthening in technical areas, financial management,

⁴⁸ The ceiling for advance financing is 25% of the total loan amount. For financing for prior results, the ceiling is 20% of the loan against the stated prior-result target met by the borrower within 12 months before the signing date of the legal agreement for the RBL program.

⁴⁹ Program Action Plan (accessible from the list of linked documents in Appendix 2).

procurement actions, M&E, environment and social safeguards, and gender.⁵⁰

G. Implementation Arrangements

27. MOE will be the executing agency. The Department of Examinations (DOE), State Ministry of Education Reforms, Open Universities and Remote Education Promotion, State Ministry of Women and Child Development, Pre-School and Primary Education, School Infrastructure and School Services, and the nine PEAs—will be the implementing agencies. A high-level National Program Steering Committee will provide program oversight and policy guidance, and facilitate coordination. A sector monitoring and technical support unit will be established at MOE to coordinate and monitor DLI achievement. Depending on the COVID-19 situation and as necessary, social distancing, remote learning—teaching, and other preventive measures will be enforced to ensure safe program implementation. The program will exclude the procurement of high-value contracts.⁵¹

III. SUMMARY OF ASSESSMENTS

A. Program Technical Assessments

28. **Program soundness and results assessment.** The program soundness assessment⁵² indicates that the RBL program, while ambitious, is comprehensive and tackles problems related to poor education quality and relevance, and limited access to subjects with high employment potential. Public interventions are justified: 90% of all schools are public schools, and 95% of all Sri Lankan students attend public schools. The results assessment shows that the RBL program and results framework are well-designed, the DLIs are critical for achieving results, and the program interventions are expected to improve sector performance and outcome.

29. **Economic analysis.** The program is expected to improve the employment opportunities and incomes of young people in two ways: by (i) equipping students with higher competencies and market-relevant skills to qualify them for higher-paying jobs; and (ii) increasing their readiness for higher education in STMC fields, which offer greater employment potential and higher income. The program also contributes to addressing learning losses caused by COVID-19. By improving internal efficiency in the education system, the program contributes to resource savings. In addition to incurring positive private returns, the economic rationale for the program is justified by (i) high macroeconomic returns to investment in educational attainment and quality, as suggested by global evidence;⁵³ (ii) reductions in poverty and inequality (para. 30); (iii) the wider social benefits incurred; and (iv) in the long term, improved competitiveness and economic growth. The economic value of investing in education quality is even greater in the context of changing demands for skills because of the fourth industrial revolution and Sri Lanka's aging population. Youth need to be equipped with the skills that are likely to yield better labor market outcomes and accelerate growth. While there are trade-offs to investing in education quality, the short-term opportunity costs are likely to be outweighed by the expected gains and the contribution to

⁵⁰ A transaction technical assistance grant is currently being processed to support capacity development on curriculum, pedagogy, and assessment reforms. The Japan Fund for Poverty Reduction is a possible funding source subject to the approval of the Government of Japan. In addition, ongoing transaction technical assistance will be used to support institutional development in areas such as financial management, M&E, and safeguards. ADB. 2020. [Technical Assistance Report: Democratic Socialist Republic of Sri Lanka: Support for Human Capital Development Initiative \(TA 9956-SRI\)](#). Colombo.

⁵¹ High-value procurement includes contracts of \$50 million for works, \$30 million for goods, \$20 million for information technology systems and non-consulting services, and \$15 million for consulting services.

⁵² Program Soundness Assessment (accessible from the list of linked documents in Appendix 2).

⁵³ E. Hanushek and L. Woessman. 2015. [Knowledge Capital of Nations](#). Cambridge, MA: MIT Press.

economic recovery and growth in the long term. Since the RBL program is part of the government's upper secondary education sector program, quantitative attribution of benefits solely to the RBL program would be difficult, so no cost–benefit analysis or calculation of an economic internal rate of return was done.

30. **Poverty and inequality reduction.** The program's emphasis on better access to and quality of secondary education, with its targeted support for underperforming provincial schools, will enable poor, rural students to gain a relevant education in school. This will provide them with better post-secondary options for further education, skills development, and livelihoods.

31. **Gender impact.** The program is classified as effective gender mainstreaming. The program aims to increase girls' participation in STEM education and widen the horizon for women. It includes strategies to encourage girls' take-up of STEM via media campaigns and school-based actions outlined in the school development plans; such actionable steps in school development plans are a key criterion for securing school grants (DLI 5). The program also includes career counseling by female role models to familiarize girls with the range of options available in STEM (program action plan). It supports training of teachers, provincial education officers, and M&E staff with gender targets set at 60%, and training of principals and deputy principals with gender targets set at 40% (design and monitoring framework). Gender is mainstreamed into all activities relating to curricula, instructional guides, needs analyses, and capacity development. All management and monitoring systems will report sex-disaggregated data. The program tackles the issue of access to STEM within an education reform program comprehensively, with activities that aim to change gender-biased stereotypes and create an enabling environment for girls and women in the education system. In addition, the program addresses higher drop-out and under-performance among boys. It includes an assessment of factors behind drop-out and low performance of boys, which will be used to develop school-level actions to improve performance outlined in the school development plans.

B. Program Systems Assessments

32. **Monitoring and evaluation system.** The M&E system assessment (footnote 47) found inadequate integration of M&E systems. The program's design incorporates these findings and covers the need for stronger capacities, better analysis, and a transparent consolidated national education management information system (DLI 7, para. 20).

33. **Fiduciary systems.** Education is a priority for the government, as shown by the strong track record of public spending in this sector since 2010. Education expenditure steadily increased, regardless of the fiscal situation and deficit; and as a percentage of public spending, it consistently remained above 10% since 2014. The program expenditure framework assessment evaluated past budget against actual expenditure incurred and noted that, although expenditure is constant, the government budget is usually overestimated. Likewise, because of weak budgetary practices, the fiduciary systems assessment concluded that the overall pre-mitigation financial management risk is substantial.⁵⁴ The risk includes (i) uncertainty in budget allocation; (ii) suboptimal budget estimation practices; (iii) inconsistent use of provincial budget codes by the provinces; and (iv) challenges related to compliance with the government's financial regulations, resulting in recurring audit observations. To mitigate the risk and strengthen the systems, ADB will support the implementation of program-based budgeting and provide hands-on support to MOE and the provinces to develop robust processes and procedures, budget codes, and an efficient reporting and monitoring system for the program.

⁵⁴ Program Fiduciary Systems Assessment (accessible from the list of linked documents in Appendix 2).

34. **Procurement.** Sri Lanka has a functional public procurement system, based on comprehensive National Procurement Guidelines issued in 2006, which are supplemented by detailed manuals for the procurement of goods and works, and the recruitment of consultants. An assessment of the procurement system was conducted, and benefited from the findings of earlier assessments of country and sector procurement systems, as well as a review of procurement in the previous RBL program and other education programs.⁵⁵ While MOE has reasonable capacity for procurement, the assessment indicates that adherence to the standard procedures laid down in the 2006 National Procurement Guidelines could be improved. A procurement and contract management workshop will be conducted for MOE staff to mitigate the procurement risks.

35. **Anticorruption measures.** The government has been strengthening anticorruption measures, including the enforcement of existing anticorruption laws, the creation of special courts to deal specifically with corruption, and a 5-year Anti-Corruption Action Plan with the target of making Sri Lanka a corruption-free nation by 2023. The Guidelines to Prevent or Mitigate Fraud, Corruption, and Other Prohibited Activities in RBL programs were explained to and discussed with the government and MOE.⁵⁶

36. **Safeguards.** The safeguard categories are *C for involuntary resettlement and indigenous peoples*, since no involuntary resettlement impact and no impact on indigenous peoples are anticipated from minor renovations of existing educational facilities.⁵⁷ While no significant or irreversible adverse environmental impacts are expected, the exact specifications are yet to be finalized, so the program was categorized *B for environment* as a precautionary measure.⁵⁸ The safeguard systems assessment (footnote 57) found gaps such as the limited scope of environmental assessments and weak capacity to implement safeguards. An environmental and social management framework was prepared combining national regulations and ADB’s Safeguard Policy Statement (2009) requirements to guide screening, categorization, assessment, monitoring, and reporting. Any activity categorized A for environment, or A or B for involuntary resettlement or indigenous peoples, will be excluded from the program. The program is committed to the implementation of an action plan to bridge the gaps.⁵⁹

C. Integrated Risk Assessment and Mitigating Measures

37. Table 5 summarizes major risks and mitigating measures. The risk assessment and risk management plan provides further details.⁶⁰ The overall benefits and impacts are expected to outweigh the costs.

Table 5: Summary of Risks and Mitigating Measures

Risks	Ratings	Key Mitigation Measures
Financing. Release of budget from treasury may not be timely or adequately aligned with the General Education Sector Development Plan, 2020–2025.	Substantial	Loan covenant included for adequate funding and timely release of budget for the program. Capacity development of MOE for more efficient planning and budgeting.
Budgeting. The government budget may be overestimated, and the weak budgetary	Substantial	The program expenditure framework assumed a conservative annual expenditure projection rate

⁵⁵ ADB. 2010. [Proactive Integrity Review: Secondary Education Modernization Project II](#). Manila; and ADB. 2013. [Education for Knowledge Society Project: Spot Review Report](#). Manila.

⁵⁶ Program Implementation Document, Appendix 5 (accessible from list of linked documents in Appendix 2).

⁵⁷ Program Safeguard System Assessment and the Environmental and Social Management Framework (accessible from list of linked documents in Appendix 2).

⁵⁸ The program’s overall safeguards risk is low, based on the safeguards screening.

⁵⁹ Program Action Plan (accessible from the list of linked documents in Appendix 2).

⁶⁰ Integrated Risk Assessment and Mitigating Measures (accessible from the list of linked documents in Appendix 2).

Risks	Ratings	Key Mitigation Measures
practices may lead to mismanagement of financial resources.		(execution assumed to be 85% of government forecast in 2020 and 2021, with increase of 2% per year to 93% in 2025). ADB will support technical assistance to build the capacity of MOE for program-based budgeting to ensure more efficient planning and budgeting. The RBL expenditure framework will be reviewed annually.
Results. Teacher deployment may be delayed and not adequately implemented.	Substantial	Teacher deployment is included as disbursement-linked indicator. Incentive policy is included in the program action plan and covenanted. Innovative distance education programs for teacher training will temporarily make up for teacher deployment gaps.
Coordination. Poor coordination in implementation and administrative arrangements between different layers or entities could lead to delays in results achievement.	Substantial	A focal unit will be established to closely monitor and coordinate program implementation. The unit will be placed under the supervision of the Secretary, MOE, to ensure direct access to senior management. The unit's staff will be supported by consultants. An Asian Development Bank multitask team will closely monitor implementation.
Overall RBL risk	Substantial	

ADB = Asian Development Bank, MOE = Ministry of Education, RBL = results-based lending.

Note: Risk factors are assessed against two dimensions: (i) the likelihood that the risk will occur and (ii) the impact of the risk on the outcome. Rating scale: low = low likelihood and low impact; moderate = substantial to high likelihood but low to moderate impact; substantial = low to moderate likelihood but substantial to high impact; high = high likelihood and high impact.

Source: Asian Development Bank.

IV. ASSURANCES

38. The government and MOE have agreed with ADB on certain covenants for the RBL program, which are set forth in the loan agreement.

V. RECOMMENDATION

39. I am satisfied that the proposed results-based loan would comply with the Articles of Agreement of the Asian Development Bank (ADB) and recommend that the Board approve the loan of \$400,000,000 to the Democratic Socialist Republic of Sri Lanka for the Secondary Education Sector Improvement Program, from ADB's ordinary capital resources, in regular terms, with interest to be determined in accordance with ADB's London interbank offered rate (LIBOR)-based lending facility; for a term of 26 years, including a grace period of 5 years; and such other terms and conditions as are substantially in accordance with those set forth in the draft loan agreement presented to the Board.

Masatsugu Asakawa
President

4 November 2020

DESIGN AND MONITORING FRAMEWORK

Impacts the RBL Program is Aligned with Human resource development enhanced, supporting healthy and productive citizens and a globally competitive knowledge-centered economy. ^a			
Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
<p>Outcome Secondary education system transformed and aligned with evolving labor force needs</p>	<p>By 2025:</p> <p>a. A student assessment system for improving learning and 21st century skills (problem solving, creative thinking, communication, and teamwork) established (2019 baseline: not applicable). DLI 1.^b (OP 1.1.1)</p> <p>b. 21st century skills (problem solving, creative thinking, teamwork, and communication) satisfactorily applied and implemented in new curriculum, pedagogy, and assessment system (2019 baseline: not applicable) (OP 1.1.1)</p> <p>c. Student learning outcomes in 'O' Level mathematics and science subjects improved for both girls and boys, from 2024 baseline (2019 baseline: not applicable. Baseline 2024 for 'O' Level marks)^b (OP 1.1.1)</p>	<p>a. DOE information systems, and public reports issued on exams</p> <p>b. Evaluation report; MOE, NIE records, and DOE public reports; interviews</p> <p>c. Student test scores in the DOE information systems</p>	<p>Risk: Institutional inertia and political changes may cause delays in the adoption of new systems and their evaluation.</p> <p>Risk: Exposure of students to factors outside the education sector, such as home environment, may affect their learning outcomes.</p>
<p>Outputs</p> <p>1. Quality and relevance of secondary science, technology, mathematics, and commerce programs enhanced</p> <p>2. Provincial and school capacity to implement education reforms strengthened</p>	<p>By 2025:</p> <p>1a. Inquiry-based 'O' and 'A' Level blended learning curricula in program-targeted subjects developed and implemented, mainstreaming gender.^c (2019 baseline: not applicable). DLI 2. (OP 1.1.1, OP 2.2.1)</p> <p>1b. 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 (<i>at least 60% women trainees</i>).^d (2019 baseline: not applicable). DLI 3. (OP 1.1.1)</p> <p>By 2025:</p> <p>2a. At least 70% of teachers for 'O' and 'A' Level program-targeted subjects/subject streams are deployed in program schools^e in accordance with MOE Circular on Determination of Teacher Cadres^f (disaggregated by national/provincial schools)</p>	<p>1a. MOE and NIE information systems</p> <p>1b. MOE and NIE information systems; and evaluation reports against school education quality index and checklists</p> <p>2a. MOE and NIE information systems, verification against MOE circular, and annual provincial performance reports</p>	<p>Risk: Inadequate motivation among some trained teachers may constrain the effective application of teaching practices.</p> <p>Risk: Teacher deployment may be negatively affected by political factors outside the</p>

Results Chain	Performance Indicators with Targets and Baselines	Data Sources and Reporting Mechanisms	Risks and Critical Assumptions
3. Sector management capacity strengthened	<p>(2020 baseline: MOE circular not consistently followed in teacher deployment). DLI 4.</p> <p>2b. Educational leadership to support secondary education reform strengthened:</p> <p>(i) At least 75% of principals, and assistant or deputy principals (at least 40% of them women) in program schools; and 75% of provincial/divisional/zonal education officers (at least 60% of them women) in program areas trained in instructional leadership (<i>by national/provincial schools, male/female trainees</i>) (2019 baseline: not applicable). DLI 5a. (OP 6.1.1, OP 2.3.1)</p> <p>(ii) At least 70% of program schools have implemented SDP strategies for (a) improving learning outcomes in STMC subjects, (b) attracting and increasing girls in STMC subjects, and (c) reducing dropouts among boys (<i>by national/provincial program schools</i>). (2019 baseline: not applicable). DLI 5b. (OP 2.2.1)</p> <p>2c. All performance-based partnership agreements between MOE and PEAs aligned with the priority educational reform agenda each year (2019 baseline: not applicable). DLI 6. (OP 6.2.1.)</p> <p>3a. By 2025, 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 (2019 baseline: no integrated M&E system producing consolidated sector indicators or performance reports). DLI 7.</p> <p>3b. By 2023, program-based budgeting compliant with sector targets at MOE introduced and applied yearly (PAP) (2019 baseline: not applicable) (OP 6.2.2)</p>	<p>2b (i). MOE and NIE information systems, attendance lists, training completion certificates and post training tests</p> <p>2b (ii). MOE and NIE information systems, and annual provincial performance reports</p> <p>2c. MOE and NIE information systems; approved annual agreements and workplans between MOE and PEAs</p> <p>3a. MOE information systems, and annual sector performance report</p> <p>3b. Annual planning and budgeting reviews at MOE</p>	<p>program's control.</p> <p>Risk: Resistance of local communities may hamper implementation of SDP strategies.</p> <p>Risk: Political factors may impede data sharing and integration.</p>
<p>Key Program Actions (Full list of actions is in the PAP)</p> <p>1. Quality and relevance of secondary science, technology, mathematics, and commerce programs enhanced by 2025.</p> <p>1.1 Conduct pilot studies of students' learning outcomes in 2021 and feed results into development of new curricula and new assessment design (2021).</p> <p>1.2 Incorporate student counseling and blended learning approaches as well as awareness and prevention of communicable diseases, as and where appropriate, into new curricula (2021).</p>			

<p>1.3 Undertake international benchmarking studies of new 'O' Level and 'A' Level exams (2021–2022).</p> <p>1.4 Institute a system to monitor (i) appropriateness of training on new assessments, and (ii) effective implementation in schools (2021–2025).</p> <p>1.5 Develop minimum standards for facilities, and equipment for functioning innovation laboratories, for STMC subjects (2021).</p> <p>1.6 Implement teacher capacity development using one or more of the following modalities or professional learning communities: (i) school-based professional development; (ii) Applied Resource Hubs; (iii) teacher clusters; and (iv) online teacher training (2022–2025).</p> <p>2. Provincial and school capacity to implement education reforms strengthened by 2025.</p> <p>2.1 Review, design, and implement a system of monetary and/or non-monetary incentives, as appropriate, for teachers to work in schools in disadvantaged areas, teaching STMC subjects (2021).</p> <p>2.2 Develop and implement a policy to increase intake and/or rationally deploy 'O' Level teachers in mathematics and science as required, based on needs assessment (2021).</p> <p>2.3 Approve and implement a policy on teacher incentives to support teacher deployment in schools in disadvantaged areas, and establish a mechanism for tracking and reporting the budget allocations and expenditures incurred for implementing the teacher incentive policy (2021).</p> <p>2.4 Establish a separate budget line for school grants to implement the school development plans, and report on the budget allocations and expenditures incurred when implementing the school development plans (2021).</p> <p>2.5 Develop a standardized/common PPA template, including DLIs, specific activities, and targets for provinces to submit annual proposals (2021).</p> <p>3. Sector management capacity strengthened.</p> <p>3.1 Undertake diagnostic study on current M&E practices and status of EMIS and related capacity development needs (2021).</p> <p>3.2 Formulate and implement action plan for capacity development of national and field staff on M&E, EMIS, and research (2021–2024).</p> <p>3.3 Develop advocacy and communication plan to disseminate data, education sector performance reports, and thematic research reports to key stakeholders (2022).</p> <p>3.4 Ensure that annual budget is aligned with the medium-term expenditure framework of GESDP in terms of prioritization, and ensure budget adequacy and timely release as per GESDP medium-term budgetary framework (2020–2025).</p> <p>3.5 <i>Program-Based Budgeting</i>: Build capacity to (i) undertake PBB; and (ii) introduce PBB with a model for forecasting sector resource needs compliant with sector targets at MOE and in provinces; provide training in applying government's budget classification system and prepare budgets in a correct and consistent manner at MOE and in provinces (2021–2025).</p> <p>3.6 <i>External audit</i>: First, monitor the number of recurring audit qualifications/observations reported by NAO from the previous year. Each entity to develop and implement a time-bound action plan to resolve any recurring audit qualifications/observations in a systematic manner. Second, all material external audit observations to be resolved in a timely manner as follows: at least of 50% of all material audit observations are implemented within 6 months of the date of the audit report, and 100% of material audit recommendations are implemented within 18 months of the date of the audit report in which the matter was first raised.</p> <p>3.7 <i>Procurement</i>: Adopt all fiduciary provisions of the procurement guidelines of NPA, especially preparation of master procurement plan, annual procurement plans, use of standard bidding documents, open competitive bidding, advertisement of bid invitation, and contract awards. Monitor implementation of procurement to keep to procurement time schedules. At least 70% of planned procurement indicated in the annual procurement plans must be accomplished within the year initially targeted, and gradually improved to 80%. The first year shall be counted from January 2021 to December 2021. This refers to contract awards only.</p> <p>3.8 <i>Safeguards</i>: Develop a monitoring system for the implementation of ESMPs and IEEs, and implement ESMPs and IEEs. Capacity building on safeguards and in preparing checklists and ESMPs for MOE and PEAs. Identify due diligence requirement based on civil works assessment in Year 1; and confirm number of checklists, ESMPs, and IEEs to be completed with dates (2021–2025).</p> <p>Program management: Establish a mechanism of quarterly review of DLI status by key decision makers, perform corrective actions as required, and share minutes of DLI quarterly reviews with ADB (2021–2025). Ensure that all relevant/possible data on program results, DLI targets, and program processes are systematically disaggregated by sex (2021–2025). Ensure that all needs analyses, capacity, and materials development are gender mainstreamed (2021–2025).</p>
<p>Total Program Financing Total financing program from 2020 to 2025: \$3,201.3 million⁹ Government: \$2,801.3 million ADB (RBL): \$400 million (loan)</p>

'A' Level = General Certificate of Education Advanced Level; 'O' Level = General Certificate of Education Ordinary Level; ADB = Asian Development Bank; DLI = disbursement-linked indicator; DMF = design and monitoring framework; DOE = Department of Examinations; EMIS = education management information system; ESMP = environmental and social management plan; GESDP = General Education Sector Development Plan; IEE = initial environmental examination; M&E = monitoring and evaluation; MOE = Ministry of Education; NAO = National Audit Office; NEMIS = national education management information system; NIE = National Institute of Education; NPA = National Procurement Agency; NPC = National Procurement Commission; OP = operational priority; PAP = program action plan; PEA = provincial education authority; PPA = performance-based partnership agreement; RBL = results-based lending; SDP = school development plan; STMC = science, technology, mathematics, and commerce.

^a Government of Sri Lanka. 2019. *National Policy Framework: Vistas of Prosperity and Splendour*. Colombo; and MOE, Sri Lanka. 2020. *Sri Lanka: General Education Sector Development Plan 2020–2025*. Colombo.

^b The new assessment for grade 11 / 'O' Level examination will be implemented in 2024.

^c At 'O' Level, the RBL program will target science and mathematics, which are referred to as program 'O' Level subjects. At 'A' Level, the program will target the following 'A' Level streams and 11 subjects referred to as program 'A' Level subjects—science (physics, chemistry, and biology); combined mathematics; technology (engineering technology, biosystems technology, and science for technology); commerce (business studies, accounting, economics, and information and communication technology).

^d This is a new program for improving teaching practices in Sri Lanka. Inquiry-based means students investigate problems and issues, and build their understanding from the evidence they gather. Interactive teaching means that students collaborate, discuss, and evaluate knowledge and arguments to derive understanding. Applied problems mean practical issues and challenges that are familiar to students in their everyday contexts. All technical terms are defined further in the verification protocols. The new curriculum will incorporate blended learning approaches as well as awareness and prevention of communicable diseases, as and where appropriate. Blended learning approaches refer to a combination of online learning, educational television or radio programs, remote learning, and classroom-based face-to-face approaches.

^e Program schools are 750 schools that provide STMC streams, of which 80% are provincial schools.

^f The criteria for teacher deployment as per the MOE circular include, among others, student–teacher ratio, teacher qualifications and experience, and location of school.

^g The program implementation period is from 2021–2025 (from loan signing to completion). The expenditure framework and program financing is from 2020–2025 as it includes one year of prior results.

Contribution to Strategy 2030 Operational Priorities

The expected values and methodological details for all OP indicators to which this operation will contribute results are detailed in Contribution to Strategy 2030 Operational Priorities (accessible from the list of linked documents in Appendix 2 of the report and recommendation of the President).

Sources: Asian Development Bank and Ministry of Education.

LIST OF LINKED DOCUMENTS

<http://www.adb.org/Documents/RRPs/?id=52203-001-3>

1. Loan Agreement
2. Country Economic Indicators
3. Sector Assessment (Summary): Education
4. Program Soundness Assessment
5. Program Results Assessment
6. Program Results Framework
7. Program Expenditure and Financing Assessment
8. Program Monitoring and Evaluation System Assessment
9. Program Fiduciary Systems Assessment
10. Integrated Risk Assessment and Mitigating Measures
11. Contribution to Strategy 2030 Operational Priorities
12. Development Coordination
13. Summary Poverty Reduction and Social Strategy
14. Program Implementation Document
15. Program Safeguard Systems Assessment
16. Environmental and Social Management Framework
17. Program Action Plan

Supplementary Documents

18. Economic Analysis
19. Monitoring and Evaluation Framework
20. Procurement Capacity Assessment Report and Recommendations

DISBURSEMENT-LINKED INDICATORS, VERIFICATION PROTOCOLS, AND DISBURSEMENT SCHEDULE

Table A3.1: Disbursement-Linked Indicators

Result Indicator	Baseline Value/ Baseline Year	Prior Results 2020	Target Values of Results Indicators				
			2021	2022	2023	2024	2025
Outcome: Secondary education system transformed and aligned with evolving labor force needs by 2025.							
DLI 1. A student assessment system for improving learning and 21st century skills established by 2025. ^a	2019 baseline: Not applicable		(i) NSAF developed in accordance with new curriculum and approved. (ii) At least 75% of DOE, NIE, MOE and DOEP staff trained on developing a new assessment system-based on NSAF and the new curriculum (at least 50% female trainees).	New assessment modules for 'O' and 'A' Level program-targeted subjects developed, based on NSAF and the new curriculum		'O' Level examination in mathematics and science based on the new curriculum and assessment system held for first cohort of students. ^b	'O' Level examination in mathematics and science based on new curricula and assessment system held for second cohort of students. <i>(with results reported by national/provincial schools; girls/boys).</i>
Output 1: Quality and relevance of secondary science, technology, mathematics, and commerce programs enhanced by 2025.							
DLI 2. Inquiry-based 'O' and 'A' Level blended learning curricula ^c in program-targeted subjects developed and implemented, mainstreaming gender by 2025. ^d	2019 baseline: No new curricula integrating 21st century skills.	National curricula framework developed.	(i) Inquiry-based blended learning curricula developed for 'O' and 'A' Level program-targeted subjects for grades 10–13, mainstreaming gender. (ii) Gender sensitive national media campaign and implementation plan developed to raise awareness on communicable disease risk, benefit of blended learning approaches, new STMC curriculum, pedagogy and assessment system which integrate 21st century skills and meet labor market needs. ^e (iii) All instructional materials for 'O' and 'A' Level program-targeted	Gender sensitive national media campaign launched to raise awareness on blended learning approaches, communicable disease risk, new STMC curriculum, pedagogy and assessment system which integrate 21st	Inquiry-based blended learning curricula for grade 10 'O' Level program-targeted subjects, mainstreaming gender, implemented, in all schools.	(i) Inquiry-based blended learning curricula for grade 11 'O' Level program-targeted subjects, mainstreaming gender implemented in all schools. (ii) All innovation laboratories have been established and are being	Inquiry-based blended learning curricula for grades 10 and 11 ('O' Level) and grade 12 ('A' Level) program-targeted subjects implemented, mainstreaming gender. (by national/provincial schools) <i>(reporting by national/</i>

Result Indicator	Baseline Value/ Baseline Year	Prior Results 2020	Target Values of Results Indicators				
			2021	2022	2023	2024	2025
			subjects for grades 10–13 developed/ revised as appropriate and approved, including online/distance learning modules on selected topics.	century skills and labour market needs.		used to support practical learning in STMC subjects. ^c	<i>provincial schools</i>).
DLI 3. Teachers implement inquiry-based and interactive teaching practices by online and distance learning, and face-to-face classroom instruction in 'O' and 'A' Level program-targeted subjects. <i>(reporting by female/male teachers).</i>	2019 baseline: 0 teachers trained in new curricula.	Teacher Standards Framework Developed.	(i) National Applied Resource Hub at NIE and Provincial Applied Resource Hubs ^f are staffed and equipped as per criteria/minimum standards established by NIE and include a pool of resource trainers for Sinhala and Tamil medium and bilingual education. (ii) Teacher training modules for grades 10–13 new 'O' and 'A' Level program-targeted subjects', including content for online teacher training, developed based on the teacher standards framework, and approved.	(i) TOT for at least 50% staff and pool of trainers at National and Provincial Applied Resource Hubs completed in 'O' Level program-targeted subjects, including inquiry based and interactive teaching, blended learning instruction and remedial teaching <i>(at least 60% women trainees)</i> . (ii) At least 80% of grade 10 teachers in 'O' Level program-targeted subjects'	(i) TOT for at least 80% of staff and pool of trainers at National and Provincial Applied Resource Hubs completed in 'O' Level program-targeted subjects (cumulative), including inquiry based and interactive teaching, blended learning instruction, and remedial teaching <i>(at least 60% women trainees)</i> . (ii) At least 80% of grade 11 teachers in 'O' Level program-targeted subjects'	(i) TOT for at least 80% staff and pool of trainers at National and Provincial Applied Resource Hubs completed in 'A' Level program-targeted subjects (cumulative), including inquiry based and interactive teaching, blended learning instruction, and remedial teaching <i>(at least 60% women trainees)</i> . (ii) At least 60% of teachers in 'A' Level program-targeted subjects'	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 <i>(at least 60% women trainees)</i> .

Result Indicator	Baseline Value/ Baseline Year	Prior Results 2020	Target Values of Results Indicators				
			2021	2022	2023	2024	2025
				trained on inquiry based and interactive teaching, blended learning instruction and remedial teaching (<i>at least 60% women trainees</i>).	trained on inquiry based and interactive teaching, blended learning instruction and remedial teaching (<i>at least 60% women trainees</i>). (iii) TOT for at least 50% staff and pool of trainers at National and Provincial Applied Resource Hubs completed in 'A' Level program-targeted subjects including blended learning approaches and remedial instruction (<i>at least 60% women trainees</i>).	trained on inquiry based and interactive teaching, blended learning instruction and remedial teaching (<i>at least 60% women trainees</i>). (iii) At least 60% of grades 10–11 teachers in 'O' Level program-targeted subjects implement inquiry-based and interactive teaching practices by online and distance learning, and face-to-face classroom instruction (<i>at least 60% women trainees</i>).	
Output 2: Provincial and school capacity to implement education reforms strengthened by 2025.							

Result Indicator	Baseline Value/ Baseline Year	Prior Results 2020	Target Values of Results Indicators				
			2021	2022	2023	2024	2025
DLI 4. Teacher deployment in 'O' and 'A' Level program-targeted subjects improved in program schools. ^{g, h}	2020 baseline: MOE Circular on Determination of Teacher Cadres not consistently followed in teacher deployment		(i) School-based teacher mapping completed to set baseline for program schools. Percentage of teachers for program-targeted subjects and subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres increased from baseline in at least 50% of program schools for 'O' Level and 20% of program schools for 'A' Level.	Percentage of teachers for program-targeted subjects and subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres increased from previous year in at least 70% of program schools for 'O' Level and 40% of program schools for 'A' Level.	Percentage of teachers for 'A' Level program-targeted subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres increased from previous year in at least 60% of program schools.	Percentage of teachers for 'A' Level program-targeted subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres increased from previous year in at least 70% of program schools.	At least 70% of teachers for 'O' Level program-targeted subjects and 'A' Level program-targeted subject streams are deployed in program schools in accordance with MOE Circular on Determination of Teacher Cadres (by national/provincial schools).
DLI 5. Educational leadership to support secondary education reform strengthened.	2019 baseline: (i) 0% of 3,200 Principals, Assistant Principals, and Deputy Principals trained. (ii) 0% of 200 Provincial, Divisional		(i) Instructional leadership modules aligned to the new curriculum developed and approved. (ii) TOT on Instructional leadership completed for 75% of FELDM trainers. (iii) At least 25% of Principals, Assistant Principals and Deputy Principals in program schools trained in instructional leadership (with at least 40% women trainees).	(i) At least 50% of principals, assistant principals and deputy principals in program schools trained in instructional leadership (with at least 40% women trainees).	(i) At least 75% of principals, assistant principals and deputy principals in program schools trained in instructional leadership (with at least 40% women trainees).	At least 40% of program schools have implemented SDP strategies for (a) improving learning outcomes in STMC subjects; (b) attracting and increasing girls into STMC subjects; and	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

Result Indicator	Baseline Value/ Baseline Year	Prior Results 2020	Target Values of Results Indicators				
			2021	2022	2023	2024	2025
	and Zonal Education Officers and 200 science and math ISAs and directors trained. 2019 baseline: 0% SDPs implemented in support of reforms.		(iv) At least 25% of Provincial, Divisional and Zonal Education Officers, and science and mathematics ISAs and directors trained in instructional leadership (with at least 60% women trainees) (v) at least 80% of innovation laboratories equipped in accordance with the Minimum Standards. (vi) Each province has prepared and approved a time-bound implementation plan for blended learning to support secondary education. (vii) Budget line created for the provision of school grants for implementing the SDPs.	(ii) At least 50% of provincial, divisional and zonal education officers, and science and mathematics ISAs and directors trained in instructional leadership (with at least 60% women trainees). (iii) At least 20% of SDPs in program schools include strategies for (a) improving learning outcomes in STMC subjects; (b) attracting and increasing girls in STMC subjects; (c) reducing the dropout rate for boys.	(ii) At least 75% of provincial, divisional and zonal education officers, ^h and science and mathematics ISAs and directors trained in instructional leadership (with at least 60% women trainees). (iii) At least 40% of SDPs in program schools include strategies for (a) improving learning outcomes in STMC subjects; (b) attracting and increasing girls into STMC subjects; and (c) reducing the dropout rate for boys.	(c) reducing the dropout rate for boys.	(c) reducing the dropout rate for boys.
DLI 6. All performance-based partnership agreements between MOE and provincial education authorities	2019 baseline: no institutional mechanism		Performance-based partnership agreements reviewed and updated for all nine Provinces to align provincial and national work plans,	Performance-based partnership agreements reviewed and	Performance-based partnership agreements reviewed and	Performance-based partnership agreements reviewed and	Performance-based partnership agreements reviewed and

Result Indicator	Baseline Value/ Baseline Year	Prior Results 2020	Target Values of Results Indicators				
			2021	2022	2023	2024	2025
aligned with the priority educational reform agenda for each year.	to ensure alignment between performance-based partnership agreements and the priority educational reform agenda.		supporting the priority educational reform agenda. ⁱ	updated for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.	updated for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.	updated for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.	updated for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.
Output 3: Sector management capacity strengthened.							
DLI 7. All key education sector indicators and performance reports publicly available by 2025.	2019 baseline: No integrated monitoring and evaluation system producing consolidated sector indicators or performance reports.		(i) Standing Committee for developing, approving, and coordinating the implementation of the Monitoring and Evaluation Framework (M&F Framework) for the education sector and NEMIS Policy established. (ii) M&E Framework and NEMIS Policy and action plan finalized and approved. ^j (iii) ICT equipment installed in accordance with the NEMIS action plan. (iv) Educational research guidelines and protocols finalized and approved.	Education system monitoring formats, definitions, and user guides standardized across MOE, provincial and zonal levels, and data quality standards developed (including on the use of data). ^k	NEMIS online data collection and verification system installed and operational in all nine provinces.	Training for 75% MOE, DOE, NIE, DOEP, Zonal, and Provincial M&E and NEMIS staff in using new standards and tools completed (<i>at least 60% female trainees</i>).	All key sector indicators (including sex-disaggregated data) from MOE, NIE, and DOE made publicly available on the MOE website and published as annual education sector performance reports by 2025. ^l

'A' Level = General Certificate of Education Advanced Level; 'O' Level = General Certificate of Education Ordinary Level; ADB = Asian Development Bank; DLI = disbursement-linked indicator; DOEP = Department of Educational Publications; DOE = Department of Examinations; EMIS = education management information system; FELDM = Faculty of Education Leadership Development and Management; ICT = Information and Communication Technology; ISAS = In Service Advisors; IT = information technology; M&E = monitoring and evaluation; MOE = Ministry of Education; NSAF = National Student Assessment Framework; NEMIS = National Education Management Information System; NIE = National Institute of Education of Sri Lanka; PBB = program-based budgeting; SDG = Sustainable Development Goal; SDP = school development plan; STMC = science, technology, mathematics, and commerce; TOT = Training of Trainers.

Note: "Program schools" are 750 provincial schools providing the four upper secondary subject streams (1AB) and 100 national (1AB) schools, identified as in endnote 7 below.

- ^a SESIP will target 'O' Level science and mathematics and which will hereafter be referred to as program 'O' Level subjects.
- ^b Implementation of 'O' Level examinations are aligned to NIE curriculum implementation cycle. grade 10 is the 'O' Level first year program to be implemented in 2023; grade 11 refers to second year 'O' Level; grade 12 refers to 'A' Level first year. 'O' Level exams mean those held by the national authorities of Sri Lanka and not those held by other authorities such as the United Kingdom examination boards.
- ^c While developing the curriculum for 'O' and 'A' Level subjects, NIE will also develop the minimum standards for facilities and equipment and the criteria for practical activities to be undertaken in innovation laboratories for STMC subjects. Science and technology laboratories have been provided to provincial schools under the 1,000 Schools Program, but these remain under-utilized as the curricula and corresponding pedagogy have been focused on rote learning with limited practical application. There are also mathematics and ICT laboratories in these schools. These laboratories will be used as innovation laboratories in the SESIP supported program schools for hands-on learning in STMC subjects and will need to comply with the minimum standards for the conduct of practical science, technology, mathematics, and IT/commerce activities aligned with the new curricula, developed by NIE. The new curriculum will incorporate blended learning approaches as well as communicable diseases awareness and prevention, as and where appropriate. Blended learning approaches refer to a combination of online learning, educational television/radio programs, remote learning, and classroom-based face-to-face approaches.
- ^d SESIP will target the following 'A' Level stream/ subjects: science (physics, chemistry, and biology); combined mathematics; technology (engineering technology, bio-systems technology, and science for technology); commerce (business studies, accounting, economics, and ICT). This is a total of 11 subjects and these will hereafter be referred to as program 'A' Level subjects. There are Tamil, Sinhalese, and bi-lingual schools in the current education system. All materials including textbooks will be developed and translated in both Sinhalese and Tamil languages and teacher training will also include both languages.
- ^e Media campaign includes the use of various media (mass media, e-platforms, and/or interpersonal communication) as appropriate for the target audience in both urban and rural settings, with information on the education reforms—on the new curriculum, new inquiry-based teaching practices and assessment systems—and in particular on its benefits for developing students with adaptive and interdisciplinary, 21st century skills required for the modern global economy and in line with future labor market needs. The media campaign will use various formats for the different groups of stakeholders in order to reach them. These may include editorials in newspapers, radio/TV talk shows, radio/TV spots or commercials, e-materials for internet/MOE website, interpersonal communication, as appropriate, on the nature of the education reforms and the need for these reforms, future of education in Sri Lanka, materials to allay concerns of parents and general public on the education reforms, deployment of teachers in provincial schools and dissemination of the fact that all teachers will be trained on new curriculum and encourage parents to send children to provincial 1AB schools; and that additional support will be provided to provincial 1AB schools to build their capacity, and encouraging girls to take up STMC subjects, etc. 1AB schools are schools providing the four upper secondary streams.
- ^f The teacher training facilities are dispersed throughout the country covering all provinces. There is also one teacher training laboratory at NIE at the national level. These and other facilities, as identified, will be potentially converted to Applied Resource Hubs which will be used for the conduct of practical science, mathematics, technology, and IT/commerce activities for teacher training. Criteria for Applied Resource Hubs would be that at least one such Hub is located in every district and within easy distance of the project-supported schools making it convenient for teachers to attend the training. NIE will develop the criteria/minimum standards for Applied Resource Hubs for teacher training in new pedagogy. A survey of these teacher training facilities plus NIE hub will be conducted to identify staff and equipment needs against the NIE criteria/minimum standards for Applied Resource Hubs. A pool of trainers for each subject in both languages where applicable, will need to be identified at national and provincial levels to act as resource trainers for Applied Resource Hubs.
- ^g SESIP will target around 750 1AB schools of which 80% or 600 will be provincial 1AB schools—hereafter these will be referred to as program-targeted schools. These provincial schools have the potential of offering the 4 streams—science, technology, mathematics, and commerce streams—but are hampered by a range of key challenges including, lack of teachers, lack of effective pedagogy, lack of use of the science labs, etc. Criteria for selection of provincial schools: (i) location of school in province, rural/ remote and/or marginalized area; (ii) location of school vis-à-vis feeder schools; and (iii) location of schools vis-à-vis proximity to national schools or to fully pledged provincial schools in high demand.
- ^h Deployment means recruitment, placement, and redeployment.
- ⁱ Performance-based partnership agreements will (i) review achievements and challenges faced by provinces; (ii) outline targets, related strategies, budgets and accountabilities for improving learning outcomes, attracting and increasing students, especially girls into STMC; (iii) improving pedagogy; (iv) adopt cross learning/sharing opportunities; and (v) implement performance-based allocation to provide support to lagging schools to improve their performance against key reform indicators, as outlined in SDPs.
- ^j The integrated M&E framework approval will include the following aspects: document drafted, reviewed, and validated by the standing committee. M&E framework will include the list of key indicators from the different institutions to be tracked in NEMIS. The policy will also lay out the technical issues with regard to online database, procedures for capturing and processing data, with suggestions for enhancing the present arrangement.

- ^k The present monitoring formats used at MOE, provincial, and zonal levels will be standardized to ensure the data reported are consistent and uniform across all levels. This would enable the monitoring of programs and projects effectively. For the new/revised formats developed, user guides will be produced to provide guidelines on filling the formats (paper/online). Guides will also provide clear definitions and explanation of various reporting items. Data quality standards will be developed based on data quality assessment in consultation with DCS.
- ^l Annual education sector performance reports can include data analysis on equitable access and participation in the primary and secondary education; trends in student performance and learning outcomes, progress made in empowerment of professional staff, education expenditure analysis, and progress towards national goals and SDG 4 targets.

Source: Asian Development Bank and Ministry of Education.

Table A3.2: Disbursement-Linked Indicator Verification Protocols

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
DLI 1: A student assessment system for improving learning and 21st century skills established by 2025.				
<p><u>2019 baseline:</u> No assessments yet based on new curriculum.</p>	<p><i>Program schools</i> are selected by MOE to satisfy the following criteria: Type 1AB schools: At least 750 schools of which 80% are provincial schools. The criteria for the selection of provincial schools are (i) the location of the school should be in rural, remote or marginalized areas; (ii) the school should have a sufficient number of feeder schools; and (iii) the provincial school must not be too close to national schools, since parents will then not send their children to the provincial school; and The exact number of schools to be selected for the program will be finalized after analysing the data as per the criteria indicated in the verification protocol.</p>			
<p><u>(Date) 2021:</u> (i) NSAF developed in accordance with new curriculum and approved.</p>	<p>(i) The target is considered met when the NSAF has been developed, approved, and satisfies the following criteria:</p> <ul style="list-style-type: none"> • NSAF identifies and describes the types and purposes of academic assessments for students which will be undertaken. Such academic assessments will include (i) measures and judgments of students’ skills, achievements and progress; (ii) classroom-based assessments and large-scale national assessments; (iii) formal as well as informal assessments; (iv) traditional tests and examinations as well as innovative measures; and (v) the timing of such assessments and the manner in which they will be reported; • The <i>framework</i> will include information about student learning outcomes, evidence about 21st century skills, and assessment plans, resources, and reports, as specified below. • NSAF sets out the concepts, the content and student ability (practices, thinking skills) that form the basis for assessment in the subject. It sets out distribution and types of items, and achievement levels for assessments. It also presents content in 	<p>(i) DOE, one time in 2021</p>	<p>(i) MOE/DOE prepares an attestation that the DLI is met and attaches the NSAF. The IVA will verify the NSAF against the agreed criteria.</p>	<p>(i) If target is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
	<p>detailed, grade-specific charts to show the progression in complexity of ideas across grades. The NSAF Is in line with national and international assessments (e.g., Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA). It includes the use of interactive computer tasks and hands-on, team problem-solving tasks in the classroom, and other innovative assessment approaches.</p> <ul style="list-style-type: none"> NSAF will be aligned with the new curricula, instruction, and assessments so that students are able to understand their academic strengths and weaknesses. <p>NSAF will be developed and approved by DOE in coordination with NIE, MOE, and DOEP in the following manner:</p> <ul style="list-style-type: none"> DOE will establish a committee with representation from MOE, DOE, NIE, and DOEP to take responsibility and lead this action: invite reputable international and national experts to conduct workshops for key internal and external stakeholders to explain why the development of the NSAF is essential, what should be included in the NSAF, and how it may be implemented once it has been finalized and approved; develop a discussion paper and share it with key stakeholders; and develop a road map to outline how the NSAF may be operationalized. 			
(ii) At least 75% of DOE, NIE, MOE, and DOEP staff trained on developing a new assessment system-based on NSAF and the new curriculum (at least 50% female trainees).	(ii) MOE has subject directors for all the subjects and will be involved in this process. The target is satisfied when the identified staff from MOE, DOE, NIE, and DOEP have successfully completed the prescribed training, as evidenced by each trainee from MOE, DOE, NIE, and DOEP being provided with a training completion certificate given by a trainer or training institute officially recognized by MOE/DOE.	(ii) DOE, NIE, and DOEP, one time in 2022	(ii) MOE/DOE prepares an attestation confirming that the DLI is met and attaches the relevant training completion report. The IVA will verify these records.	(ii) If target is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes If partially achieved, disbursement will be proportional to

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
				progress made towards full target achievement.
<p>(Date) 2022: New assessment modules for 'O' and 'A' Level program-targeted subjects developed, based on NSAF and the new curriculum.</p>	<p>The target is satisfied when DOE approves the completion of new assessment modules for 'O' and 'A' Level program-targeted subjects. The criteria for the new assessment modules will be prepared in 2021 during program implementation to be in line with NSAF and the new curriculum and approved by DOE and MOE. <i>Program-targeted subjects</i> are:</p> <ul style="list-style-type: none"> • For 'O' Level: Science and Mathematics • For 'A' Level: Science (<i>Physics, Chemistry, and Biology</i>); Combined Mathematics; Technology (<i>engineering technology, biosystems technology and science for technology</i>); commerce (<i>business studies, accounting, economics, and ICT</i>). 	DOE, one time in 2023	MOE/DOE prepares an attestation that the DLI is met and attaches the new assessment modules. The IVA will verify the new assessment modules against the criteria approved by MOE/DOE.	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes
<p>(Date) 2023: No disbursement target.</p>				No disbursement target.
<p>(Date) 2024: 'O' Level examination based on new curriculum and assessment system held for first cohort of students.</p>	<p>'O' Level assessments mean those examinations held by the national authorities of Sri Lanka.^b This target is met when the 'O' Level examinations are held.</p>	DOE, one time in 2024	MOE/DOE prepares an attestation that the DLI is satisfied and attaches a record of the 'O' Level examination held. The IVA will verify the records issued by the Commissioner General of Examinations.	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes
<p>(Date) 2025: 'O' Level examination based on new curriculum and assessment system held for second cohort of students.</p>	<p>'O' Level assessments mean those examinations held by the national authorities of Sri Lanka and not those held by other authorities such as United Kingdom exam boards. This target is met when the 'O' Level examinations are held.</p>	DOE, one time in 2025	MOE/DOE prepares an attestation that the DLI is satisfied and attaches a record of the 'O' Level examination held. The IVA will verify the records issued by the	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
			Commissioner General of Examinations.	
DLI 2. Inquiry-based ‘O’ and ‘A’ Level blended learning curricula in program-targeted subjects developed and implemented, mainstreaming gender by 2025.				
<p>2020 baseline: No new curriculum integrating 21st century skills.</p> <p>2020 prior result: National curriculum framework developed.</p>	<p>The target for the prior results is considered met when the National Curriculum Framework (NCF) has been developed, and approved by NIE and satisfies the following criteria:</p> <ul style="list-style-type: none"> Clearly expresses Sri Lanka’s educational aims and defines the minimum required standards for (i) content and assessment, (ii) teacher qualifications, (iii) educational resources and learning materials, and (iv) management and evaluation. Provides guidelines for those who develop more specific learning area programmes and delineates the policies associated with curriculum development and teacher pre-service and in-service training. Serves as a reference for the production of textbooks and other teaching materials (UNESCO-IBE, 2013, p. 60).^a 	NIE, one time in 2020	NIE prepares an attestation that the prior result has been met and attaches the NCF. The IVA will verify these documents.	If target is achieved, the allocation for the prior result of this DLI is disbursed. Rollover: Yes
<p>(Date) 2021: (i) Inquiry-based blended learning curricula developed for ‘O’ and ‘A’ Level program-targeted subjects for grades 10–13, mainstreaming gender.</p>	<p>Inquiry-based curricula and textbooks are organized to: (i) integrate content with activity and investigation by students; (ii) provide prescribed activities with anticipated results; (iii) provide flexibility for students to design and carry out their own investigations; (iv) be content-focused, activity-focused, or blend of both; (v) allow students to organize and record information in prescriptive and non-prescriptive ways to effectively communicate their learning.</p> <p>(i) The gender sensitive curriculum to be developed will follow the gender-sensitivity checklist to be developed by NIE/MOE and will incorporate 21st century skills.</p> <p>21st century skills mean skills required for the modern</p>	(i) NIE, one time in 2021	(i) NIE prepares an attestation that the DLI is met and attaches the relevant documents. The IVA will verify these documents.	If target (i) is achieved, 33% of the annual allocation for this DLI is disbursed. Rollover: Yes

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
	<p>global economy and which are in line with future labor market needs. Such skills will include “soft skills” such as socio-emotional skills as well as problem solving skills, interpersonal skills that allow students to collaborate, discuss, and evaluate knowledge and arguments to derive understanding.</p> <p>The new curriculum will incorporate blended learning approaches as well as communicable diseases awareness and prevention, as and where appropriate. Blended learning approaches refer to a combination of online learning, educational television/ radio programs, remote learning and classroom-based face-to-face approaches. Program-targeted subjects are:</p> <ul style="list-style-type: none"> • For ‘O’ Level assessments: Science and Maths • For ‘A’ Level assessments: Science (Physics, Chemistry and Biology); Combined Mathematics; Technology (Engineering Technology, Biosystems Technology and Science for Technology); Commerce (Business Studies, Accounting, Economics, and ICT). This is a total of 11 subjects. 			
<p>(ii) Gender sensitive national media campaign and implementation plan developed to raise awareness on blended learning approaches, communicable disease risk, new STMC curriculum, pedagogy and assessment system which integrate 21st century skills and labour market needs.</p>	<p>(ii) The first target is considered as achieved when NIE approves the use of the new gender sensitive curriculum for grades 10 to 13 (inclusive).</p> <p>The second target is considered as achieved when MOE approves the gender sensitive national media campaign and implementation plan. The gender sensitive national media campaign will include the use of various media (e.g., mass media, e-platforms, interpersonal communication) as appropriate for the target audience in both urban and rural settings with information on the education reforms, covering the following messages:</p> <ul style="list-style-type: none"> • the new curricula, new inquiry-based teaching practices and assessment systems; and its benefits for students in nurturing adaptive and interdisciplinary 21st century skills required for the modern global economy and in line with future labor market needs; 	<p>(ii) MOE, one time in 2021</p>	<p>(ii) MOE prepares an attestation that the DLI is satisfied and attaches the gender sensitive media campaign documents/materials and implementation plan. The IVA will verify these documents.</p>	<p>If target (ii) is achieved, 33% of the annual allocation for this DLI is disbursed. Rollover: Yes</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
	<ul style="list-style-type: none"> • the nature of the education reforms and the need for these reforms and the future of education in Sri Lanka; • benefits of blended learning approaches and communicable disease risk prevention and mitigation; • information to allay concerns of parents and general public on the education reforms, and to persuade them to send children to provincial 1AB schools, i.e., that additional support will be provided to provincial 1AB schools to build their capacity, etc; • encouraging girls to take STMC subjects; • encouraging boys not to drop out of school; and • integrate issues, challenges and barriers faced by girls and boys in education and, in particular, feature empowering role models for girls. <p>The implementation plan for the gender sensitive media campaign will comprise of a detailed plan for the above with performance targets on campaign coverage, channels, dates, and duration.</p>			
(iii) All instructional materials for 'O' and 'A' Level program-targeted subjects for grades 10 to 13 developed/ revised as appropriate, including online/distance learning modules on selected topics.	<p>(iii) The target is considered as achieved when NIE approves the revised instructional materials which satisfies the following criteria:</p> <ul style="list-style-type: none"> • For 'O' Level up to grade 11, these include a syllabus, teacher guides and textbooks; and • For 'A' Level, these include a syllabus and teacher guides. 	(iii) NIE, one time in 2021	(iii) NIE prepares an attestation that the DLI is met and attaches the revised instructional materials. The IVA will verify these documents.	If target (iii) is achieved, 34% of the annual allocation for this DLI is disbursed. Rollover: Yes
<p>(Date) 2022: Gender sensitive national media campaign launched to raise awareness on blended learning approaches, communicable disease risk, new STMC curriculum, pedagogy and assessment system which integrate 21st century skills and labour market needs.</p>	The target is considered as achieved when the national media campaign has been implemented in accordance with the MOE approved implementation plan for the gender sensitive media campaign.	MOE, one time in 2022	MOE prepares an attestation that the DLI is met and attaches a report on the media campaign. The IVA will verify that the media campaign has been conducted in accordance with the	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
<p>(Date) 2023: Inquiry-based blended learning curricula for grade 10 'O' Level program-targeted subjects, mainstreaming gender, implemented, in all schools.</p>	<p>The target is considered as achieved when MOE issues and confirms by official letter that the new gender sensitive curriculum has been implemented for the grade 10 'O' Level program-targeted subjects in all schools.</p>	<p>MOE, one time in 2023</p>	<p>implementation plan. MOE prepares an attestation that the grade 10 curriculum has been implemented and attaches the relevant documents. The IVA will verify these documents.</p>	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p>
<p>(Date) 2024: (i) Inquiry-based blended learning curricula for grade 11 'O' Level program-targeted subjects, mainstreaming gender implemented in all schools. (ii) All innovation laboratories have been established and are being used to support practical learning in STMC subjects.</p>	<p>The target is considered as achieved when MOE issues and confirms by official letter that the new gender sensitive blended learning curricula has been implemented for the grade 11 'O' Level program-targeted subjects in all schools. The target is considered as achieved when MOE issues a report confirming that the innovation laboratories have been established in accordance with the minimum standards of equipment and use established by NIE. The results should be reported disaggregated by national and provincial schools.</p>	<p>MOE, one time in 2024 MOE, one time in 2024</p>	<p>(i) MOE prepares an attestation that the grade 11 curriculum has been implemented and attaches the relevant documents. The IVA will verify these documents. (ii) MOE prepares an attestation that innovation labs have been established and are being used. The IVA will verify this through spot checks and reports provided by MOE.</p>	<p>If target (i) is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes If target (ii) is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes Partial disbursement is permitted, and disbursements will be proportional to the percentage of innovation laboratories which have been established and are in use. The following formula will be applied for the 2024 (ii) target:</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
				<i>Partial DLI disbursement = planned DLI disbursement for that target × (innovation labs being used / total innovation labs).</i>
<p><u>(Date) 2025:</u> Inquiry-based blended learning curricula for grades 10 and 11 ('O' Level) and grade 12 ('A' Level) program-targeted subjects implemented, mainstreaming gender.</p>	<p>The target is considered as achieved when MOE issues and confirms by official letter that the new gender sensitive blended learning curricula has been implemented for the grade 12 'A' Level program-targeted subjects in all schools.</p>	<p>MOE, one time in 2025</p>	<p>MOE prepares an attestation that the grade 12 curricula has been implemented and attaches the relevant documents. The IVA will verify these documents.</p>	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p>
<p>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 (<i>reporting by female/male teachers</i>).</p>				
<p><u>2020 baseline:</u> 0 teachers trained in new curricula.</p> <p><u>2020 prior result:</u> Teacher Standards Framework Developed.</p>	<p>The target is considered achieved when the Teacher Standards Framework has been developed and approved by MOE and satisfies the following criteria:</p> <ul style="list-style-type: none"> • Provides <i>competency standards</i> that guide teachers in improving students' educational achievement and learning outcomes. The competency standards shall include: professional knowledge and understanding, professional skills and practices, professional values, and professional growth and development. • <i>Includes the various components of teacher education</i> (pre-service, in-service, and continuous professional development) and the content of the teacher training programs; and sets out criteria for promotion of teachers and how it would take into account teacher performance and experience. • <i>Provides guidance for teachers to assess their own performance.</i> 	<p>MOE, one time in 2020</p>	<p>MOE prepares an attestation that the DLI has been achieved and attaches the Teacher Standards Framework. The IVA will verify these documents.</p>	<p>If target is achieved, the prior results allocation for this DLI is disbursed. Rollover: Yes</p>
<p><u>(Date) 2021:</u> (i) National ARH at NIE and Provincial ARHs are staffed and</p>	<p>(i) The target is considered as achieved when at least 75% of the ARHs are staffed and equipped in accordance with the criteria/minimum standards of</p>	<p>(i) NIE, one time in 2020</p>	<p>(i) NIE and MOE prepare an attestation that the</p>	<p>If target (i) is achieved, 50% of the annual allocation</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
equipped as per criteria/ minimum standards established by NIE and include a pool of resource trainers for Sinhala and Tamil medium and bilingual education.	<p>ARH developed by NIE.</p> <p>ARHs are Teacher Centres and Teacher Training Centres which are converted to hubs that are used for the conduct of practical science, technology, mathematics, and IT/commerce activities for teacher training.</p> <p><i>The minimum criteria</i> for the location of the ARHs is that at least one such Hub is in every district and within easy distance of the Program schools making it convenient for teachers to attend the training.</p>		DLI has been achieved and attaches the relevant documents. The IVA will verify these documents. The IVA will also verify this through spot checks.	for this DLI is disbursed. Rollover: Yes
(ii) Teacher training modules for grades 10–13 new 'O' and 'A' Level program-targeted subjects', including content for online teacher training, developed based on the Teacher Standards Framework, and approved.	<p>(ii) The target is considered as achieved when NIE approves the teacher training modules for 'O' and 'A' Level program-targeted subjects for grades 10–13.</p> <p><i>Program-targeted subjects</i> are:</p> <ul style="list-style-type: none"> • For 'O' Level assessments: Science and Maths • For 'A' Level assessments: Science (<i>Physics, Chemistry and Biology</i>); Combined Mathematics; Technology (<i>Engineering Technology, Biosystems Technology and Science for Technology</i>); Commerce (<i>Business Studies, Accounting, Economics, and ICT</i>). 	(ii) NIE, one time in 2021	(ii) NIE prepares an attestation that the DLI has been achieved and attaches the Teacher Training Modules. The IVA will verify these documents/materials.	(ii) If target (ii) is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes
<p><u>(Date) 2022:</u></p> <p>(i) TOT for at least 50% staff and pool of trainers at National and Provincial ARHs completed in 'O' Level program-targeted subjects including inquiry based and interactive teaching, blended learning instruction and remedial teaching (<i>at least 60% women trainees</i>).</p> <p>(ii) At least 80% of grade 10 teachers in 'O' Level program-targeted subjects' trained on inquiry based and interactive teaching, blended learning instruction and</p>	<p>An inquiry-based teaching/pedagogy is an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas. Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and material, students learn by doing. The Verification is conducted through observation of the teacher in the classroom, laboratory, and other learning venues.</p> <p>The target for (i) and (ii) are considered as achieved when trainees are provided with a training completion certificate given by a trainer or training institute</p>	NIE, one time in 2022	NIE/MOE prepares an attestation that the DLI has been achieved and attaches the relevant training report. The IVA will verify completion of training through attendance lists and spot checks on individual training completion certificates.	<p>For all training targets below: If partially achieved, disbursement will be proportional to progress made towards full target achievement.</p> <p>If target (i) is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
remedial teaching (<i>at least 60% women trainees</i>).	officially recognized by NIE/MOE. For all training targets, results should be reported disaggregated by male/female trainees (staff and teachers).			If target (ii) is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes
<p>(Date) 2023:</p> <p>(i) TOT for at least 80% of staff and pool of trainers at National and Provincial ARHs completed in 'O' Level program-targeted subjects (cumulative), inquiry based and interactive teaching, blended learning instruction and remedial teaching (<i>at least 60% women trainees</i>).</p> <p>(ii) At least 80% of grade 11 teachers in 'O' Level program-targeted subjects' trained on inquiry based and interactive teaching, blended learning instruction and remedial teaching (<i>at least 60% women trainees</i>).</p> <p>(iii) TOT for at least 50% staff and pool of trainers at National and Provincial ARHs completed in 'A' Level program-targeted subjects (<i>at least 60% women trainees</i>).</p>	<p>The target for (i), (ii), and (iii) are considered as achieved when trainees are provided with a training completion certificate given by a trainer or training institute officially recognized by NIE/MOE.</p> <p>For all training targets, results should be reported disaggregated by male/female trainees (staff and teachers).</p>	NIE, one time in 2023	NIE/MOE prepares an attestation that the DLI has been achieved and attaches the relevant training report. The IVA will verify completion of training through attendance lists and spot checks on individual training completion certificates.	<p>For all training targets below: If partially achieved, disbursement will be proportional to progress made towards full target achievement.</p> <p>If target (i) is achieved, 33% of the annual allocation for this DLI is disbursed. Rollover: Yes</p> <p>If target (ii) is achieved, 33% of the annual allocation for this DLI is disbursed. Rollover: Yes</p> <p>If target (iii) is achieved, 34% of the annual allocation for this DLI is disbursed. Rollover: Yes</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
<p>(Date) 2024:</p> <p>(i)TOT for at least 80% staff and pool of trainers at National and Provincial ARHs completed in ‘A’ Level program-targeted subjects (cumulative), including inquiry based and interactive teaching, blended learning instruction and remedial teaching (<i>at least 60% women trainees</i>).</p> <p>(ii) At least 60% of teachers in ‘A’ Level program-targeted subjects’ trained on inquiry based and interactive teaching, blended learning instruction and remedial teaching (<i>at least 60% women trainees</i>).</p> <p>(iii) At least 60% of grades 10-11 teachers in ‘O’ Level program-targeted subjects implement inquiry-based and interactive teaching practices by online and distance learning, and face-to-face classroom instruction (<i>at least 60% women trainees</i>).</p>	<p>The target for (i) and (ii) are considered as achieved when trainees are provided with a training completion certificate given by a trainer or training institute officially recognized by NIE/MOE.</p> <p>For all training targets, results should be reported disaggregated by male/female trainees (staff and teachers).</p> <p>(iii) The target is considered as achieved when at least 60% of teachers are applying inquiry-based and interactive teaching practices in ‘O’ and ‘A’ Level program subjects as determined by an evaluation by NIE/MOE. Under the evaluation, teachers will be evaluated by internal and external evaluators three times per year in accordance with the criteria (using the existing School Education Quality Index) and checklists to verify that the teachers are using inquiry-based and interactive teaching practices.</p> <p>For the purposes of this DLI: (i) inquiry-based teaching practices means students investigate problems and issues and construct their understanding from the evidence they gather; (ii) interactive teaching means that students collaborate, discuss, and evaluate knowledge and arguments to derive understanding. This will use applied problem solving, meaning the use of practical issues and challenges that are familiar to students in their everyday contexts; and (iii) online learning means students can be with an instructor while working through digital lessons and</p>	<p>(i) and (ii) NIE, one time in 2024</p> <p>(iii) NIE, three times in 2024</p>	<p>(i) and (ii) NIE/MOE prepares an attestation that the DLI has been achieved and attaches the relevant training report. The IVA will verify completion of training through attendance lists and spot checks on individual training completion certificates.</p> <p>(iii) NIE/MOE prepares an attestation that the DLI has been achieved and attaches the evaluation report. The IVA will verify the evaluation report and conduct spot checks through monitoring visits to sample classrooms.</p>	<p>For all training targets below: If partially achieved, disbursement will be proportional to progress made towards full target achievement.</p> <p>If target (i) is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes</p> <p>If target (ii) is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes</p> <p>(iii) If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p> <p>If partially achieved, disbursement will be proportional to progress made towards full target achievement.</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
	assessments; distance learning means students each work separately from home.			
<p>(Date) 2025: 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 (<i>at least 60% women trainees</i>).</p>	<p>The target is considered as achieved when at least 65% of teachers are applying inquiry-based and interactive teaching practices in ‘O’ and ‘A’ Level program subjects as determined by an evaluation by NIE/MOE. Under the evaluation, teachers will be evaluated by internal and external evaluators three times per year in accordance with the criteria (using the existing School Education Quality Index) and checklists to verify that the teachers are using inquiry-based and interactive teaching practices.</p> <p>For the purposes of this DLI: (i) inquiry-based teaching practices means students investigate problems and issues and construct their understanding from the evidence they gather; (ii) interactive teaching means that students collaborate, discuss, and evaluate knowledge and arguments to derive understanding. This will use applied problem solving, meaning the use of practical issues and challenges that are familiar to students in their everyday contexts; and (iii) online learning means students can be with an instructor while working through digital lessons and assessments; distance learning means students each work separately from home.</p>	NIE, three times in 2025	NIE/MOE prepares an attestation that the DLI has been achieved and attaches the evaluation report. The IVA will verify the evaluation report and conduct spot checks through monitoring visits to sample classrooms.	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p> <p>If partially achieved, disbursement will be proportional to progress made towards full target achievement.</p>
DLI 4. At least 70% of teachers for ‘O’ and ‘A’ Level program-targeted subjects/subject streams are deployed in program schools in accordance with MOE Circular on Determination of Teacher Cadres.				
<p>Disaggregated by national/provincial schools.</p> <p>2020 baseline: MOE Circular on Determination of Teacher Cadres not consistently followed in teacher deployment.</p>				
<p>(Date) 2021: (i) School-based teacher mapping completed for program schools.</p>	(i) The target is considered as achieved when the school-based teacher mapping is completed for all program schools.	(i) MOE, one time in 2020.	(i) MOE prepares an attestation that the DLI has been achieved and	If target (i) is achieved, 50% of the annual allocation

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
	<p>For the purposes of this DLI, <i>teacher mapping</i> means that each program school will be mapped for at least the following: (i) number of teachers by subject (male/female) teachers; (ii) number of teachers for 'O' and 'A' Level program-targeted subjects deployed in each school in line with MOE Circular on Determination of Teacher Cadres.</p> <p><i>Program-targeted subjects</i> are:</p> <ul style="list-style-type: none"> • For 'O' Level assessments: Science and Maths • For 'A' Level assessments: Science (<i>Physics, Chemistry and Biology</i>); Combined Mathematics; Technology (<i>Engineering Technology, Biosystems Technology and Science for Technology</i>); Commerce (<i>Business Studies, Accounting, Economics, and ICT</i>). <p>For the purpose of this DLI 4, program schools have the meaning given in DLI 1.</p>		<p>attaches the report on the teacher mapping exercise. The IVA will verify the teacher mapping report.</p>	<p>for this DLI is disbursed. Rollover: Yes</p>
<p>(ii) Percentage of teachers for program-targeted subjects and subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres increased from baseline in at least 50% of program schools for 'O' Level and 20% of program schools for 'A' Level.</p>	<p>The percentage of teachers for program-targeted subjects/ subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres is defined as follows: Denominator = total number of teachers (for program-targeted subjects/ subject streams) in program schools. Numerator = number of those teachers in program schools who are deployed in accordance with the said MOE Circular.</p> <p>(ii) The target is considered as achieved when the percentage of teachers meeting the specified criteria in each school increases over the previous year in the specified proportion of schools, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The MOE Circular on Determination of Teacher Cadres provides criteria for teacher deployment. Deployment can mean recruitment, placement, or redeployment.</p>	<p>(ii) MOE, one time in 2021.</p>	<p>(ii) MOE prepares an attestation that the DLI has been achieved and attaches the report on teacher deployment as recorded in the MOE database.</p> <p>The IVA will verify the documents, the MOE database (Teacher Human Resource Management database), other records, and spot checks of schools.</p>	<p>(ii) If target is achieved, 50% of the annual allocation for this DLI is disbursed. Rollover: Yes</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
<p>(Date) 2022: Percentage of teachers for program-targeted subjects and subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres increased from previous year in at least 70% of program schools for ‘O’ Level and 40% of program schools for ‘A’ Level. (cumulative).</p>	<p>The target is considered as achieved when the percentage of teachers meeting the specified criteria in each school increases over the previous year in the specified proportion of schools, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The MOE Circular on Determination of Teacher Cadres provides criteria for teacher deployment. Deployment can mean recruitment, placement, or redeployment.</p>	<p>MOE, one time in 2022.</p>	<p>MOE prepares an attestation that the DLI has been achieved and attaches the report on teacher deployment as recorded in the MOE database.</p> <p>The IVA will verify the documents, the MOE database (Teacher Human Resource Management database), other records, and spot checks of schools.</p>	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p>
<p>(Date) 2023: (i) Percentage of teachers for ‘A’ Level program-targeted subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres increased from previous year in at least 60% of program schools. (cumulative).</p> <p>(Maintained or improved) Percentage of teachers for ‘O’ Level program-targeted subjects deployed in accordance with MOE Circular on Determination of Teacher Cadres is increased from previous year or stays the same in at least 70% of program schools for ‘O’ Level (cumulative).</p>	<p>The target is considered as achieved when the percentage of teachers meeting the specified criteria in each school increases over the previous year in the specified proportion of schools, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The percentage of teachers meeting the specified criteria in each school should be increased over the previous year or stay the same in the specified proportion of schools, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The MOE Circular on Determination of Teacher Cadres provides criteria for teacher deployment. Deployment can mean recruitment, placement, or redeployment.</p>	<p>MOE, one time in 2023.</p>	<p>The target is considered as achieved when the targeted percentage of schools meets the specified criteria, by each school, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The IVA will verify the documents, the MOE database (Teacher Human Resource Management database), other records, and spot checks of schools.</p>	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
<p>(Date) 2024: (i) Percentage of teachers for ‘A’ Level program-targeted subject streams deployed in accordance with MOE Circular on Determination of Teacher Cadres increased from previous year in at least 70% of program schools. (cumulative).</p> <p>(Maintained or improved) Percentage of teachers for ‘O’ Level program-targeted subjects deployed in accordance with MOE Circular on Determination of Teacher Cadres is increased from previous year or stays the same in at least 70% of program schools for ‘O’ Level (cumulative).</p>	<p>The target is considered as achieved when the percentage of teachers meeting the specified criteria in each school increases over the previous year in the specified proportion of schools, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The percentage of teachers meeting the specified criteria in each school should increase over the previous year or stay the same in the specified proportion of schools, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The MOE Circular on Determination of Teacher Cadres provides criteria for teacher deployment. Deployment can mean recruitment, placement, or redeployment.</p>	<p>MOE, one time in 2024.</p>	<p>The target is considered as achieved when the targeted percentage of schools meets the specified criteria, by each school, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The IVA will verify the documents, the MOE database (Teacher Human Resource Management database), other records, and spot checks of schools.</p>	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p>
<p>(Date) 2025: At least 70% of teachers for ‘O’ Level program-targeted subjects and ‘A’ Level program-targeted subject streams are deployed in program schools in accordance with MOE Circular on Determination of Teacher Cadres (by <i>national/provincial schools</i>). (cumulative).</p>	<p>The target is considered as achieved when the targeted percentage of schools meets the specified criteria, by each school, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The MOE Circular on Determination of Teacher Cadres provides criteria for teacher deployment. Deployment can mean recruitment, placement, or redeployment.</p>	<p>MOE one time in 2025.</p>	<p>The target is considered as achieved when the targeted percentage of schools meets the specified criteria, by each school, and the teacher deployment has been duly recorded in the MOE database.</p> <p>The IVA will verify the documents, the MOE database (Teacher Human Resource Management database), other records, and spot</p>	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p> <p>If partially achieved, disbursement will be proportional to progress made towards full target achievement.</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
DLI 5. Educational leadership to support secondary education reform strengthened:				
<p>2019 baseline: (i) 0% of 3,200 Principals, Assistant Principals and Deputy Principals trained;</p> <p>(ii) 0% of 200 Provincial, Divisional and Zonal Education Officers and 200 science and math ISAs and directors trained; and</p> <p>(iii) 2019 baseline: 0% SDPs implemented in support of reforms.</p>	<p>A SDP is prepared annually by the School Development Committee and key stakeholders for each school in line with MOE Circular No. 26/2018. It is based on a situational analysis of the school and stakeholders and prioritization of actions based on the availability of resources.</p>		checks of schools.	
<p>(Date) 2021: DLI 5A: (i) Instructional leadership modules aligned to the new curriculum developed and approved.</p>	<p>The target (i) is considered as achieved when the Instructional Leadership Modules have been developed and approved by NIE.</p> <p>For the purpose of this DLI, instructional leadership refers to the skills of principals who support teachers' effective instruction for students' learning, and the implementation of associated curriculum and assessments. Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth.</p>	NIE, one time in 2020	(i) NIE prepares an attestation that the DLI has been achieved and attaches the Instructional Leadership Modules. The IVA will verify these documents.	If target (i) is achieved, 17% of the annual allocation for DLI 5A is disbursed. Rollover: Yes
<p>DLI 5A: (ii) TOT on Instructional leadership completed for 75% of FELDM trainers.</p>	<p>The target (ii) is considered as achieved when all FELDM certified trainers and non-certified trainers have been trained on the use of the new Instructional Leadership Modules and have been provided with a training completion certificate given by a trainer or training institute officially recognized by NIE.</p> <p>For all training targets, results should be reported disaggregated by male/female trainees (staff and teachers).</p>	(ii) NIE, one time in 2021	(ii) NIE prepares an attestation that the DLI has been achieved and attaches the relevant training report. The IVA will verify completion of training through attendance lists and spot checks on individual training completion certificates.	If target (ii) is achieved, 17% of the annual allocation for DLI 5A is disbursed. Rollover: Yes If partially achieved, disbursement will be proportional to progress made towards full target achievement.

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
<p><u>DLI 5A:</u> (iii) At least 25% of Principals, Assistant Principals and Deputy Principals in program schools trained in instructional leadership (with at least 40% women trainees).</p> <p><u>DLI 5A:</u> (iv) At least 25% of Provincial, Divisional and Zonal Education Officers, and science and mathematics ISAs and directors trained in instructional leadership (with at least 60% women trainees).</p> <p><u>DLI 5A:</u> (v) at least 80% of innovation laboratories equipped in accordance with the Minimum Standards.</p> <p><u>DLI 5A:</u> (vi) Each province has prepared and approved a time-bound implementation plan for blended learning to support secondary education.</p> <p><u>DLI 5B:</u></p>	<p>The target for (iii) and (iv) are considered as achieved when trainees are provided with a training completion certificate given by a trainer or training institute officially recognized by NIE. For all training targets, results should be reported disaggregated by male/female trainees.</p> <p>The target for (v) is considered as achieved when each innovation lab complies with the minimum standards developed by NIE for the conduct of practical Science, Technology, Mathematics and IT/Commerce activities aligned with the new curriculum.</p> <p>The target for (vi) is considered achieved when all concerned provincial education departments have produced and approved a time-bound implementation plan for blended learning to support secondary education. The implementation plan will detail the roll out and implementation of blended learning (online learning, educational television/ radio programs, remote learning and classroom-based face-to-face approaches) for schools in that province, taking into account the infection status of COVID-19 and accessible technology for students.</p> <p>The target for (vii) is considered as achieved when MOE establishes a separate budget line for school</p>	<p>(iii) and (iv): NIE, one time in 2021</p> <p>(v) MOE, one time in 2021</p> <p>(vi) MOE, one time in 2021</p> <p>(vii) MOE, one time in 2021</p>	<p>For (iii) and (iv) NIE/MOE prepares an attestation that the DLI has been achieved and attaches the training report. The IVA will verify these documents through attendance lists and spot checks on individual training completion certificates.</p> <p>(v) MOE prepares an attestation that the DLI has been achieved and attaches the relevant documents. The IVA will verify these documents through spot checks as necessary.</p> <p>For (vi) and (vii) MOE prepares an attestation that the DLI has been achieved and attaches the relevant documents. The IVA will verify these documents.</p>	<p>For all targets below: If partially achieved, disbursement will be proportional to progress made towards full target achievement. If target (iii) is achieved, 17% of the annual allocation for DLI 5A is disbursed. Rollover: Yes</p> <p>If target (iv) is achieved, 17% of the annual allocation for DLI 5A is disbursed. Rollover: Yes</p> <p>If target (v) is achieved, 16% of the annual allocation for DLI 5A is disbursed. Rollover: Yes</p> <p>If target (vi) is achieved, 16% of the annual allocation for DLI 5A is disbursed. Rollover: Yes</p> <p>If target (vii) is achieved, the annual allocation for DLI 5B is disbursed.</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
(vii) Budget line created for the provision of school grants for implementing the SDPs	grants under the secondary education expenditure for the purpose of implementing the SDPs.			Rollover: Yes
<p>(Date) 2022: DLI 5A: (i) At least 50% of Principals, Assistant Principals and Deputy Principals in program schools trained in instructional leadership (with at least 40% women trainees).</p> <p>DLI 5A: (ii) At least 50% of Provincial, Divisional and Zonal Education Officers, and science and mathematics ISAs and directors trained in instructional leadership (with at least 60% women trainees).</p> <p>DLI 5B: (iii) At least 20% of SDPs in program schools include strategies for (a) improving learning outcomes in STMC subjects; (b) attracting and increasing girls in STMC subjects; (c) reducing the dropout rate for boys.</p>	<p>The target for (i) and (ii) are considered as achieved when trainees are provided with a training completion certificate given by a trainer or training institute officially recognized by NIE.</p> <p>For all training targets, results should be reported disaggregated by male/female trainees.</p> <p>The target for (iii) is considered as achieved when at least 20% of SDPs, include strategies: (a) for improving learning outcomes in STMC subjects; (b) for attracting and increasing girls into STMC subjects as reported by MOE; (c) reducing the drop-out rates for boys; and (d) at least 70% of the activities outlined in the SDPs are implemented.</p>	<p>(i) and (ii): NIE, one time in 2022</p> <p>(iii) MOE, one time in 2022</p>	<p>For (i) and (ii) NIE/MOE prepares an attestation that the DLI has been achieved and attaches the training report. The IVA will verify these documents through attendance lists and spot checks on individual training completion certificates.</p> <p>(iii) MOE prepares an attestation that the DLI has been achieved and attaches the MOE report. The IVA will verify these documents, backed up by spot checks in some schools.</p>	<p>For all targets below: If partially achieved, disbursement will be proportional to progress made towards full target achievement.</p> <p>If target (i) is achieved, 50% of the annual allocation for DLI 5A is disbursed. Rollover: Yes</p> <p>If target (ii) is achieved, 50% of the annual allocation for DLI 5A is disbursed. Rollover: Yes</p> <p>If target (iii) is achieved, the annual allocation for DLI 5B is disbursed. Rollover: Yes</p>
<p>(Date) 2023: DLI 5A: (i) At least 75% of Principals, Assistant Principals and Deputy Principals in program schools trained in instructional leadership (with at least 40% women trainees).</p> <p>DLI 5A:</p>	<p>The target for (i) and (ii) are considered as achieved when trainees are provided with a training completion certificate given by a trainer or training institute officially recognized by NIE.</p> <p>For all training targets, results should be reported disaggregated by male/female trainees.</p>	<p>NIE, one time in 2023</p> <p>MOE, one time</p>	<p>For (i) and (ii) NIE/MOE prepares an attestation that the DLI has been achieved and attaches the training report. The IVA will verify these documents through</p>	<p>If target (i) is achieved, 50% of the annual allocation for DLI 5A is disbursed. Rollover: Yes</p> <p>If target (ii) is achieved, 50% of</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
<p>(ii) At least 75% of Provincial, Divisional and Zonal Education Officers, and science and mathematics ISAs and directors trained in instructional leadership (with at least 60% women trainees).</p> <p><u>DLI 5B:</u> (iii) At least 40% of SDPs in program schools include strategies for (a) improving learning outcomes in STMC subjects; (b) attracting and increasing girls into STMC subjects; and (c) reducing the dropout rate for boys.</p>	<p>The target for (iii) is considered as achieved when at least 40% of SDPs, include strategies: (a) for improving learning outcomes in STMC subjects; (b) for attracting and increasing girls into STMC subjects as reported by MOE; (c) reducing the dropout rate for boys; and (d) at least 70% of the activities outlined in the SDPs are implemented.</p>	<p>in 2023</p> <p>MOE, one time in 2023</p>	<p>attendance lists and spot checks on individual training completion certificates.</p> <p>(iii) MOE prepares an attestation that the DLI has been achieved and attaches the MOE report. The IVA will verify these documents, backed up by spot checks in some schools.</p>	<p>the annual allocation for DLI 5A is disbursed. Rollover: Yes</p> <p>If target (iii) is achieved, the annual allocation for DLI 5B is disbursed. Rollover: Yes</p>
<p><u>(Date) 2024:</u> DLI 5B: At least 40% 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 the drop-out rate for boys.</p>	<p>The target is considered as achieved when at least 40% of SDPs, implement strategies: (a) for improving learning outcomes in STMC subjects; (b) for attracting and increasing girls into STMC subjects as reported by MOE; (c) reducing the dropout rate for boys; and (d) at least 70% of the activities outlined in the SDPs are implemented.</p>	<p>MOE, one time in 2024</p>	<p>MOE prepares an attestation that the DLI has been achieved and attaches the MOE report. The IVA will verify these documents, backed up by spot checks in some schools.</p>	<p>If target is achieved, the annual allocation for DLI 5B is disbursed. Rollover: Yes</p> <p>For all training targets below: If partially achieved, disbursement will be proportional to progress made towards full target achievement.</p>
<p><u>(Date) 2025:</u> 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;</p>	<p>The target is considered as achieved when at least 70% of SDPs, implement strategies: (a) for improving learning outcomes in STMC subjects; (b) for attracting and increasing girls into STMC subjects as reported by MOE; (c) reducing the dropout rate for boys; and (d) at least 70% of the activities outlined in the SDPs are implemented.</p>	<p>MOE, one time in 2025</p>	<p>MOE prepares an attestation that the DLI has been achieved and attaches the MOE report. The IVA will verify these documents, backed</p>	<p>If target is achieved, the annual allocation for DLI 5B is disbursed. Rollover: Yes</p> <p>If partially achieved, disbursement will be proportional to</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
and (c) reducing the drop-out rate for boys.			up by spot checks in some schools.	progress made towards full target achievement.
DLI 6. All performance-based partnership agreements between central and provincial governments aligned with the priority educational reform agenda each year.				
2019 baseline: Institutional mechanisms need improvement to ensure alignment between the newly developed 2020–2025 educational reform agenda and the PPAs.	Performance-based partnership agreements will (i) review achievements and challenges faced by provinces; (ii) outline targets, related strategies, budgets and accountabilities for improving learning outcomes, attracting and increasing students, especially girls into STMC; (iii) improving pedagogy; (iv) adopt cross learning/sharing opportunities; and (v) implement performance-based allocation to provide support to lagging schools to improve their performance against key reform indicators, as outlined in SDPs.			
(Date) 2021: Performance-based partnership agreements reviewed and updated for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.	The target is considered as achieved when the revised and updated performance-based partnership agreements, which reflect alignment between provincial and national workplans, have been signed between MOE and all nine PEAs.	MOE, one time in 2021	MOE prepares an attestation that the DLI has been achieved and attaches all PPAs. The IVA will verify these documents.	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: No
(Date) 2022: Performance-based partnership agreements reviewed and updated for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.	The target is considered as achieved when the revised and updated performance-based partnership agreements, which reflect alignment between provincial and national workplans, have been signed between MOE and all nine PEAs.	MOE, one time in 2022	MOE prepares an attestation that the DLI has been achieved and attaches all PPAs. The IVA will verify these documents.	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: No
(Date) 2023: Performance-based partnership agreements reviewed and updated for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.	The target is considered as achieved when the revised and updated performance-based partnership agreements, which reflect alignment between provincial and national workplans, have been signed between MOE and all nine PEAs.	MOE, one time in 2023	MOE prepares an attestation that the DLI has been achieved and attaches all PPAs. The IVA will verify these documents.	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: No
(Date) 2024: Performance-based partnership agreements reviewed and updated	The target is considered as achieved when the revised and updated performance-based partnership agreements, which reflect alignment between	MOE, one time in 2024	MOE prepares an attestation that the DLI has been	If target is achieved, the annual allocation

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.	provincial and national workplans, have been signed between MOE and all nine PEAs.		achieved and attaches all PPAs. The IVA will verify these documents.	for this DLI is disbursed. Rollover: No
(Date) 2025: Performance-based partnership agreements reviewed and updated for all nine Provinces to align provincial and national work plans, supporting the priority educational reform agenda.	The target is considered as achieved when the revised and updated performance-based partnership agreements, which reflect alignment between provincial and national workplans, have been signed between MOE and all nine PEAs.	MOE, one time in 2025	MOE prepares an attestation that the DLI has been achieved and attaches all PPAs. The IVA will verify these documents.	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: No
DLI 7. All key sector indicators, including sex-disaggregated data, from MOE, NIE, and DOE made publicly available on the new NEMIS website and published as annual sector performance reports.				
2019 baseline: Inadequate integration of M&E system producing consolidated education sector indicators or performance reports.				
(Date) 2021: (i) Standing Committee for M&E Framework and NEMIS Policy established.	(i) The target is considered as achieved when the Standing Committee for the M&E Framework and NEMIS Policy is established with TORs defining roles and responsibilities of each institution represented on the Standing Committee, annual work plan for current and subsequent year, and a confirmed budget for the implementation of the annual work plan for the current year. The Standing Committee will comprise representatives at least from (but not necessarily limited to) MOE, DCS, NIE, DOE.	(i) MOE, one time in 2020	(i) MOE prepares an attestation that the DLI has been achieved and attaches the TORs, annual work plan for the current and subsequent year, and confirmed budget for the current year. The IVA will verify these documents.	If target (i) is achieved, 25% of the annual allocation for this DLI is disbursed. Rollover: Yes
(ii) M&E Framework and NEMIS Policy and Action Plan finalized and approved.	(ii) The target is considered as achieved when (a) agreement is reached on the M&E Framework, which comprises of a set of key sector indicators from at least three institutions (MOE, DOE, and NIE) to be tracked in NEMIS; and (b) the document containing the M&E Framework and setting out the NEMIS Policy and Action Plan (on technical issues concerning the online database) is drafted, reviewed, finalized and approved by the Standing Committee and the relevant	(ii) MOE, one time in 2021	(ii) and (iv): MOE prepares an attestation that the DLI has been achieved and attaches the M&E Framework and NEMIS Policy and Action Plan and the	If target (ii) is achieved, 25% of the annual allocation for this DLI is disbursed. Rollover: Yes If target (iii) is achieved, 25% of

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
<p>(iii) ICT equipment installed in accordance with the NEMIS Policy and Action Plan.</p> <p>(iv) Educational research guidelines and protocols finalized and approved.</p>	<p>institutions.</p> <p>(iii) The target is considered as achieved when the ICT equipment is installed in accordance with the NEMIS Policy and Action Plan.</p> <p>(iv) The target is considered as achieved when the Standing Committee for the M&E Framework and NEMIS Policy has approved the guidelines.</p>	<p>(iii) MOE, one time in 2021</p> <p>(iv) MOE, one time in 2021</p>	<p>educational research guidelines. The IVA will verify these documents, backed up by interviews at central level.</p> <p>(iii) MOE prepares an attestation that the DLI has been achieved and attaches a report on the installation of the ICT equipment. The IVA will verify these documents, backed up by spot checks.</p>	<p>the annual allocation for this DLI is disbursed. Rollover: Yes</p> <p>If target (iv) is achieved, 25% of the annual allocation for this DLI is disbursed. Rollover: Yes</p>
<p>(Date) 2022: Education system monitoring formats, definitions, and user guides standardized across MOE, provincial and zonal levels, and data quality standards developed (including on the use of data).</p>	<p>The target is considered as achieved when monitoring formats, user guides and definitions and data quality standards have been approved and standardizations has been undertaken.</p> <p>Standardization of monitoring formats, data entry formats, and user guides means development of a set of tools to ensure the data reported are consistent across all levels and all institutions. Data quality standards will be developed, possibly in the form of a checklist, based on consultation with Department of Census and Statistics, and other relevant institutions.</p>	<p>MOE, one time in 2022</p>	<p>MOE prepares an attestation that the DLI has been achieved and attaches the monitoring formats, user guides, definitions and data quality. The IVA will verify these documents.</p>	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p>
<p>(Date) 2023: NEMIS online data collection and verification system installed and operational in all nine provinces.</p>	<p>The target is considered as achieved when all provincial education offices have installed an online data entry data collection and verification process and such system has become operational.</p>	<p>MOE, one time in 2023</p>	<p>MOE prepares an attestation that the DLI has been achieved and attaches a report on the installation and operationalization of the NEMIS online data collection and</p>	<p>If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes</p>

Disbursement-Linked Indicators	Definition and Description of Achievement	Information Source and Frequency	Verification Agency, and Procedure	Disbursement formula (refer to Table 6 of the PID for amounts)
			verification system. The IVA will verify these documents, backed up by spot checks.	
<p>(Date) 2024: Training for 75% MOE, DOE, NIE, DOEP, Zonal, and Provincial M&E and NEMIS staff in using new standards and tools completed (<i>at least 60% female trainees.</i>)</p>	<p>The target is considered as achieved when the required number of staff who are or will be responsible for planning, monitoring, quality assurance, reports, research and NEMIS at central and provincial levels are provided with a training completion certificate given by a trainer or training institute officially recognized by MOE.</p> <p>The exact number of trainees per province will be determined by MOE.</p>	MOE, one time in 2024	MOE prepares an attestation that the DLI has been achieved and attaches a training report. The IVA will verify these documents, backed up by checks of training records and interviews at central and provincial levels.	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes For all training targets below: If partially achieved, disbursement will be proportional to progress made towards full target achievement.
<p>(Date) 2025: All key sector indicators from MOE, NIE, and DOE made publicly available on the new NEMIS website and published as Annual Education Sector Performance Reports by 2025.</p>	<p>The target is considered as achieved when sector performance reports are publicly available on the NEMIS website together with data on the key sector indicators from MOE, NIE, and DOE.</p> <p>Key sector indicators from MOE, NIE, and DOE are those approved in the M&E Framework and NEMIS Policy and Action Plan.</p> <p>In addition to statistics, the Annual Education Sector Performance Reports should include analysis of data on equitable access and participation in primary and secondary education; trends in student achievements, progress made in capacity strengthening of staff, education expenditure analysis, etc.</p>	MOE, one time in 2025	MOE prepares an attestation that the DLI has been achieved and attaches a report on the NEMIS website and the Annual Education Sector Performance Report. The IVA will verify these documents, backed up by spot checks.	If target is achieved, the annual allocation for this DLI is disbursed. Rollover: Yes

'A' Level = General Certificate of Education Advanced Level; 'O' Level = General Certificate of Education Ordinary Level; ADB = Asian Development Bank; ARH = Applied Resource Hubs; DLI = disbursement-linked indicator; DOE = Department of Examinations; DOEP = Department of Educational Publications; EMIS = education management information system; FELDM = Faculty of Education Leadership Development and Management; ICT = information and communication technology; ISAs = In Service Advisors; IVA = Independent Verification Agent; M&E = monitoring and evaluation; MOE = Ministry of Education; NEMIS = National Education Management Information System; NIE = National Institute of Education of Sri Lanka; NSAF = National Student Assessment Framework; PEAs = Provincial Education Authorities; PID = program implementation document; PPA = performance-based partnership agreement; SDP = school development plan; STMC = science, technology, mathematics, and commerce; TOT = Training of Trainers.

^a United Nations Educational, Scientific and Cultural Organization-International Bureau of Education. 2013. [*Training Tools For Curriculum Development: A Resource Pack*](#). Geneva.

^b 'O' Level assessments mean those examinations held by the national authorities of Sri Lanka and not those held by other authorities such as United Kingdom exam boards.

Source: Asian Development Bank.

Table A3.3: Expected Disbursement Schedule

Disbursement-Linked Indicator	Total ADB Financing Allocation	%Share of ADB Financing	Financing for Prior Results	2021	2022	2023	2024	2025
Outcome								
DLI 1. A student assessment system for improving learning and 21st century skills established by 2025.	80.00	20.00		20.00	20.00		20.00	20.00
Outputs								
DLI 2. Inquiry-based 'O' and 'A' Level blended learning curricula in program-targeted subjects developed and implemented, mainstreaming gender.	76.00	19.00	40.00	7.20	7.20	7.20	7.20	7.20
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.	76.00	19.00	40.00	7.20	7.20	7.20	7.20	7.20
DLI 4. At least 70% of teachers for 'O' and 'A' Level program-targeted subjects/subject streams are deployed in program schools in accordance with MOE Circular on Determination of Teacher Cadres.	60.00	15.00		12.00	12.00	12.00	12.00	12.00
DLI 5. 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).	28.00	7.00		9.34	9.33	9.33		
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.	40.00	10.00		8.00	8.00	8.00	8.00	8.00
DLI 6. All performance-based partnership agreements between MOE and provincial education authorities aligned with the priority educational reform agenda each year.	20.00	5.00		4.00	4.00	4.00	4.00	4.00
DLI 7. All key sector indicators, including sex-disaggregated data, from MOE, NIE, and DOE made publicly available on the new MOE website and published as annual sector performance reports by 2025.	20.00	5.00		4.00	4.00	4.00	4.00	4.00
TOTAL ADB financing	400.00	100.00	80.00	71.74	71.73	51.73	62.40	62.40

'A' Level = General Certificate of Education Advanced Level; 'O' Level = General Certificate of Education Ordinary Level; ADB = Asian Development Bank; DLI = disbursement-linked indicators; DOE = Department of Examinations; MOE = Ministry of Education; NEMIS = National Education Management Information System; NIE = National Institute of Education; SDP = school development plan; STMC = science, technology, mathematics, and commerce subject streams.

Note: Numbers may not sum precisely because of rounding.

Source: Asian Development Bank.