**Education for All (EFA)**

*Mid Decade Assessment - Sri Lanka 2006*

---

**Overview of Mid-Decade Assessment**

- Country objectives
- Scope of the assessment
- Participation in the assessment
- Process of the assessment
- Data gaps
- Initiate studies to fill gaps in essential data

---

**EFA Mid-Decade Assessment Country Objectives**

- To assess progress and identify gaps in monitoring and achievement of national, provincial and zonal targets and goals of EFA
- To identify disparities and inequalities within national education system in terms of EFA goals
- To review and assess problems, issues, policies, strategies, actions, and success stories of EFA in the country and disseminate them broadly

---

**EFA Mid-Decade Assessment Country Objectives**

- To identify those social groups, geographical and educational areas in greatest need of support to achieve the EFA goals and the types and levels of support they require
- To build capacities of national, provincial and zonal institutions and stakeholders to regularly monitor and assess the EFA goals
- To better formulate appropriate national policies, within education and multi-sectorally, for attaining EFA goals and the MDGs by 2015
**Scope - What needs to be assessed and reviewed?**

- Six major goals set to achieve quality education for all (EFA) by year 2015 in Dakar Framework of Action (2000)
- Shortfalls and progress towards the achievement of EFA
- Disparities and inequalities in the provision of education for all

**Scope - What needs to be assessed and reviewed? Where?**

- Life long learning opportunities
  - Basic learning needs of
    - Preschool children
    - School children
    - Youth and adults
  - Government and private educational programmes
    - Activities and services
      - In preschool
      - In school
      - Out of school

**Who should participate in MDA?**

- National stakeholders at all levels
  - MoE, NIE, Universities
  - Relevant ministries, departments
  - Members of the thematic working groups
- Development agencies and partners who are not yet involved (pending)
- Other multilateral and bilateral cooperation agencies who are not yet involved (pending)
Why should they participate?
- to obtain a comprehensive picture of the present status of EFA
- to collect analyze and interpret information from varied perspectives
- to mobilize partners to plan future activities to achieve EFA goals

How should the assessment be carried out?
- use existing information
  - policy documents
  - school census data
  - Department of Census data
  - relevant studies and reports
- use available tools such as DevInfo for data collection & analysis
- initiate studies to fill gaps in essential data

Why gaps?
- no data
  - ECC, Life skills, Inclusive education etc?
- lack of quality data
  - related to quality of inputs, process and outcomes?
- lack of disaggregated data
  - Ethnicity / Caste
  - Socio-economic status
  - Disadvantaged : mental & physical disabilities etc.
Key questions – and planned studies – in each EFA goal

Goal 1 : Early Childhood Care and Education

Key Questions
• Who is served and more importantly not served?
• Are the ECCE services delivered of good quality?
• Are the programmes comprehensive covering both care and education?
• Who is providing these services as part of more formal and non formal systems?
• Do the children have a positive learning experience?

Use available information such as:
• National Study on child care provision in preschools, Sri Lanka by UNICEF
• National Survey on access and quality of preschools conducted by Ministry of Child Development and Women’s Empowerment
• Data related to health indicators available with Ministry of Health

Study to gather information
• Conduct a survey to identify ability of pre school children to acquire skills related learning in the primary schools

Goal 2 : Universal Primary / Basic Education

Key Questions
• Are schools accessible to all children in terms of physical facilities?
• Are schools accessible to all children including street children, children from ethnic and cultural minorities, and children from disadvantaged groups?
• Do the schools provide quality education to all children regardless of their intellectual, physical, social, emotional and other conditions?

Use available information such as:
• Surveys done by Dept. of Police
• School Census Data
• WEI Primary School Survey conducted by MoE
• Child labour and non school children-CENNOR

Study to gather information
• Survey to examine policy and practice of inclusive education in Sri Lanka

Goal 3 : Life Skills

Key Questions
• Has the system recognized the importance of life skills as part of education which leads to the full development of human potential and to the development of society?
• Do teachers have training in how to put them across and how to monitor learners’ growth in these areas since life skills are taught as part of a wide range of subjects?
• Is there a balance between content teaching and attention to the accompanying life skills?

Use available information such as:
• National survey on emergencies issues among adolescents in Sri Lanka 2004, UNICEF

Study to gather information
• Assessment of implementation and effectiveness of existing secondary education (6-11) education programmes related to life skills and lifelong learning in Sri Lanka.
Goal 4 : Literacy

Key Questions
- What is the distribution of component reading skills in the adult population?
- How do an individual’s literacy skills relate to employment opportunities and economic outcomes?
- Are literacy and numeracy levels high enough to support the national economic objectives?
- What is the relative quality of the current educational output in a country?

Use available information such as:
- Department of Census & Statistics data
- Study to gather information: Literacy Assessment and Monitoring Programme (LAMP/UNESCO)

Goal 6 : Quality

Key Questions
- Are strategies to meet the diverse learning needs included in teaching learning methods?
  - seek out the learner
  - acknowledge the learner's knowledge and experience
  - make content relevant
  - use varied instructional and learning processes
  - enhance the learning environment
- Does legislation and policies that mandate the delivery of quality education exist in the education system?
  - supportive legislative framework
  - implement good policies
  - administrative capacity for support and leadership
  - sufficient resources
  - learning outcomes

Use available information such as:
- An evaluation of the implementation of the Junior Secondary Curriculum 2004, NEC; Prof. Chandra Gunawardena, Dr. Dayalatha Lekamge
- Achievement of Grade four pupils – NEREC
- Study on identifying entry competencies by teachers (Grade 1) & usage of entry competencies in the teaching/learning process
- Analysis of G.C.E O/L Examination covering school and social factors related to the low achievers

Action Plan

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Cost estimate (Rs.m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Study on entry competencies</td>
<td>0.85</td>
</tr>
<tr>
<td>2 Assessment of life skills</td>
<td>1.49</td>
</tr>
<tr>
<td>3 Literacy Assessment and Monitoring Programme (LAMP)</td>
<td>35.00</td>
</tr>
<tr>
<td>4 Survey of ECCE children</td>
<td>2.80</td>
</tr>
<tr>
<td>5 Analysis of factors related to school performance GCE O/L</td>
<td>0.00</td>
</tr>
<tr>
<td>6 Survey on non-attendance</td>
<td>0.30</td>
</tr>
<tr>
<td>7 Survey on inclusive education policy &amp; practices</td>
<td>1.64</td>
</tr>
<tr>
<td>8 Administration of EFA activities</td>
<td>1.00</td>
</tr>
<tr>
<td>Total</td>
<td>43.08</td>
</tr>
</tbody>
</table>

Additional requirements

- Organize capacity building training programmes for EFA teams aiming to support data collection, analysis and reporting
- Support fund-raising to fund national assessments
- Support to national & regional assessment process & reports: TA, logistical and financial
- Strengthening EFA Unit – MoE: Infrastructure facilities
Partners supporting:
√ program implementation
√ monitoring and assessment

<table>
<thead>
<tr>
<th>Agencies</th>
<th>ECCE</th>
<th>UBE</th>
<th>Skills</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADB</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WB</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNICEF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SIDA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GTZ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNDP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Save the Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agencies</th>
<th>ECCE</th>
<th>UBE</th>
<th>Skills</th>
<th>Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Sri Lanka</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNFPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>World Vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNESCO</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>